

Catch-up Premium Strategy 2020-2022

School's Name	Aston-on-Trent Primary School	Date	18.12.20 Updated 9.09.21
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School's universal catch-up premium fund (total amount)	£15,440
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CONTEXT (2020- 2021)

Staff welcomed pupils back into school in September 2020 allowing them time to 'get back into learning'. Pupils' participated in a range of activities which supported them in approaching learning after lockdown. The Reception Baseline Assessment (2020) was delayed in line with the Government recommendations and assessments took place across the school in November (2020) when staff felt pupils were ready for these.

From the data and pupil responses as a staff we prioritised how the catch-up funding would be used across the school to support each cohort.

EYFS – Areas identified as being weaker were PSD, fine motor skills and phonics.

KS1 – Areas identified as being weaker were Writing, Phonics and gaps in mathematics.

KS2 – Areas identified as being weaker were Writing and SPAG (Spelling, punctuation and Grammar). Some specific areas in mathematics are weaker due to some concepts not being taught in the Summer term.

CONTEXT (2021-2022)

Pupils were welcomed back to school in September (2021) following the removal of most restrictions. Decisions had been made at the end of the Summer term to gradually return to 'normal' routines and practices in school over the Autumn term. This is to ensure that staff, pupils, governors and parents can be confident that everyone will continue to feel safe, secure and supported through these changes. The Reception Baseline Assessment and New EYFS Curriculum will be introduced from September this year.

All pupils were assessed during the Summer Term to support the planning in their next class. We continue to use the catch-up funding in the areas identified previously and will increase support where we can for any further gaps which become clear as the year progresses. The allocated funding where it has not been spent will follow the cohort.

Barriers	
1.	Reception Pupils (2020)– limited reading resources for the teaching of phonics within the early phases. Reduced time spent at pre-school engaging in 'School ready' activities. Y1 Pupils(2020) - limited reading resources for the teaching of phonics within the early phases Reduced time in Reception for the teaching of phonics

2.	Y2 & Lower KS2 (2020)– Limited understanding in specific concepts in mathematics. Particularly moving from concrete to abstract in Y2 & Y3. Word problems and reasoning tasks are more challenging for pupils. Inference in Reading comprehension through quality texts. Writing & SPAG identified as weaker through assessment.
3.	Upper KS2(2020) – Limited access to IT resources for pupils to embed learning and consolidate prior skills. Knowledge and understanding of specific concepts in mathematics - Learning lost during the Summer term. Writing & SPAG identified as being weaker through assessment.
4.	(2020) Access to high quality online resources for remote and blended learning.

Catch-up Premium Plan					
1)	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
Reception pupils – limited reading resources for the teaching of phonics within the early phases.	Pupils complete phonic phases in line with EYFS ELGs.	Purchase of reading books to support the teaching of phonics. Purchase class ipad	Autumn Term 2020 AD/SR/CS	End of term assessments. Progress of pupils through Bug Club and the school Reading Scheme.	£110 Books and ipad purchased
Reduced time spent at pre-school engaging in ‘School ready’ activities.	Pupils will meet ARE in ELGs by the end of the EYFS.	Additional TA intervention time to support development of targeted groups of pupils over the Spring and Summer terms in EYFS.	Spring & Summer terms 2021 AD/CS	AD to monitor progress towards ELGs. End of term assessments.	£253 £1358.50 (30 X 2.5 hour sessions - TA) Any TA hours remaining to be used to support pupils in Year 1 (Autumn 2021)
Y1 – limited reading resources for the teaching of phonics within the early phases.	Pupils achieve the phonic screen check at least in line with national averages.	Purchase of reading books to support the teaching of phonics	Autumn Term 2020 AL/SR/CS	End of term assessments. Progress of pupils through Bug Club and the school Reading Scheme. Phonic screen check.	£440 Books purchased Further books may need to be purchased (Autumn 2021). As yet further funding has not been allocated.
Reduced time in Reception for the teaching of phonics	Pupils achieve the phonic screen check at least in line with national averages.	Purchase 6 ipads for class groups to access activities to support targeted groups	Spring & Summer terms 2021 AL/CS/SR	End of term assessments. Pupil progress through Bug Club and the school reading scheme	£1520 Ipads purchased for Y1 Staff would like to purchase an additional 24 ipads to create a class set to share with Y2, Y3 & Y4 (Autumn 2021). As yet further funding has not been allocated.

Reasons for the approaches taken:

Purchasing of books to give pupils access to high quality resources.

Interventions in phonics, Physical development and number to support small group and individual practical tasks in EYFS with experienced TA who knows the children.

Purchasing of 6 class ipads to access Lexia more frequently to support reading and the development of phonics.

Purchasing of 24 ipads if the funding can be made available to support reading and the development of phonics across KS1.

Success criteria: what will tell you that you overcome the barrier?

- Majority of pupils' complete phase 3 in Reception by the end of the Year close to or in line with school end of year average scores.
- Percentage of pupils is in line or close to our school average in the phonic screen check in Y1.
- Majority of pupils complete phase 5 by the end of Y1.
- EYFS & Y1 end of year assessment data.

2)	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
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Y2– Limited understanding in specific concepts in mathematics. Particularly moving from concrete to abstract. Word problems and reasoning tasks are more challenging for pupils. Inference in Reading comprehension through quality texts. Writing & SPAG identified as weaker through assessment.	Pupils will grasp concepts and achieve Age Related Expectations by the end of KS1.	Additional teacher booster time for groups of pupils. Purchase of class ipad	Spring & Summer terms 2021 JS/CS/AB/JL	End of term assessments, learning walks, observation and pupil interviews.	£1125 (30 sessions of 1.5 hours - Teacher) Any funding remaining to move through to Year 3 for booster time (Autumn 2021). £253 Ipad purchased
Y3 – Limited understanding in specific concepts in mathematics. Word problems and reasoning tasks are more challenging for pupils. Inference in Reading comprehension through quality texts. Writing & SPAG identified as weaker through assessment.	Pupils will grasp concepts and achieve Age Related Expectations by the end of Y3.	Additional TA time to support individuals and groups of pupils. Purchase of class ipad Purchase of guided reading sets. Portable whiteboards for use with small groups. Additional teacher booster time to support individuals and groups of pupils.	Spring & Summer terms 2021 ED/CS/JC/JR Spring & Summer terms 2021 ED/SR/CS/JR Spring term ED/CS/SR	End of term assessments, learning walks, observation and pupil interviews.	£540 (36 hours - TA) Funding to move through to Y4 £253 Ipad purchased £800 to move through to Y4 as items were not purchased following further lockdown measures in place and to refocus funding for class support moving forward. £350 (14 hours - Teacher) Any funding remaining to move through to support in Y4.
Y4 - Limited understanding in specific concepts in mathematics. Particularly moving from concrete to abstract. Word problems and reasoning tasks are more challenging for pupils. Inference in Reading comprehension through quality texts.	Pupils will grasp concepts and achieve Age Related Expectations by the end of Y4.	Additional teacher booster time to support individuals and groups of pupils. Purchase of class ipad	Spring & Summer terms 2021 VB/JH/JR/CS	End of term assessments, learning walks, observation and pupil interviews.	£1250 (50 hours - Teacher) Any funding remaining to move through to support in Y5. £253 Ipad purchased

Writing & SPAG identified as weaker through assessment.

Reasons for the approaches taken:

Additional booster time for teachers to teach small groups of pupils to address specific areas and allow increased familiarity with mathematical vocabulary and identifying which strategies they need to use.

Due to further lockdown restrictions last year it was not possible to use catch-up funding in a number of ways that had been planned due to limited staffing and accommodation to work with groups of pupils. This will begin as over the Autumn Term (2021) where possible.

Additional TA time to support individuals and groups of pupils to help build stamina and embed new concepts in writing and inference and the ability to apply these skills across a range of subjects.

Increased access to high quality and engaging texts for long term impact to support higher inference skills and a more fluent ability to deduce information from texts. Creating an enjoyment for reading.

Success criteria:

- Pupils will grasp concepts and achieve or be close to achieving Age Related Expectations in Reading, Writing, SPAG & Mathematics by the end of KS1, Y3 & Y4.

3)	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
Upper KS2 – Limited access to IT resources for pupils to embed learning and consolidate prior skills.	Pupils will have immediate access to high quality IT resources to complete revision tasks, embed learning, consolidate prior taught skills. End of year assessments and KS2 SATS.	Purchase 20 ipads for class groups to access activities to support targeted groups.	January 2021 TB/SM/CS/SR	End of term assessments, learning walks, observation and pupil interviews.	£5060 Years 5 & 6 now have a class set of ipads to share.
Specific concepts in mathematics - Learning lost during the Summer term. Writing & SPAG identified as being weaker through assessment.	Pupils will be taught all concepts and reduce GAPS in understanding. End of year SATS and assessments. Pupils will be taught all concepts and reduce GAPS in understanding. End of year SATS and assessments.	Y6 & Y5 Booster sessions & 1:1 support.	Autumn 2020-Summer 2021	End of term assessments & KS2 SATS.	Funding already allocated through school budget and Pupil Premium Funding (50 teaching hours 2020). Any funding remaining to be used supporting pupil progress with current Y6 (2021)

Reasons for the approaches taken:

Pupils will have immediate access to high quality IT resources to complete revision tasks, embed learning, consolidate prior taught skills. Children will have research opportunities at their fingertips, teachers will have the opportunity to set revision tasks and give those who have fallen behind the opportunity to catch up during register time using platforms invested in by the school.

Pupils will be taught all concepts and reduce GAPS in understanding. Teachers will deliver booster sessions over the three terms across Y5 & Y6 to support catch up. Pre – teaching interventions used weekly to support individuals and groups of pupils.

Due to further restrictions it was not possible to introduce the planned interventions – this funding will be allocated to pupils needing additional booster support for catch-up (2021/2022).

Success criteria:

- Percentage of pupils achieving national standards in Reading, Writing and Mathematics at the end of KS2 is close to or in line with school averages.
- Percentage of pupils across KS2 achieving Age Related Expectations in Reading, Writing and Mathematics is close to or in line with school averages.

4)	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
Access to high quality online resources for remote and blended learning.		Access to Bug Club for KS2 pupils.	Autumn 2020 CS	End of term Reading assessments.	£600 Purchased
		Access to Ed Shed	Autumn 2020 CS	End of term assessments	£400 Purchased
		Access to White Rose	Autumn 2020	End of term assessments	£100 Purchased
Reasons for the approaches taken: Pupils in EYFS & KS1 already have access to Bug Club and due to the necessity to quarantine books KS2 now have access to Bug Club to support reading. Ed shed is used by staff and pupils to support spelling and mathematics. Success criteria: Pupils are accessing high quality online resources. <u>CONTIGENCY REMAINING £775.50</u>					

Review of the impact of the strategy

1.	<i>(Brief recap for each barrier)</i>	<i>(Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate)</i>	<i>(Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome)</i>
2.			
3.			
4.			