

Catch-up Premium Strategy 2021-2022

School's name	<i>Springfield Junior School</i>	Date	2 nd September 2021
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School's universal catch-up premium fund (total amount)	£17,680	Number	Percentage	
Total number of pupils on roll	NOR = 211	Pupils eligible for the pupil premium/ disadvantaged	112	53.1%
		Pupils eligible with SEND	93	44.1%
		Pupils eligible who are LAC and/or PLAC	1	0.5%
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>Ability to use and apply mathematical knowledge</i>
Behaviour and Attitudes	
4.	<i>Low aspirations and 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>Poor knowledge and skills to support personal development, behaviour, and attitudes</i>
7.	<i>Understanding own emotions and improving mental health and well-being</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 2021 – 11% of the current Y3 did not pass the KS1 phonics screening check.

Baseline assessments show that ??% are working at ARE or above in Reading.

KS1 entry assessment data Autumn 2020 - 49% of current Yr4 did not achieve the pass mark for the 2019 Screening Check when they were in KS1

70% of the current Yr4 were Below Expected for Reading on entry to Y3. By the end of Y3 this had improved but 62% are still below ARE.

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 2022 in Yr3 and Yr4

Increase in number of targeted pupils making progress in Phonics Screening Check in Yr3 and Yr4

Evidence of pupils using and applying phonic knowledge to decode and read unfamiliar words – accessing texts in a higher book band

Evidence of pupils using and applying phonic knowledge to spell unfamiliar words – at least 20% of new words are spelt correctly or are phonetically plausible

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><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></p>	<p><i>Targeted and focused teaching will allow pupils to make accelerated progress – evidence in written work and when reading</i></p> <p><i>Precision teaching will demonstrate progress through daily assessments – collated and recorded for English Lead and Class Teacher to monitor</i></p> <p><i>Use of Phonics Tracker at regular assessment points will demonstrate progress and clearly identify which phonemes are secure and which need to be taught</i></p>	<p><i>Daily Phonics in target groups</i></p> <p><i>Use of quality phonics resources to support teaching of target groups</i></p> <p><i>Precision teaching for target pupils – daily in class with TAs</i></p> <p><i>Phonics cards/ keyrings for target pupils to practise at home</i></p>	<p><i>October to December 2021</i> <i>Y3 Teachers & TAs</i></p> <p><i>October – December 2021</i> <i>TAs</i></p> <p><i>English Lead</i> <i>Class Teachers</i></p>	<p><i>Weekly monitoring of precision teaching results.</i></p> <p><i>Evaluate impact and progress of target children – weekly updates on specific groups – feedback to English Lead and Class Teacher</i></p>	<p><i>Phonics Tracker Subscription for 80 pupils - £180</i> <i>£3 per child for the first 50 children and £2 per child for an additional 30 children</i> £350</p> <p style="text-align: right;">£350</p>
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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
- provide structured support and scaffolding to develop writing (Talk 4 Writing)
- develop receptive language

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

Increase in the number of pupils achieving EXS+ in writing or making progress from baselines

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

Improved reading test scores from baselines

QLA shows improvement in pupils' ability to answer questions previously identified as weak

Pupils will show greater understanding of verbal instructions and conversations. They will be able to articulate their thoughts and ideas

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2	<p><i>Large proportion of pupils on roll from word-poor households</i></p> <p><i>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></p> <p><i>AOE from KS1</i> <i>28/54 pupils in Y6 were LOE in Reading and Writing (51.9%)</i> <i>23/60 pupils in Y5 were LOE in Reading and Writing (38.3%)</i> <i>28/50 pupils in Y4 were LOE in Reading and Writing (56%)</i></p>	<p>Reading assessments will show an increase in the number and quality of responses to vocabulary type questions.</p> <p>Written work will demonstrate increased use of adventurous, high-quality vocabulary – evidencing teaching.</p> <p>Children’s receptive and social language skills will develop, and they will have greater understanding of the spoken word. The gap between the poorest pupils and their peers will narrow. Emotional well-being will improve as pupils will be able to access more aspects of school life from understanding and following instructions in class to holding conversations with peers and expressing their thoughts and ideas.</p>	<p><i>Word of the Day/ Week</i></p> <p><i>Daily Guided Reading and use of VIPERS – vocabulary specific lessons</i></p> <p><i>Use of Talk 4 Writing (CPD for all staff)</i></p> <p><i>Inference Intervention Group</i></p> <p><i>Rapid Reads Intervention</i></p> <p><i>-Quality First Teaching – Plan, deliver and assess English and cross-curricular topic lessons to incorporate phonics, T4W, daily reading and Project Vocabulary.</i></p> <p><i>NTP tutor led writing intervention</i></p> <p><i>Introduction of Talk Boost intervention (3x 40-minute sessions a week for 8 weeks)</i></p>	<p><i>Class Teachers</i></p> <p><i>Class Teachers</i></p> <p><i>Class Teachers</i> <i>TA</i></p> <p><i>TA led interventions</i></p> <p><i>TA led interventions</i></p> <p><i>Teachers</i></p> <p><i>NTP tutor</i></p> <p><i>TA led intervention</i></p>	<p><i>English Lead</i></p> <p><i>English Lead</i></p> <p><i>SLT</i></p> <p><i>English Lead</i></p> <p><i>English Lead</i></p> <p><i>English Lead</i> <i>HT</i></p> <p><i>English Lead</i> <i>HT</i></p> <p><i>SENDCo and English Lead</i></p>	<p><i>Purchase of support materials - £200</i></p> <p><i>Pupil Premium is funding T4W training and resources</i></p> <p><i>£3,800 for NTP tutor</i></p> <p><i>£500 for initial Talk Boost resources</i> <i>£200 for initial training</i> <i>£388.08 per child</i> <i>X10 pupils - £3,880.80</i></p> <p style="text-align: right;">£8,580.80</p>
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Catch-up premium plan: **Academic** **Objective 3: To use and apply mathematical knowledge and understanding**

Reasons for the approaches taken:

KS2 SATs Maths Data: progress shows an upward trajectory - 2017 32% EXS+ (-6.2); 2018 67% EXS+ (-1.8); 2019 68% EXS+ (0.1). However, number of pupils achieving EXS+ remains below the national average of 79%.

Current data shows that a significant number of pupils are working below ARE following the disruptions caused by the Covid-19 pandemic. Summer 2021 results showed 39% of the current Y6 have entered the year group working below ARE. 37% of Y5 and 55% of Y4 have started the 2021/ 22 academic year working below.

The number of pupils achieving GDS remains significantly below national despite gradual improvements. 2% achieved GD in 2107; 10% in 2018 and 14% in 2019. Teacher assessment for 2020 was 11% GDS (national 27%) and 19% GDS in 2021.

Focus on interventions for PP and LOE across the school.

Ensure that areas of learning are being revisited regularly in all year groups.

Low levels of confidence amongst parents/ carers and lack of support with maths learning at home (homework and home learning during Lockdown)

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

Triangulation will show clear links between planning, work in books and level achieved.

Target interventions will be in place for key groups across the school with evidence of improvements from baseline scores.

Clear structure of revisiting topic areas evident.

To achieve 65% EXS+ (22% GDS) in Y6.

To raise the number of low on entry pupils in Y6 (28 pupils) achieving expected standard to 50% (currently have 8 pupils of the 28 on track to achieve EXS+)

Increase in arithmetic and Times Tables scores in all year groups.

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3	<p>Children not on target to meet predicted levels.</p> <p>Poor basic skills knowledge due to poor math skills at home. Lack of support during lockdown and with homework.</p> <p>HOE not achieving GDS Basic number and times table knowledge.</p>	<p>% of children who were LOE reaching EXS+ will increase.</p> <p>Scores at the end of interventions will show an increase from the start.</p> <p>% of pupils achieving GDS will increase.</p> <p>Arithmetic and times table test scores will show an upward trajectory. Yr6 pupils score higher in arithmetic paper.</p> <p>Children will become more confident with Maths. More homework will be completed.</p>	<p>Third Space intervention</p> <p>First Class @ Number</p> <p>Targeted teaching in class</p> <p>Precision Teaching</p> <p>Parents Maths workshop</p>	<p>7 children per term. TA to supervise</p> <p>TA led intervention</p> <p>Teachers</p> <p>Pupils selected by class teacher.</p>	<p>Maths Lead Year 6 teachers</p> <p>Maths Lead</p> <p>Maths Lead/ assessment lead</p> <p>Maths lead/class teacher</p> <p>Maths Lead</p>	<p>£1,155 for Third Space 1:1 online intervention £16.17 TA per week – 2 15-week blocks (£485.10)</p> <p>£16.17 TA per week X3 10-week blocks (485.10)</p> <p>Cover to release class teacher for x6 afternoons (TA £16.17 per session) £97.02</p> <p style="text-align: center;">£1067.22</p>

Catch –up premium plan: **Behaviour and attitudes**
Objective 4: To implement strategies to raise aspirations and develop confidence and self-motivation including the physical and mental stamina required for learning
Reasons for the approaches taken:

Some pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school

Lack of aspiration

Poor behaviours for learning amongst a minority of disaffected pupils

Limited life experiences

Low percentage of parents accessing further/higher education (87.3%) compared to National at 27.3% and Derbyshire 26.7%

Disengagement with homework due to lack parental support

Difficulties in accessing home learning during lockdown – lack of IT equipment, quiet space to complete work, support from adults, few resources to support learning

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 from starting points

Reduction in reports of low-level disruption in classes – Behaviour reports on Integris

Increase in the quantity and quality of work completed in class as evidenced in books

Positive, can-do attitudes apparent – increased scores on SEMH tracker

Pupil voice – positive comments on questionnaires

Improved Boxhall Profile scores

Increased levels of engagement in extra-curricular activities

Increased engagement with Homework tasks – online and paper/ projects

Positive comments/ reports from parents and carers

Improvements in the physical dexterity and stamina of certain children following intervention

Successful completion of DCC Behaviour Box strategy by target individuals

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>4 And 5</p>	<p>Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school</p> <p>Lack of engagement in lessons – can't be bothered attitude Poor learning behaviours</p> <p>Lack of physical and mental stamina to attempt and complete tasks</p> <p>Lack of adult support and encouragement to complete work at home</p> <p>Lack of resources and a quiet space to complete work at home</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>Participation in activities; improved levels of engagement in extra- curricular activities (when allowed); positive pupil voice</p> <p>Reduction in reported instances of low-level disruption in class</p> <p>Work in books of target pupils is in line with expected standards</p> <p>Improved scores from baseline measures following intervention – Boxhall profiles,</p>	<p><i>Growth Mind-set work/ strategies</i></p> <p><i>Nurture</i></p> <p><i>Positive Play</i></p> <p><i>Derbyshire Behaviour Box</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> <p><i>Sensory Circuits</i></p> <p><i>Fine and gross motor skills programme eg Write Dance</i></p> <p><i>Opportunities for extended tasks</i></p> <p><i>Homework tasks</i></p>	<p><i>All staff – ongoing</i></p> <p>Inclusion TA</p> <p>Inclusion TA</p> <p>Inclusion TA</p> <p>Class TAs</p> <p>Class TAs</p> <p>Class TAs</p> <p>Class TAs</p> <p>Teachers</p> <p>Teachers</p>	<p>PP lead and SLT – analysis of data on Insight</p> <p>English Lead – analysis of data following intervention</p> <p>Boxall profiles completed for all children in nurture and positive play – Inclusion Mentor to analyse</p> <p>Book scrutiny – staff development meetings</p> <p>Pupils questionnaires and pupil voice</p> <p>Homework</p>	
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		DCC Behaviour Box scores Increase in the amount of work completed at home				
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Catch-up premium plan: **Personal development Objective 6: To develop pupils' personal development, behaviour and attitudes**

Reasons for the approaches taken:

Embed Jigsaw PSHE scheme – We decided to implement the Jigsaw Scheme as a whole school approach to provide a consistent implantation of PSHE and SRE. The Jigsaw scheme of work covers all areas of the new SRE expectations and was introduced across the school from November 2020 following our Recovery and Bounce-back curriculum in Autumn term 1 2020. A consistent approach to the subject will prove invaluable to the mental health and well-being of the pupils – giving them an opportunity to learn, discuss and implement relative topics to them as they continue to grow and change. Implement a revised Behaviour Policy linked to the work school is undertaking as an Attachment Aware School.

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

At Springfield Junior School, we will teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We will see a consistent, whole school approach to the teaching of this subject.

We will see good relationships between staff and pupils and a greater understanding of the impact of trauma on pupil behaviour and attitudes.

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>Staff understanding of the PSHE and RHSE standards and expectations.</p> <p>Time constraints to ensure full coverage of the curriculum/SoW.</p> <p>Staff's personal resilience and ability to deal with pupils who exhibit challenging behaviour – lack of understanding of the trauma behind the behaviour</p> <p>Inconsistent application of the revised behaviour policy</p>	<p>PSHE lead to ensure that all teachers are confident and fully equipped to teach the subject.</p> <p>Regular monitoring of resources and production of work.</p>	<p>Jigsaw curriculum</p> <p>Sea Turtles room (new Nurture provision)</p>	<p>PSHE Lead/SLT to be responsible for the monitoring of the subject/output.</p>	<p>Regular/Termly monitoring to be introduced to ensure that the new statutory requirements are being met.</p> <p>Whole school use of Class Floor books to record work delivered and children's response.</p>	<p>Jigsaw Scheme £2000</p> <p>Floor books £108</p> <p>Additional Resources including additional texts and SEMH resources to support PSHE £900.</p> <p style="text-align: center;">£3,008</p>
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Catch-up premium plan: **Personal development Objective 7: To develop pupils' mental health and well-being and understanding of their own emotions**

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

Limited parental support

Ongoing anxiety amongst some pupils re Covid-19

Children do not always understand their feelings and emotions and have the tools to voice and express them – poor emotional literacy

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

Children will understand and be able to talk about their feelings and emotions

Improvement in scores on SEMH assessments – children are more aware of their own feelings and how to cope when things go wrong

Increased resilience

Calm and productive atmosphere in classrooms

Good relationships between staff and pupils, between staff and pupil peer groups

Reduction in instances of challenging behaviour

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
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7	<p><i>SEMH - A student's emotional wellbeing significantly impacts their ability to make progress and reach full potential at school</i></p> <p><i>Lack of understanding and personal strategies to express feelings – impacting on mental health and well-being</i></p> <p><i>Lack of resilience</i></p> <p><i>Low level disruption in some classrooms by a minority of pupils because they are struggling to understand and express their emotions</i></p>	<p>Improvement in scores on the SEMH assessments (spreadsheet and Boxall profiles)</p> <p>Pupil voice – children feel safe and secure in class</p> <p>Positive relationships in school</p>	<p><i>Whole school input into developing a revised behaviour policy based on positive relationships</i></p> <p><i>Weekly PSHE lessons using Jigsaw materials</i></p> <p><i>Nurture – x8 pupils a term for 2 afternoons each</i></p> <p><i>Positive Play sessions</i></p> <p><i>Introduction of Family Positive Play for target families</i></p> <p><i>1:1 meet and greet</i></p> <p><i>Lunchtime Nurture</i></p> <p><i>1:1 personal sessions using a range of resources including Blob Trees, Anger Gremlins, Socially Speaking etc with Inclusion TA</i></p>	<p>HT and SENDCo</p> <p>Teachers</p> <p>Inclusion TA led interventions overseen by Inclusion Mentor and SENDCo</p> <p>Inclusion Mentor</p> <p>Inclusion TAs</p> <p>Inclusion TAs</p> <p>Inclusion TAs</p>	<p>HT and SENDCo – pupil voice, analysis of assessment scores, lesson observations</p> <p>SENDCo analysis of the behaviour log on Integris</p>	<p>PP budget used to fund Nurture for x8 pupils a term and Positive Play/ 1:1 sessions for x25 pupils</p> <p>Lunchtime Nurture for x8 pupils £4,500</p> <p><i>NB: Nurture costs £6,144.60 per term</i> <i>Positive Play sessions cost £8,133.51 per year</i> <i>£300 for CPD for x2 Inclusion staff</i></p> <p>£4,500</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.				