

**CATCH-UP
PREMIUM
STRATEGY**

Catch-up Premium Strategy Statement

School name	Southwick CE Primary School
Pupils in school	186
Proportion of disadvantaged pupils	20.4%
Catch-up premium allocation this academic year	£14,800 (projected)
Academic year or years covered by statement	20-21
Publish date	November 20
Review date	July 21
Statement authorised by	Lesley Shellard
Catch-up premium lead	Lesley Shellard
Governor leads	Standards and Curriculum Committee

Rationale

Due to the Coronavirus Pandemic, in March 2020, the national curriculum was suspended and schools remained open only to the children of keyworkers and those children who were deemed to be vulnerable (the criteria for these groups were set out by the government).

As a result, children and young people, nationwide, have experienced significant disruption to their education. It is recognised that those from the most vulnerable or disadvantaged backgrounds will be the hardest hit.

In order to address this, the government are providing schools with the equivalent of £80 per child, in the academic year 2020-21, to support catch-up and to ensure that our children are able to meet ARE and are prepared for the next stage of their educational journey by the time they leave our school.

Although schools have flexibility in how they use the funding, they are encouraged to use it to provide specific, targeted support to address gaps in learning that have arisen as a result of 'lost' teaching time.

Our decisions have been guided by the recommendations made by the Education Endowment Fund (EEF). These relate to:

Teaching & Learning

- Support Quality First Teaching;

- Focus on pupil assessment and feedback;
- Transition support.

Targeted Approaches

- 1:1/small group support;
- The use of intervention programmes to target specific areas of need;
- Extended school day

Wider Strategies

- Supporting parents and carers;
- Access to technology;
- Summer schools.

Identified Impact of Partial School Closure

Maths	<p>Subject-specific content has not been taught, leading to significant gaps in learning and the need to teach, prior to embarking on this year's learning.</p> <p>Recall of basic number facts has suffered i.e, number bonds, tables facts – this has not improved as rapidly as expected.</p> <p>Some elements of prior learning have been 'forgotten' and need revisiting in greater depth, before moving on.</p>
Reading	<p>Children are less fluent when reading; this impacts on the children's ability to understand the text. The gap between those children who read widely and read for pleasure and those who don't has increased significantly.</p>
GPS	<p>Subject-specific content has not been taught, leading to significant gaps in learning.</p> <p>Some elements of prior learning have been 'forgotten' and need revisiting in greater depth, before moving on.</p> <p>Recall of spelling rules and year group spellings has suffered.</p>
Writing	<p>Writing stamina has diminished and the children's handwriting and presentation skills are not as polished as previously. GPS-specific skills have been 'forgotten', leading to a lack of fluency in writing</p>
Foundation Subjects	<p>As areas of the curriculum have not been taught, the children have significant gaps in knowledge which often form the building blocks for new learning. As a result, the children are less likely to make connections between concepts and</p>

	themes within the curriculum. The children have also missed out on the trips, visitors etc that enhance learning across the curriculum.
Other	Many of the children are less resilient in their learning. Although behaviour remains good (previously outstanding), learning behaviours have diminished. The children are able to focus on learning for shorter periods and lack learning stamina.

To ensure that the children are provided with the best opportunities to address these gaps, we will take the actions outlined below. These will be reviewed throughout the year to ensure that children make the best progress possible and that support is targeted to individual need.

Catch-up Premium Action Plan

Aim To identify those children most at risk of not making the progress needed to meet ARE in core subjects, in particular, disadvantaged learners; identify gaps in learning in core and foundation subjects		
Actions	When	Cost
Carry out baseline assessments: NFER GRTII, Vernon, NFER Termly Assessments (Reading, GPS, Maths), Writing Assessments	End of T1	£800
Analyse assessment data at question level to identify gaps in learning and inform planning; TAs to enter data	End of T1	£140
Use low threat, high challenge retrieval practice in all curriculum areas to revisit skills previously learned	Ongoing	Classroom practice
Teachers to plan opportunities for pre-requisite knowledge to be taught alongside new learning to ensure that knowledge gaps are reduced	Ongoing	N/A
SLs to monitor planning to ensure that there are planned opportunities for catch-up of key knowledge and skills	Ongoing	SL sessions

Aim To provide targeted academic support for the academic year 20-21 To be reviewed termly following data analysis		
Actions	When	Cost
Additional TA to be deployed (three afternoons per week) in EYFS to support early learning and language acquisition	From T1	£3136

Experienced TA to provide targeted Sounds Write sessions in KS1, in addition to daily phonics, for those children identified as needing additional support	From T2	£640
Purchase Times Tables Rockstars subscription to support the learning of number facts in Y3 and Y4	From T2	£167
Purchase Literacy Shed Plus subscription to support reading development across all subject areas	From T1	£136
Purchase Spelling Shed subscription so that parents can access spelling resources at home to support homework	From T2	£136
Use of Move-On Teachers to provide small group support for those Y5 and Y6 learners identified as in need of additional support (four mornings weekly)	From T1	N/A
PP Teacher to support Y5 and Y6 PP children in Terms 1 and 2	From T1	N/A
FWH to provide targeted maths interventions to Y5 and Y6 children (7 weeks)	From T2	£872
NN provide targeted writing interventions to Y5 and Y6 children (30 weeks)	From T2	£3496
HT to provide reading interventions 3 x session per week	From T2	N/A

Wider strategies for current academic year

Aim To identify those children most at risk of not making the progress needed due to emotional needs		
Actions	When	Cost
ELTA role to be introduced in KS1 to support the emotional needs of the children	T2	£35
ELSA and ELTA to attend relevant CPD for their role in order to support the emotional needs of the children	Ongoing	£ 300
Focus on rebuilding learning resilience and learning stamina	Ongoing	N/A
Total Cost: (to end of T2)		£9859
Plans will be reviewed at the end of T2 and T4 and changes made based on the needs of the children.		

Monitoring and Evaluation

Monitoring & Evaluation	When	Success Criteria
Data Analysis	T2 T4 T6	Data analysis will show: <ul style="list-style-type: none"> • in Early Years, children have made accelerated progress from their starting points; children achieving GLOD will be in line with NA; • rapid acquisition of the phonemes needed to progress as readers through analysis of Sounds Write Phonics Tracker; • the number of children passing the Phonics Screening Test is at least in line with NA; • children have made accelerated progress, as measured by NFER standardised scores and NFERII and Vernon; • that gaps have been plugged (Question level analysis in T4 and T6) and children are prepared for the forthcoming academic year.
Planning Scrutinies	T2 T4	Planning scrutinies will show: <ul style="list-style-type: none"> • teachers are planning using https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools and WRM resources aligned to this; • Maths Methods is being used to address gaps/revisit prior learning; • planned use of TTR to support acquisition of number facts; • planned opportunities to develop reading skills across the curriculum; • that gaps in knowledge and skills, where possible have been planned for/covered in foundation subjects
Book Looks		Book looks will show: <ul style="list-style-type: none"> • coverage of gaps in learning as identified in planning; • opportunities for children to rehearse and embed key skills.

Review (July 21):

Impact

A further period of remote learning in January 21 –March 21 further impacted on the progress made by children. Governors conducted a survey of parents and their experience of remote learning, following this up by interviewing several parents to explore these experiences further. Parents were pleased by the enhanced offer and grateful for the loan of additional devices but many recognised that they were unable to support their children as needed due to their own work commitment, the need to support older children or needing to care for much younger siblings or in some cases family members. In addition, few families returned work as requested – so feedback was limited and hindered forward planning. This will be taken into account in future planning.

Baseline assessments were carried out at the end of T1 using formal assessments. Gaps were identified and planning amended throughout the year using the suggested documentation from the DfE <https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools> and WRM resources aligned to this. Note has also been taken of the information distributed for 21-22 (see school’s Recovery Curriculum document).

In EY, children, on the whole made good or better progress from their starting points. Children made least progress in PSED which can be explained by the time that they have missed both in pre-school and in school where PSED underpins all aspects of learning.

Progress (25)	Prime Areas							Specific Areas					
	PSED			CLL				Maths		English		PD	
	MR	SC/ SA	MF/B	L&A	U	S	Num	SSM	Read	Writ	M&H	H& SC	
+1	12%		4%		8%	4%			4%	12%	16%	4%	
+2	20%	16%	20%	8%		4%	28%	16%	8%	16%	4%		
+3	60%	56%	76%	76%	68%	52%	36%	48%	44%	48%	56%	88%	
+4	8%	24%		8%	20%	40%	24%	28%	24%	20%	12%	4%	
5+		4%		8%	4%		12%	8%	20%	4%	12%	4%	
Expected or better	68%	84%	76%	92%	92%	92%	72%	84%	88%	72%	80%	96%	

In Y1, all children participated in the Y1 Phonics Screening Test in late June. The 2019 screening test was delivered, under the same conditions as in any year, to enable us to monitor the impact of catch-up plans on the children’s early reading skills.

National Data

In 2019, 82% of children achieved the threshold score of 32 or above.

In 2019, 85% of girls and 78% of boys met the phonics standard in year 1. This gave a gender gap of 7 percentage points, unchanged from 2018.

In 2019, 71% of disadvantaged pupils met the phonics standard in year 1 compared to 84% of all other pupils. This gives a gap of 14 percentage points, unchanged from 2018.

In 2021, Southwick’s scores were as follows:

Cohort (28)	Girls (14)	Boys (14)	Disadvantaged (5)	SEND (5)
96.4%	93%	100%	80%	100%

Test Scores

In 2019, the national mean score for those children sitting the test was 34 and the median score was 37.

In 2019, Southwick’s mean score was 38.7. The median score was 38.

31 or less	32-34	35-36	37-38	39-40
3.5%	7%	14%	50.5%	25%

The impact of interventions was also evident in the NFER GRTII and Vernon Spelling data (please see separate documents).

ELTA trained in KS1 – following training, due to CEV status, ELTA was shielding during Lockdown 2. Needs of children requiring ELSA were met initially by existing ELSA.