

Catch-up Premium Strategy 2020-2021

School's name	<i>Buxworth Primary School</i>		Date	September 2020
School's universal catch-up premium fund (total amount)	£8720		Number	Percentage
Total number of pupils on roll	109	Pupils eligible for the pupil premium/ disadvantaged +Ever6	22	20
		Pupils eligible with SEND	0	0
		Pupils eligible who are LAC and/or PLAC	0	0
Tutoring Programme		Other Spend	IN line with EEF guidance-Phonics Books Reading Scheme- £2000 Times Tables Rock Stars £90 Gap analysis scheme- £850 Increase in Teacher hours to lower the pupil to teacher ratio Total £5810 which then allows HLTAs to implement booster and catch up groups	

Barriers	
Academic	
1.	<i>Due to lockdown, many children have gaps in their phonics and reading in Reception, Years 1, 2 and 3.</i>
2.	<i>Children have missed important maths concepts and have forgotten key mathematical skills, due to lockdown.</i>
3.	<i>Children have not progressed with their reading due to lockdown.</i>
4.	<i>Children have not progressed with their writing due to lockdown.</i>
Behaviour and Attitudes	
5.	<i>Covid-19, lockdown, isolation and trauma have resulted in a lack of resilience in some children.</i>
6.	<i>Spending so much time away from school has resulted in some issues with a lack of respect for adults.</i>

Personal development (including social and emotional health and wellbeing)	
7.	<i>Emotional wellbeing of children and staff due to Covid-19, lockdown and isolation. Some have suffered trauma.</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 Reception, Years 1, 2 and 3

Reasons for the approaches taken: Many children have missed a lot of their structured, daily phonics teaching and there are gaps in the identified classes. Initial assessments demonstrate a lack of progress in reading generally lower down the school.

Success criteria - what will tell you that you have overcome the barrier? Children will be successful during end of term assessments.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales Person responsible	Monitoring and evaluation	Amount of funding to be spent
1	All children from Years 1 to 3 have missed a period of phonics teaching due to lockdown. There are large gaps in the identified classes.	<p><i>Termly assessment whether formative or summative. Most children will be in line with progress expectations within the class during end of term assessment opportunities.</i></p> <p><i>Good quality teaching for all children.</i></p> <p><i>The phonics screening test will be undertaken early, and then repeated.</i></p> <p><i>New reading scheme adopted by the school. Whole school training undertaken - 2 twilights.</i></p> <p><i>Lower Teacher to child ratios</i></p>	<p><i>Class teachers SLT Termly</i></p> <p><i>Y2 each term</i></p> <p><i>Whole school. September 2020</i></p> <p><i>Y2, y3 autumn 2020 then review</i></p>	<i>By subject leaders and SLT. Reported back to GB</i>	<p><i>£2000 on phonics scheme and training and resources</i></p> <p><i>Cost will be spread amongst classes and different subjects.</i></p>

Catch-up premium plan: Academic Objective 2.....to improve children's Maths throughout the school

Reasons for the approaches taken: All children have missed a period of Maths teaching. Some children have done a more than others at home during lockdown, but there are large gaps beginning to show in all classes – some basic skills need revisiting before moving forwards.

Success criteria - what will tell you that you have overcome the barrier? *Most children will be in line with progress expectations within the class during end of term assessment opportunities.*

Barrier	Desired outcome. How it will be	Actions	Timescales Person	Monitoring and evaluation	Amount of funding to be spent
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2	All children have missed a period of Maths teaching. Some children have done much more at home during lockdown, but there are large gaps beginning to show in all classes.	<i>Termly assessment whether formative or summative. Most children will be in line with age related expectations within the class.</i>	<i>A subscription of Times Tables Rock Stars has been allocated. Staff have been trained in how to use it in the classroom.</i> <i>Lower Teacher to child ratios</i>	<i>SLT to start autumn 1 and run throughout academic year</i> <i>autumn 2020 then review</i>	<i>By subject leaders (</i>	<i>Times Tables Rock Stars £90 (includes resources)</i> <i>Teacher costs already factored in</i>
	<p>Catch-up premium plan: Academic Objective 3.....to improve children's reading throughout the school</p> <p>Reasons for the approaches taken: many children have spent a period without formal reading teaching. Large gaps have been identified by class teachers throughout the school. Initial assessments have demonstrated very little forward progression in any reading levels</p> <p>Success criteria - what will tell you that you have overcome the barrier? <i>Most children will be in line with progress expectations within the class.</i></p>					
Barrier	Desired outcome. How it will be measured.	Actions	Timescales Person responsible.	Monitoring and evaluation	Amount of funding to be spent	

3	<p>Many children have spent a period without formal reading teaching. Large gaps have been identified by class teachers throughout the school.</p> <p>Education Improvement Service</p>	<p><i>Most children will be in line with progress expectations within the class.</i></p>	<p><i>New plan put in place by the English lead. All classes will use new phonics scheme. Children must be taught the following strategies that they can apply both to check how well they comprehend and overcome barriers to comprehension:</i></p> <ul style="list-style-type: none"> ✓ Prediction ✓ Questioning ✓ Clarifying ✓ Summarising ✓ Inference ✓ Activating prior knowledge <p><i>Texts should be chosen which allow these strategies to be modelled by the adult, and structured support should be gradually reduced. Teachers will also strive to read a wide range of texts to the whole class as an enjoyable experience at least once a day if possible.</i></p> <p><i>Success for Reading to be run in all classes over the academic year. This is a highly focussed, Readers</i></p>	<p><i>SLT</i></p> <p><i>Starting September 2020 and ongoing</i></p> <p><i>Beginning</i></p>	<p><i>By subject leaders</i></p>	<p><i>No cost for reading besides time with current staff, phonics cost already in.</i></p> <p><i>New reading scheme £2000</i></p> <p>01/09/2020</p>
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Catch-up premium plan: **Academic Objective 4.....to improve children's writing throughout the school**

Reasons for the approaches taken: Teachers have identified significant gaps throughout the school. Many children have regressed during the lockdown period with basic skills forgotten.

Success criteria - what will tell you that you have overcome the barrier? *Most children will be in line with progress expectations within the class.*

Barrier	Desired outcome. How it will be measured.	Actions	Timescales Person responsible.	Monitoring and evaluation	Amount of funding to be spent
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Reasons for the approaches taken: *Covid-19, lockdown, isolation and trauma have resulted in a lack of resilience for some children (and adults).*

Success criteria - what will tell you that you have overcome the barrier? *Children (and adults) will feel and develop more resilience and better strategies at school and at home*

Barrier	Desired outcome. How it will be measured.	Actions	Timescales Person responsible.	Monitoring and evaluation	Amount of funding to be spent
4 <i>Lack of resilience in children (and adults)</i>	<i>Children (and adults) will feel more resilient and have better strategies at school and at home. Staff and pupil voice</i>	<i>Whole school safeguarding, separation anxiety and resilience inset All staff have been given a training on resilience and how to develop it in children. Opportunities for resilience have been identified on medium-term planning.in line with 'Project 25'</i>	<i>HT Begins Sept 2020 with training finishing October INSET. Then ongoing. Class teachers and support staff</i>	<i>DHT SB Reported back to HT and CAP GB</i>	<i>Inset</i>

Catch –up premium plan: **Behaviour and attitudes Objective 6.... To improve teacher and child relationships with regards to respect.**

Reasons for the approaches taken: *Spending so much time away from school has resulted in some issues with a lack of respect for adults.*

Success criteria - what will tell you that you have overcome the barrier? *Staff will report less incidents stemming from this issue.*

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent
5	<i>Spending so much time away from school has resulted in some issues with a lack of respect for adults.</i>	<i>Staff will report less incidents stemming from this issue.</i> <i>High Profile of HT in and out of school with expectations clearly laid out</i> <i>Whole school training</i> <i>Bubble assemblies with HT</i>	<i>HT and DHT</i> <i>September 2020</i>	<i>SLT</i>	

Catch-up premium plan: **Personal development Objective 7...to improve the mental wellbeing of children and staff.**

Reasons for the approaches taken: Lockdown and returning to school have affected the mental health and wellbeing of many in the community. In order for children to learn effectively, we are prioritising their mental wellbeing. This has been a whole school focus on the children's return with shared planning and 'After the Fall' book.

Success criteria - what will tell you that you have overcome the barrier? Children and staff will report improvements to their wellbeing.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales 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	<i>The mental effects of lockdown and returning to school.</i>	<i>Staff and student voice Visually in class with less challenges with things such as tears, breakdowns, refusing to do work, come in, behaviour.</i>	<i>Implement Behaviour box and support groups- Management throughout the school. Teachers to share own thoughts and feelings and take an honest, age appropriate approach to sharing concerns and worries – it's normal to worry. Learning Mentors for children Early Help Offer available to parents Solihull groups for parents</i>	<i>HT In lessons as and when the professionals feel it is necessary</i>	<i>Regular evaluation points with staff in staff meetings and INSET. Reported back to HT and CAP GB</i>	<i>Behaviour box training already included EHO already included</i>
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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>
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3.				
4.	B A			
5.				
6.	PD			
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8.				