

Catch-up Premium Strategy 2020-2021

School's name	Ambergate Primary School	Date	4/11/20
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School's universal catch-up premium fund (total amount)	£6880		Number	Percentage
Total number of pupils on roll	NOR = 86	Pupils eligible for the pupil premium/ disadvantaged	8	9%
		Pupils eligible with SEND	13	15%
		Pupils eligible who are LAC and/or PLAC	0	0
National Tutoring Programme	Tutors - FTE=		Academic Mentors – FTE =	
	£735		£ N/A	

Barriers		
Academic		
1.	Retention of Phonic and Spelling skills. Gaps in basic phonic and spelling knowledge.	
2.	Fundamental numeracy skills; lack of fluency in number bonds, times tables and basic operations.	
3.	Loss of comprehension and decoding skills due to lack of engagement with reading during lockdown.	
Behaviour and Attitudes		
4.	Loss of independence, resilience and stamina.	
5.	Loss of routines and boundaries.	
Personal development (including social and emotional health and wellbeing)		
6.	Lack of emotional literacy.	
7.	Learning how to socialise again, resolve conflicts and respect others.	
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: 2/11/20	HT, SLT and GB.
	Spring: 8/3/20	HT, SLT and GB.
	Summer: 5/7/20	HT, SLT and GB.

Catch-up Premium: Academic Objective 1: To improve children's phonic and spelling skills and retention

Reasons for the approaches taken: The EEF guide to supporting school planning: a tiered approach to 2020 -21 suggests the use of quality first teaching, targeted academic support and wider strategies to relate to the most significant non- academic barriers to success in school. Alongside this, the EFF teaching and learning toolkit shows that phonics teaching has impact + 4, small group tuition + 4, one to one tuition + 5.

Success criteria - what will tell you that you have overcome the barrier?

- Children will recognise and be able to write more GPCs
- Children will be able to transfer phonics skills when reading and writing
- Children will understand the morphology of words and use it to understand unfamiliar words
- Children will be able to transfer spelling strategies when reading and writing

Barrier		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
1	Retention of Phonic and Spelling skills. Gaps in basic phonic and spelling knowledge.	% pass phonic screening (Year 1 & 2) Increased % working at ARE in reading. Increased spelling ages using Single Word Spelling Test Transference of skills when reading and writing – Assessment for Learning	Whole school phonics training delivered by LA consultant 28/9/20 Selection and purchase of Phonics Intervention Schemes Fast Track Phonics Bounce Back Phonics	CH CH	Strategies evident during CH - learning walk- 5/10/20 JA - learning walk- 19/10/20 CH Impact will be measured using phonics diagnostic	Already in School Improvement Plan- main budget £40 £40

			Quality First Teaching across the school with a consistent approach supported by Monster Phonics and No Nonsense Spelling	CH	CH Improvement in spelling ages calculated by Single Word Spelling Test	Teacher's time
			Class 2 Teacher released one afternoon per week to deliver phonic interventions	LW Autumn Term 11 sessions	CH Impact will be measured using phonics diagnostic.	£1100
			Class TA released 2 afternoons per week to deliver phonics interventions	SJ Autumn 2	CH Impact will be measured using phonics diagnostic.	£463.65
			Class 3 Teacher released part of one afternoon per week to deliver year group gap focused spelling interventions using No Nonsense Spelling Progressive Scheme	JA Autumn 2 6 sessions	CH Improvement in spelling ages calculated by Single Word Spelling Test	£300
			Extra TA hours in Class 1 to support phonics intervention in small groups based on gap analysis	RT Autumn 2	CH Impact will be measured using phonics diagnostic.	£463.65 Total for objective: £2507.30
Catch-up premium plan: Academic Objective 2: To improve fundamental numeracy skills; increasing fluency in number bonds, times tables and basic operations.						

Reasons for the approaches taken: The EEF guide to supporting school planning: a tiered approach to 2020 -21 suggests the use of quality first teaching, targeted academic support and wider strategies to relate to the most significant non- academic barriers to success in school. Alongside this, the EFF teaching and learning toolkit shows that mastery teaching has impact + 5, small group tuition + 4, one to one tuition + 5.

Success criteria - what will tell you that you have overcome the barrier?

- Increased fluency and confidence in using basic operations
- Increased fluency and confidence in recalling and applying times table knowledge
- Increased fluency and confidence in recalling and using number bonds
- Increased % children working at ARE in Maths

Barrier		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
2	Fundamental numeracy skills; lack of fluency in number bonds, times tables and basic operations.	Increase in % at ARE in Maths % making good or better progress	Quality First Teaching across the school using mastery maths approach supported by White Rose resources.	RT	CH - learning walk- 5/10/20 Pupil Progress Meetings	Teacher's Time
		Question level analysis will show an improvement in the % correct answers using fundamental skills	Class 3 Teacher released one afternoon per week to deliver intervention based upon times tables and number relationships continued 2 afternoons per week by class TA.	JA Autumn 1 5 sessions	CH Pupil Progress Meetings	£500
			Class 3 Teacher released one afternoon per week to deliver intervention based upon use of the four operations continued 2 afternoons per week by class TA.	JA Autumn 2 6 sessions	CH Pupil Progress Meetings	£300
			Class 3 Teacher released one afternoon per week to deliver intervention based upon maths gap analysis continued 2 afternoons per week by class TA.	JA Spring 2 4 sessions	CH Pupil Progress Meetings	£400

			Engagement with National Tutor Partner 1:3	NTP / CH 15 hour block	CH Pupil Progress	£183.75 Total for objective: £1683.75
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Catch-up premium plan: **Academic** **Objective 3: to improve decoding and comprehension skills while supporting children to discover the texts that they enjoy reading.**

Reasons for the approaches taken: The EEF guide to supporting school planning: a tiered approach to 2020 -21 suggests the use of quality first teaching, targeted academic support and wider strategies to relate to the most significant non- academic barriers to success in school. Alongside this, the EFF teaching and learning toolkit shows that reading comprehension has impact + 6, small group tuition + 4, one to one tuition + 5.

Success criteria - what will tell you that you have overcome the barrier?

- Children will be able to use phonics knowledge (Objective 1) to decode unfamiliar words
- Children will be able to retrieve information, infer, summarise and predict
- Children will be able to talk about what they like to read

Barrier		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
3	Loss of comprehension and decoding skills due to lack of engagement with reading during lockdown.	Increased % of children at ARE for reading	Quality First Teaching of reading skills during 1:1, group and whole class reading sessions	Class Teachers & Teaching Assistants Daily	CH Learning Walks Pupil Progress Meetings	Teacher's Time
		Question level analysis will show an improvement in the % correct answers using retrieval and inference skills.	Rich, quality texts are chosen to be used in all curriculum areas	Class Teachers Daily	CH Timetables Pupil Interviews	Teacher's Time
		Pupil Interviews- attitude to reading	Whole Class Story times	Class Teachers At least 3 times per week	CH Timetables Pupil Interviews	Teacher's Time
			Class 2 Teacher released one afternoon per week to deliver reading interventions	Spring Term 11 sessions	CH Pupil Progress	£1100
			Class TA released 2 afternoons per week to deliver interventions- following up work started by class teacher	Spring Term 11 sessions	CH Pupil Progress	£463.65

			Engagement with National Tutor Partner 1: 3	NTP/CH 15 hour block	CH Pupil Progress	£183.75 x 3 = £551.25
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			Class 3 Teacher released one afternoon per week to deliver intervention based upon use of inference skills continued 2 afternoons per week by class TA	JA Spring 1 6 sessions	CH Pupil Progress	Total for objective: £2714.90
Catch –up premium plan: Behaviour and attitudes Objective 4: To improve children’s independence, resilience and stamina in learning.						
Reasons for the approaches taken: A graduated response towards the return to school which ensure the children do not feel overwhelmed and give them a chance to feel success. Success criteria - what will tell you that you have overcome the barrier? - Children will be able to work for longer periods of time completing a range of tasks - Children will have a range of strategies to use to solve problems, understanding what to do if they become stuck						
Barrier		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
4	Loss of independence, resilience and stamina	Children will be equipped with the skills to be independent, resilient learners with stamina to complete longer activities Pupil Interviews Learning Walks	Lessons: All lessons have been planned at steadier pace, gradually building stamina for learning. Timetabling: The mornings focus on English and Mathematics leaving the afternoons for PHSE, Topic, PE and Science. During the mornings, there is a focus on fundamentals such as phonics, spelling, handwriting and times tables.	First two weeks in September.	CH	No additional cost Class Teachers time

			Children are taught 'learning how to learn' strategies including what to do if they are stuck	Autumn 1	CH	No additional cost Class Teachers time
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Catch –up premium plan: **Behaviour and attitudes Objective 5: To re-establish routines and boundaries, promoting an environment of mutual respect.**

Reasons for the approaches taken: Consistent approaches across school where boundaries are clearly established will result in the children feeling more secure in the new environment.

Success criteria - what will tell you that you have overcome the barrier?

- Children will feel secure in their routines
- Children are equipped with strategies to cope when routines are changed due to unforeseen circumstances
- Relationships will demonstrate mutual respect, both peer to peer and child to adult
- School core values will be evident around school

Barrier		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
5	Loss of routines and boundaries	Children will be secure in their routines and manage if the routines change. Relationships will demonstrate mutual respect. School core values will be evident. Pupil Interviews Learning Walk	Consistent visual behaviour management system will be in every classroom. Children will be given the opportunity to make the right choice to change their behaviour. Consistent use of 'dojo' points and positive reinforcement	CTs Autumn 1	CH Learning Walk Pupil Interviews	No additional cost Class Teachers time
			Visual timetables in every classroom	CTs Autumn 1	CH Learning Walk Pupil Interviews	No additional cost Class Teachers time
			PSHE Lessons to remind children of their responsibilities within school	CTs Autumn 1	CH Pupil Questionnaire	No additional cost Class Teachers time
			Weekly whole school celebration assembly using Microsoft Teams	CH Weekly	CH Pupil Questionnaire	No additional cost Headteacher/ Class Teachers time

Catch-up premium plan: **Personal development Objective 6: To equip children with the skills to recognise and manage their own feelings.**

Reasons for the approaches taken: Teaching emotional literacy through PSHE lessons and revisiting daily will help children understand their feelings. The children will then be able to recognise how they are feeling and develop strategies to help themselves or find support from others.

Success criteria - what will tell you that you have overcome the barrier?

- Children will have an understanding of their feelings
- Children will have a range of strategies to help them including when to speak to a trusted adult
- Children will understand how to use safe spaces
- Less instances of children struggling to cope with different situations

Barrier		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
6	Lack of emotional literacy means some children struggle in different situations.	Children will be able to recognise and manage their own feelings	PSHE Lessons to teach the children about emotional literacy. Use of visual cues Re-emphasising well-being and normalisation messages by validating children's experiences.	Class Teachers First two weeks Autumn 1	CH Pupil questionnaire	No additional cost Class Teachers time
			Weekly whole school assembly using Microsoft Teams focusing on one core value per half term	CH Weekly	CH Pupil questionnaire	No additional cost Headteacher/ Class Teachers time
			Use of Forest school and ELSA for target children	SM Weekly Autumn 1	CH Boxhall Profiles	Provision part of school offer
			'Watch Me Rise' resilience programme with Next Level Sports	RY Weekly Autumn 1	CH Pupil Questionnaire Observations	Provision part of school offer

Catch-up premium plan: **Personal development Objective 7: To learn how to socialise again, resolve conflicts and respect others.**

Reasons for the approaches taken: Children need to be taught strategies to resolve conflicts in a positive way. The children need support and guidance along with positive reinforcement.

Success criteria - what will tell you that you have overcome the barrier?

- Children will be able to socialise, maintaining good relationships with their peers
- Less instances of staff members needing to resolve situations
- Less instances of physical responses
- Children will demonstrate the Ambergate core values

Barrier		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
7	Some children are struggling to socialise again, resolve conflicts and respect others.	Children are settled and happy to be in school. They maintain good relationships with staff and peers; demonstrating Ambergate core values. Observation Pupil Questionnaires	Staff reinforce positive social interactions whilst children are working and at play.	All staff Ongoing	CH Observation Pupil Questionnaires	No additional cost Staff members time
			PSHE Lessons to teach children how to resolve conflicts.	Class Teachers Autumn 1	CH Observation Pupil Questionnaires	No additional cost Class Teachers time

Review of the impact of the strategy				
		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
1.	Ac.	<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>
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3.				
4.	B A			
5.				
6.	P D			
7.				