

Catch-up Premium Strategy 2020-2021

School's name	Creswell C of E Infant and Nursery		Date	13.10.20
School's universal catch-up premium fund (total amount)	£13,360 (£80 per child) Total expenditure in the plan to date £12,176		Number	Percentage
Total number of pupils on roll	NOR = 167 (FS2 and KS1 eligible only)	Pupils eligible for the pupil premium/disadvantaged	81	48%
		Pupils eligible with SEND	34	20%
		Pupils eligible who are LAC and/or PLAC	4	2.4%
National Tutoring Programme	Tutors - FTE= £		Academic Mentors – FTE = £	

Overall aim – To minimise the impact of COVID19 by effective reintegration; quality first teaching, assessment and targeted support and ‘catch-up’, so that ALL pupils make the necessary progress to fulfil their potential.

Barriers	
Academic	
1.	Phonics– Teaching and Whole School Strategies <i>Specific content has been missed from the previous year group and as a result children are not prepared to undertake the current year's learning. There is a vast range in the amount of phonics home learning that children engaged with during lockdown.</i>
2.	English and Maths – Teaching and Whole School Strategies <i>Opportunities to practise have been reduced or missed. Children have missed out on curriculum opportunities to stimulate writing – visits, visitors.</i>
3.	Prior Low Attainment – Targeted Approaches <i>With higher than national levels of SEND and Disadvantaged pupils there is greater need for support for low attainment pupils. The gap between SEND and Disadvantaged vs non SEND and Disadvantaged is likely to have widened during shutdown.</i>
Behaviour and Attitudes	
4.	Attendance and Punctuality – Wider Strategies <i>Children may need to self-isolate due to contact with Coronavirus which will cause disruption to learning. Support and access to home learning during these periods will vary. Anxiety about health and safety may have an impact on attendance.</i>
5.	Behaviours for Learning – Wider Strategies <i>After an extended period of time without structured learning pupils will need to be supported to re-establish behaviours for learning. They will need support to re-engage with the curriculum and learning and regain the stamina and work ethic prior to lockdown</i>
Personal development (including social and emotional health and wellbeing)	
6.	Social and Emotional health and wellbeing – Wider Strategies <i>Pupils will need support to build confidence, resilience and knowledge so that they can keep themselves mentally healthy. Situations at home during and since lockdown may result in greater need for support for both children and families.</i>

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>
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Rationale for the approaches taken:

- Education Endowment Foundation (EEF) in their Covid-19 Support guide for schools advises:
 - **Teaching and whole school strategies**
 - Supporting great teaching
 - Pupil assessment and feedback
 - Transition support
 - **Targeted approaches**
 - One to one and small group tuition
 - Intervention programmes
 - Extended school time
 - **Wider strategies**
 - Supporting parent and carers
 - Access to technology

Interventions are to be research based and proven to be effective through either EEF, HMI and DfE Maths and English Hubs.

Further guidance has been obtained from:

- Guidance on curriculum expectations for the next academic year.
- EEF metacognition and self-regulated learning guidance report and TA Guidance
- DfE Catch up premium guidance
- DfE English Hub Training with HMI inspector (The possible impact of Covid-19 on pupil's reading and the implications for addressing gaps in learning)

Catch-up Premium: **Academic Objective 1: To recover missed learning in phonics and reach age related expectations by the end of summer 2021.**

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

Children will have recovered knowledge from prior to the pandemic and will have closed the gaps created to enable them to achieve age related expectations in line with national standards. Staff will teach and assess phonics effectively and confidently.

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	Phonics <i>Specific content has been missed from the previous year group and as a result children are not prepared to undertake the current year's learning. There is a vast range in the amount of phonics home learning that children engaged with during lockdown.</i>	Establishing baselines in learning - Identifying gaps	Phonics training for all staff – Teaching and Assessment.	Sam Cardwell / Helen Ford 12.2.21	Amanda Dodd & English Link Governor £130 HF ½ day cover and resources SC existing Leadership time
		Assessment of the taught curriculum	Develop links with English Hub (Whiston Worrygoose Junior and Infants) to support teaching of phonics and early reading.	Sam Cardwell / Helen Ford 18.12.20 & ongoing	Amanda Dodd & English Link Governor £391 HF cover ½ day per term SC existing Leadership time
		Tracking of pupil progress data.	Staff training on effective deployment of TAs.	Sam Cardwell 19.1.21	Amanda Dodd No additional cost Staff Meeting time
		End of year assessment (Formative and Summative)	Booster sessions for targeted groups – 30mins x3 per wk 1 by class teacher in Focus time and 2 by TA.	Class Teachers Half Termly	Sam Cardwell No additional cost for TA See English and Maths for Teacher cover
			Resources to support learning at home	Class Teachers	Sam Cardwell £250 Resources

Catch-up premium plan: **Academic Objective 2: To develop writing and maths skills and reach age related expectations by the end of summer 2021**

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

Children will have recovered skills from prior to the pandemic and will have closed the gaps created to enable them to achieve age related expectations in line with national standards. Staff will teach and assess writing effectively and confidently.

Expectations in line with national standards. Staff will teach and assess writing effectively and consistently.						
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	English and Maths Specific content has been missed from the previous year group and opportunities to practise to develop fluency have been reduced. As a result children are not fully prepared to undertake the current year's learning. This learning has to be taught to provide children with the knowledge they need when learning something new and allow them to make connections between concepts and themes.	Establishing baselines in learning - Identifying gaps	Teacher pm focus sessions for targeted group 1.5hr/wk	Class teacher Weekly	Amanda Dodd	£4951 at 3hrs per week (Weekly Teacher cover – ½ day per week)
		Assessment of the taught curriculum	Early language programme (NELI) in F2 to improve oral language and early literacy skills.	Amanda Dodd Start by 11 th Jan	Helen Ford & English Link Governor	£4342 in total (Supply teacher – 4hrs/wk for 20wks = £3474 + 10hrs training T cover–2x5hr training=£434)
		Tracking of pupil progress data.	Internal moderation and peer support during staff meeting time and lesson study follow up.	Class teachers Half termly	Sam Cardwell / Helen Ford / Jayne Lancashire	£782 (Teacher cover for lesson study follow up)
		End of year assessment (Formative and Summative)	Leadership monitoring and evaluation (discussion and book scrutiny)	SLT Termly	Amanda Dodd & English and Maths Link Governors	No additional Cost SLT meetings & Governor meetings
			Leadership support following monitoring and evaluation (planning/teaching)	Sam Cardwell / Helen Ford / Jayne Lancashire Termly	Amanda Dodd	£782 (HF ½ day Thursday termly JL half day term)

Catch-up premium plan: **Academic** **Objective 3: To provide targeted academic support to ensure that pupils who have prior low attainment demonstrate rapid progress.**

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

Children who have prior low attainment will demonstrate rapid progress and achieve targeted levels.

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	Prior Low Attainment <i>The majority of pupils with prior low attainment are SEND, Vulnerable and Disadvantaged children. With higher than national average levels of SEND and Disadvantaged pupils there is greater need for support for low attainment pupils. Children from the most vulnerable and disadvantaged backgrounds will be amongst those hardest hit by the disruption to their education.</i>	Baseline data	Half termly target driven / research based intervention timetables for pm delivery by TAs (7.5hrs per week)	Class teachers/TAs Half termly	SLT No additional cost Staff meeting time
		Tracking of pupil progress data	Intervention	TAs/Class teachers Half termly	SLT No additional cost TA & SLT allocated time
		End of year summative/formative assessment	Evaluation forms to be completed to review impact	Sam Cardwell Termly	Amanda Dodd & SEND/PP Link Governor No additional cost Allocated leadership time
		Pupil Progress meetings to review progress and plan next steps	IEP reviews to be completed and Child Friendly IEPs developed and shared	Julia Hamilton & Class Teachers	SLT No additional cost Allocated SEND Co time
		Passports 4 Learning for SEND and PP children completed to track progress and impact of interventions	Class Teachers	SLT	No additional cost Staff meeting time

Catch –up premium plan: **Behaviour and attitudes Objective 4: To achieve school attendance target of 95% and to improve punctuality compared to last year.**

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

Children consistently arrive at school on time. Attendance target is achieved in line with national standards. Both attendance and punctuality improve compared to the previous full school year.

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 Attendance and Punctuality <i>Anxiety about health and safety may have an impact on attendance.</i>	<i>Attendance reports</i> <i>Monitoring Punctuality</i> <i>Parent / Child voice</i>	Monitor and address pupil attendance and absence Review punctuality Pastoral support.	<i>Amanda Dodd</i> <i>Half termly</i> <i>Amanda Dodd</i> <i>Half termly</i> <i>Elaine Furness</i> <i>Ongoing</i>	<i>Sam Cardwell –</i> <i>Safeguarding</i> <i>Link Governor</i>	<i>No additional cost</i> <i>Leadership time</i>

Catch –up premium plan: **Behaviour and attitudes Objective 5: To re-establish behaviours for learning to the levels prior to lockdown (see Ofsted report).**

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

The monitoring and evaluation of Teaching and Learning will show good behaviours for learning throughout 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 Behaviours for Learning <i>After an extended period of time without structured learning pupils will need to be supported to re-establish behaviours for learning.</i>	<i>Leadership monitoring and evaluation.</i> <i>Review of CPOMs</i> <i>Behaviour reports</i> <i>ClassDojo reports</i>	<i>Staff meeting to recap behaviour policy</i> <i>Behaviour review</i>	<i>Amanda Dodd</i> <i>5.1.21</i> <i>SLT</i> <i>Half Termly</i>	<i>Sam Cardwell –</i> <i>Safeguarding</i> <i>Link Governor</i>	<i>No additional cost</i> <i>Staff meeting / Leadership</i>

Catch-up premium plan: **Personal development Objective 6: To develop a mentally healthy school**
Success criteria - what will tell you that you have overcome the barrier?

A toolkit of support for social and emotional health and wellbeing is accessible and utilised by the whole school community.

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	Social and Emotional health and wellbeing Pupils and staff will need support to build confidence, resilience and knowledge so that they can keep themselves mentally healthy. Situations at home during and since lockdown may result in greater need for support for both children and families.	Assessment of taught PSHE curriculum Child / parent voice Emotional Mental Health action plan review and updated audit. Staff / governor interviews	Deliver PSHE curriculum through Jigsaw with focus on social and emotional health and wellbeing. PSHE Teaching and Learning review – class book/child voice. Identify need and develop wrap around care from pastoral. Vulnerable Child strategy Review Complete Emotional Mental Health audit and develop action plan. (Mentally Healthy schools)	Class Teachers Weekly Emma Jackson Termly Emma Jackson Termly Elaine Furness Ongoing Elaine Furness & SLT Termly Sam Cardwell & Kate Sharp	Emma Jackson Termly PSHE Link Governor Annually No additional cost No additional cost Leadership time £157 ½ day TA cover per term Sam existing leadership 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.	Academic	<i>Phonics.</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.		Writing and Maths		
3.		Prior Low Attainment		
4.	BA	Attendance and Punctuality		
5.		Behaviours for Learning		
6.	PD	Social and Emotional Wellbeing		