

Catch-up Premium Strategy 2020-2021

School's name	<i>Cromford C of E</i>	Date	Jan 2021
---------------	------------------------	------	----------

School's universal catch-up premium fund (total amount)	£ 6400	Number	Percentage
Total number of pupils on roll	NOR = 80	Pupils eligible for the pupil premium/ disadvantaged	18 22.5%
		Pupils eligible with SEND	17 21%
		Pupils eligible who are LAC and/or PLAC	1 1%
National Tutoring Programme	Tutors - FTE= £		Academic Mentors – FTE = £

Barriers	
Academic	
1.	To address gaps in phonics knowledge for children on years R,1,2,3
2.	To improve reading comprehension and fluency
3.	To improve knowledge, understanding and application of number and mathematical concepts
Behaviour and Attitudes	
4.	To support children with social, emotional health and wellbeing needs
Personal development (including social and emotional health and wellbeing)	
5.	Support children who are struggling to return to the daily structure and demands of learning
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: <i>HT, SLT and GB.</i> Spring: <i>HT, SLT and GB.</i> Summer: <i>HT, SLT and GB.</i>

Catch-up Premium: Academic Objective 1: To improve children's phonic ability in Years 1, 2 and 3
Reasons for the approaches taken: gaps in phonics knowledge for children in years R,1,2,3

Success criteria – improved fluency in reading and a pass rate in line with national for phonics screening in Years 1 & 2

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	<p>Gaps in phonics knowledge for children in Years 1, 2 and 3 due to missed teaching and learning time.</p> <p>Improved phonics knowledge leading to greater fluency in reading and spelling knowledge.</p> <p>Y1 and Y2: A baseline phonics assessment from September will be compared to the results from Y2 phonics screening in Autumn 2 and Y1 in June 2021 to show progress from this multi –faceted approach to catch up.</p> <p>Targeted Y3 & 4 - additional phonics support session each week.</p>	<p>Weekly homework set for Infant class to recap / revisit or consolidate previous learning / help to plug any gaps.</p> <p>Y2 children are also participating in regular Y1 phonics lessons to help plug any gaps identified.</p> <p>HQ to attend phonics briefings</p> <p>EH – online phonics course</p>	<p>HQ Daily phonics lessons</p> <p>Regular assessment and review of groupings.</p>	<p>Class teachers will continuously assess children during sessions and also formatively at the end of each half term.</p> <p>Y3 children attending an intervention group will be assessed to monitor progress</p>	<p>Universal fund</p> <p>Hours to cover costs for in house staff to lead interventions (2 hr p/wk for 10 months @ £60 per month)- £1200</p> <p>Cost of briefings - £200</p> <p>TOTAL: £1400</p>

Catch-up premium plan: Academic Objective 2 – to improve reading comprehension and fluency

Reasons for the approaches taken: Some children have not been reading regularly at home during lockdown, so their skills in reading have regressed, resulting in significant gaps between actual reading ages and expected reading ages.

Success criteria – improved reading comprehension and fluency

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 Regression of reading skills during lockdown.	Improved fluency and comprehension. Children will likely move up reading book bands demonstrating progress	Targeted pupils identified additional regular reading in all year groups. Purchase of more reading books for KS 2 pupils = focus on non fiction 3 x weekly spelling group in upper KS 2	Daily TA support for individual reading with targeted pupils in each class	Commercial reading test to measure progress	Universal fund: Commercial Reading test: £200? ‘Spelling Mastery’ pupil books £110 New reading books – especially for KS 2 lower ability and also non fiction £1500 Cost of TA supporting in Infant class daily 2 hrs a week £1200 Cost of TA supporting in KS 2 classes daily 2hrs a week £1200 TOTAL: £4210

Catch-up premium plan: **Academic Objective 3 - To improve knowledge, understanding and application of number and mathematical concepts**

Reasons for the approaches taken: Maths skills and knowledge paused / regressed due to lockdown.

Success criteria - improved knowledge, understanding and application of numbers and mathematical concepts.

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	Maths skills regressed during lockdown, children struggled to retain learning.	<p>White Rose catch up consolidation intervention</p> <p>Times Tables Rock Stars app subscription</p>	TA – 2 hours / week = 2 x groups of four ch for 2 x 30 minute sessions per week.	<p>Assessment using the White Rose Maths assessment units.</p> <p>Improved times tables knowledge/ mental arithmetic</p>	<p>Universal fund:</p> <p>Purchase of White Rose Maths workbooks for Spring Term 2021 £270</p> <p>Subscription to Times Table Rockstars. Whole school for a year. £94.90</p> <p>Local Authority termly Maths Briefings £150</p> <p>TA KS2 staff costs: Y3-6 2 hours / week = £120 / month ongoing for 10 months from 2/11 until the end of term = £1200</p> <p>TOTAL: £1714.90</p>

Catch –up premium plan: **Behaviour and attitudes Objective 4 To support children with social, emotional health and wellbeing needs.**

Reasons for the approaches taken: To address social, emotional health and wellbeing needs in school.

Success criteria - improved behaviour / self-esteem / self-belief / resilience

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	Social, emotional health and wellbeing needs in school that need addressing post Covid – 19 lockdowns.	Improved behaviour, self-esteem, selfbelief / resilience / confidence.	Weekly Nurture sessions with staff.	Individual sessions as needed	Teachers	Universal fund TA 2 hours a week £1200 Total: £1200

Catch –up premium plan: **Personal development Objective 5 - Support children who are struggling to return to the daily structure and demands of learning**

Reasons for the approaches taken: Enabling children who are struggling to return to the daily structure and demands of learning

Success criteria – pupils are able to engage fully with the curriculum at the level they were before school lockdown

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	Enable those pupils who are not used to the daily structure and demands of learning after lockdown	Targeted pupils are able to fully engage with the curriculum at the level they were before lockdowns.	Pupil voice on motivations and interest, Individual support where needed Liaison with parents and carers	Pupil voice – on return to full opening	Ongoing with staff input	Universal fund Funding if needed – no cost at present

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>
2.				
3.				
4.	B A			
5.				
6.	P D			
7.				