

Catch-up Premium Strategy 2020-2021

School's name	Whitfield St James' CE (VC) Primary School		Date	09.09.20
School's universal catch-up premium fund (total amount)	£21,120		Number	Percentage
Total number of pupils on roll	NOR = 297	Pupils eligible for the pupil premium/ disadvantaged	68	23%
		Pupils eligible with SEND (K or above)	54	18%
		Pupils eligible who are LAC and/or PLAC	2	
National Tutoring Programme	Tutors - FTE= £		Academic Mentors – FTE = £	

Barriers	
Academic	
1.	Children having gaps in learning which have developed as a result of school being closed during Spring/Summer lockdown periods in all subject areas with a particular focus with Maths and English.
2.	A wider gap between disadvantaged and non- disadvantaged pupils
Behaviour and Attitudes	
3.	Some children developed poor learning behaviours as a result of a lengthy time away from traditional lessons; consequently, progress in lessons has been impacted
Personal development (including social and emotional health and wellbeing)	
4.	Increased number of children presenting with post-lockdown emotional concerns
5.	Increased number of children with multi-agency intervention
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: Dec 2020 HT, SLT and GB. Spring: April 2021 HT, SLT and GB. Summer: July 2021 HT, SLT and GB.

Catch-up Premium: Academic Objective 1: To fill the gaps in learning created during lockdown in the Spring and Summer terms.

Reasons for the approaches taken: After initial formal and summative assessment conducted, we are aware of the gaps in children's learning in relation to the end of year and national curriculum expectations for core curriculum subjects.

Success criteria - what will tell you that you have overcome the barrier? Children will be in line academically with where they should be to achieve end of year expectations – which for our schools is Year Group W+.

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
1 Children having gaps in learning which have developed as a result of school being closed during Spring/Summer lockdown periods in all subject areas with a particular focus with Maths and English.	<p>The desired outcome is children make above expected progress (accelerated progress)</p> <p>Through termly assessments and pupil profile meetings</p>	<p>Conduct intervention groups which are set up in every year group.</p> <p>Teachers and teaching assistants to use gap analyses to gap teach to ensure children close and fill gaps in learning.</p> <p>In addition to Teaching Assistant afternoon groups a teacher to be used for one afternoon a week to focus on key areas across school.</p> <p>Ensure that if we close again we have the infrastructure to ensure as close to possible learning happens at home</p>	<p>JE – for interventions running in school</p> <p>LF- Catch up premium lead</p> <p>NC/LF – KS Leaders</p> <p>CG – SENDCo</p> <p>RC – Assessment co-ordinator</p> <p>CW – Home learning Lead</p>	<p>Reviewed by SLT and Assessment co-ordinator half termly.</p>	<p>£9,000 – Teacher and Teaching assistant costs to run interventions – any new resources bought to support extra intervention</p> <p>Cover costs.</p> <p>Numberstacks intervention purchased at £200</p>

Catch-up premium plan: **Academic Objective 2 To close the widening gap between the disadvantaged and non-disadvantaged**

Reasons for the approaches taken: Initial assessments show that the gap between the disadvantaged and non-disadvantaged has widened.

Success criteria - Disadvantaged pupils will have a greater accelerated progress score than non-disadvantaged pupils – therefore closing the gap.

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
2	A wider gap between disadvantaged and non-disadvantaged pupils	<p>The gap between disadvantaged and non-disadvantaged pupils close with non-disadvantaged pupils having an accelerated progress score.</p> <p>Teachers and teaching assistants are aware of disadvantaged pupils in class and their needs.</p> <p>Interventions that are conducted involve disadvantaged pupils – during the afternoon run by teachers and teaching assistants. If following a scheme – recommended by EEF.</p> <p>Rise and shine continue so disadvantaged pupils are ready for the day.</p>	<p>JE – Interventions co-ordinator</p> <p>LF- Catch up premium lead</p> <p>NC/LF – KS Leaders</p> <p>CG – SENDCo</p> <p>RC – Assessment co-ordinator</p> <p>CW – Home learning Lead</p>	Reviewed by SLT and Assessment co-ordinator half termly.	<p>£7,000 Teacher and Teaching assistant costs to run interventions plus any additional resource costs – including cover costs.</p> <p>NELI – Government approved intervention – cover training costs.</p>

Catch –up premium plan: **Behaviour and attitudes Objective 3 To ensure that all pupils are ready to learn.**

Reasons for the approaches taken: During lockdown the expectations for learning and learning behaviours were different, resulting in some children’s learning behaviour changing therefore not making the progress expected.

Success criteria – All children will demonstrate good learning behaviours for maximum progress to happen.

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:
3 Some children developed poor learning behaviours as a result of a lengthy time away from traditional lessons; consequently, progress in lessons has been impacted	All children will demonstrate good learning behaviours in the classroom. Observations of ALL lessons demonstrate at least good or better learning behaviour for pupils.	Teachers to reinforce expectations for learning behaviour and use the behaviour management policy to support. PSHE lessons on good learning behaviour.	SLT and class teachers.	Observations conducted by SLT termly.	N/A

Catch-up premium plan: **Personal development Objective 4 To ensure all children are able to cope with different emotions and situations and are ready to learn.**

Reasons for the approaches taken: Some children’s mental health was affected by the lockdown and from assessment and observation need support in dealing with different emotions and situations.

Success criteria – Children will have a set of strategies they can use to deal with different emotions and feelings.

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	Increased number of children presenting with post-lockdown emotional concerns	<p>All children will be ready to learn and will learn strategies to cope with emotions in different strategies.</p> <p>Thorough termly meetings with Nurture and SLT</p> <p>Boxhall profile assessments</p>	<p>Continue to run 2 nurture provisions Due to bubble system nurture to take place with a class at a time. Focus on classes with most need.</p> <p>PSHE lessons to look at emotions and coping strategies for different situations</p> <p>Rise and Shine supplements</p>	<p>KL/JE Nurture leads.</p> <p>SLT – CW/LF/NC</p> <p>SENDCo – CG</p> <p>PSHE lead - EF</p>	<p>Termly Nurture meetings with SLT</p> <p>Boxhall Profile assessments before and after Nurture provision</p> <p>Monitoring conducted PSHE lead – twice a year.</p>	£3000 – TA costs, food and resources.
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Catch-up premium plan: **Personal development Objective 5 Ensure all children and families in our care are safe**

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	
5	Increased number of children with multi-agency intervention	<p>All children and families to be supported by professionals to ensure that they are safe in school and home.</p>	<p>DSL team will evaluate and discuss the individual approaches and provision on a case by case basis – cover maybe needed for LF</p> <p>Buy in support where needed from MAT worker Maxine Derret.</p>	SLT/GOV/ Teachers	Constant monitoring by DSL and governing body	£2000 – cover costs and MAT worker costs.

Review of the impact of the strategy – JULY 2021				
		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.	Brief recap for each barrier.	Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.	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.
2.				
3.				
4.	B A			
5.				
6.	P D			
7.				