

Catch-up Premium Strategy 2020-2021

School's name	<i>Springfield Junior School</i>	Date	2 nd October 2020
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School's universal catch-up premium fund (total amount)	£16,400	Number	Percentage	
Total number of pupils on roll	NOR = 205	Pupils eligible for the pupil premium/ disadvantaged	89	43.4%
		Pupils eligible with SEND	77	37.6%
		Pupils eligible who are LAC and/or PLAC	4	1.95%
National Tutoring Programme	Tutors - FTE= £		Academic Mentors – FTE = £	

Barriers	
Academic	
1.	<i>Poor phonic knowledge</i>
2.	<i>Limited oral and written vocabulary</i>
3.	<i>Inability to use and apply mathematical knowledge</i>
Behaviour and Attitudes	
4.	<i>Lack of confidence and self-motivation to complete tasks set</i>
5.	<i>Lack of stamina – physically and mentally</i>
Personal development (including social and emotional health and wellbeing)	
6.	<i>Anxiety following Lockdown and time away from school</i>
7.	<i>Low self-esteem and aspirations</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>

Catch-up Premium: Academic Objective 1: To improve children's phonic ability in Years 3 and 4
Reasons for the approaches taken:

KS1 entry assessment data Autumn 2020 - 49% Yr3 have not achieved a pass mark for the 2019 Screening Check

20% of Yr3 showed a decrease from KS1 Screening Check score when re-assessed September 2020

KS1 Entry and TA baseline data shows 70% of Yr3 at Below Expected for Reading

Year 4 pupils had previously begun targeted phonics work in February 2020 (then in Yr3) – unable to continue due to Covid-19 Lockdown

Present Yr4 data shows Teacher Assessed 52% at Below Expected for Reading

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

Significant progress in the number of pupils at Expected for Reading by Summer 2021 in Yr3 and Yr4

Increase in number of pupils achieving 32 or more in Phonics Screening Check in Yr3

Increase in number of targeted pupils making progress in Phonics Screening Check in Yr4

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 <i>Poor phonic knowledge preventing pupils from engaging in reading both at home and at school. Lack of understanding in reading, whether reading books for enjoyment or instructions, worksheets etc. for learning, demotivates certain pupils and results in low self-esteem and possibly behaviour issues.</i>	<i>Targeted and focused teaching will allow pupils to make accelerated progress. Precision teaching will demonstrate progress through daily assessments – collated and recorded for English Lead and Class Teacher to monitor Use of Phonics Tracker at regular assessment points will demonstrate progress</i>	<i>Precision teaching for target pupils – twice daily in class TAs to work 1:1 Friday afternoons with specific pupils Daily Phonics in target groups – Year 3 and 4 classes led by teacher Purchase of quality phonics resources to support target groups</i>	<i>October – December 2020 January – March 2021 English Lead Class Teachers</i>	<i>Weekly monitoring of precision teaching results. Evaluate impact and progress of target children – weekly updates on specific groups – feedback to English Lead and Class Teacher</i>	<i>Purchase of Phonics Resources £1163.00 Phonics Tracker Subscription</i>

Catch-up premium plan: **Academic Objective 2: To develop pupils' oral and written vocabulary**

Reasons for the approaches taken:
 QLA from 2019 SATs identified specific areas of weakness:

- Words in context
- Enhanced meaning, choice
- Summarising the main ideas

Whole school initiative required to:

- ensure consistency and highlight need to develop vocabulary and word meaning
- emphasise the need to teach vocabulary during reading lessons

Success criteria - what will tell you that you have overcome the barrier?
 Use of taught 3 tier vocabulary will be evident of feeding into pupils' writing
 Pupils will demonstrate development of vocabulary through oral rehearsal, use of T4W strategies and greater understanding in their reading comprehension
 Teaching of vocabulary will be consistent throughout school and evident in all areas of the curriculum

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 <i>Large proportion of pupils on role from word-poor households. Vocabulary gap is evident – poor word knowledge in reading, low engagement in word-rich texts, low quality vocabulary used in writing, poor articulation in spoken language.</i>	Reading assessments will show an increase in the number and quality of responses to vocabulary type questions. Written work will demonstrate increased use of adventurous, high-quality vocabulary – evidencing teaching.	<i>Word of the Day/ Week Daily Guided Reading with relaunch of VIPERS – vocabulary specific lessons Inference Intervention Group Rapid Reads Intervention</i>	<i>Class Teachers TA led interventions</i>	<i>English Lead</i>	<i>Purchase of support materials</i>

Catch-up premium plan: Academic Objective 3: To use and apply mathematical knowledge and understanding
Reasons for the approaches taken:
Success criteria - what will tell you that you have overcome the barrier?

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		<i>Third Space intervention</i> <i>First Class @ Number</i> <i>Targeted teaching in class</i> <i>Precision Teaching?</i>			

Catch –up premium plan: Behaviour and attitudes Objective 4: To implement strategies to develop confidence and self-motivation
Reasons for the approaches taken:
Success criteria - what will tell you that you have overcome the barrier?

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			<p><i>Growth Mind-set work</i></p> <p><i>Nurture</i></p> <p><i>Positive Play</i></p> <p><i>1:1 daily work eg daily reading with TA to improve stamina and enjoyment in reading</i></p> <p><i>Precision teaching</i></p>			
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Catch –up premium plan: **Behaviour and attitudes Objective 5: To develop pupil stamina**

Reasons for the approaches taken: Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school

In KS2 most pupil premium pupils have limited high order reading skills including inference skills. Reading to an adult from a varied range of authors and genres is given a low priority in homes of pupil premium pupils where there are many other priorities

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

All children have SEMH needs met and are able to access the curriculum and make at least expected progress.

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
<p>5 Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school SEMH - A student's emotional wellbeing significantly impacts their ability to make progress and reach full potential at school.</p>	<p>All children have SEMH needs met and are able to access the curriculum and make at least expected progress. Insight data will show progress and attainment.</p>	<p><i>Sensory Circuits</i> <i>Fine and gross motor skills programme eg Write Dance</i> <i>Opportunities for extended tasks</i></p>	<p><i>Class teachers</i> <i>Inclusion team</i> <i>PP lead</i> <i>Ongoing</i></p>	<p>PP lead and SLT Each half term insight tracker. Boxall profiles completed for all children in nurture and positive play</p>	<p>£1,012.60 Staffing costs</p>
<p>Catch-up premium plan: Personal development Objective 6: To develop pupils' mental health and well-being</p>					
<p>Reasons for the approaches taken:</p> <p>Success criteria - what will tell you that you have overcome the barrier?</p>					
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			<p><i>Bounce Back curriculum</i></p> <p><i>Use of PSHE texts – Ruby’s Worry, After the Fall, the Invisible String, Wolves in the City</i></p> <p><i>Jigsaw curriculum</i></p> <p><i>Sea Turtles room</i></p>			
<p>Catch-up premium plan: Personal development Objective 7: To develop self-esteem and increase aspirations</p>						
<p>Reasons for the approaches taken: SEMH A student’s emotional wellbeing majorly impacts their ability to do well at school Pupils have limited life experiences.</p> <p>Success criteria - what will tell you that you have overcome the barrier?</p>						
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	<p>Limited life experiences Low percentage of parents accessing further/higher education. (17.3%) NATIONAL 30.3% Derbyshire 32.2% Disengagement with homework due to lack parental support.</p>	<p>Participation in activities; improved levels of engagement; positive pupil voice in extra curriculum e.g School Council/School shows/Sports teams and trips, Gifted and talented events, STEM.</p>	<p><i>Nurture</i></p> <p><i>Positive Play</i></p> <p><i>1:1 work – TA available every morning from September to support vulnerable pupils</i></p>	<p>Ongoing through the year. Class teacher Inclusion mentor PP lead Inclusion team</p>	<p>PP lead Data lead Insight tracker used to monitor</p>	<p>£1000</p>
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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.				