

# Old Fletton Primary School Catch-Up Premium Strategy Statement

## Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

## Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also EEF - School Planning Guide 2020-21)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

## Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

## School Overview

Number of pupils in school (YR - Y6)	410
Proportion of Pupil Premium	29% (120 pupils)
Catch-up Premium allocation (No. of pupils x £80)	£32,800 (approximate)
Statement created by	Sarah Levy, Headteacher

EEF Tiered Approach	Barrier		Desired Outcome
Teaching Priorities	A	Home learning is limited due to access to the curriculum offer.	<ol style="list-style-type: none"> <li>1. Increased use of technology to support a greater curriculum offer and increased direct access to the class teacher.</li> <li>2. Through the use of Teams offering live lessons to enable greater interaction and assessment for learning opportunities.</li> <li>3. Engaging fully with the government initiative of laptops for schools to support families where access to technology is a barrier.</li> </ol>
	B	Pupils in Years 4, 5 & 6 who have fallen behind during the period of home learning.	<ol style="list-style-type: none"> <li>1. Identified pupils make accelerated progress and have an increased likelihood of meeting their reading and maths targets by the end of year 6.</li> </ol>
	C	Children have gaps in learning due to lockdown in the summer term 2020.	<ol style="list-style-type: none"> <li>1. Consistency in teaching pedagogy and delivery focusing on robust A4L and curriculum adaptations to ensure best progress and identified gaps are closed.</li> </ol>
Targeted Support	D	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	<ol style="list-style-type: none"> <li>1. Children accessing a personalised reading programme that fits the pedagogy of the school as part of their homework offer and as an additional intervention.</li> </ol>
	E	Phonics baseline in EYFS is significantly below compared to previous years due to most children not attending nursery or pre-school during lockdown.	<ol style="list-style-type: none"> <li>1. Phonics data does not dip due to lockdown and children enter Y1 and Y2 broadly on track.</li> </ol>
	F	Pupils in Years 4, 5 & 6 have fallen behind in reading during the periods of lockdown.	<ol style="list-style-type: none"> <li>1. By using Fresh Start during literacy sessions children make accelerated progress and increase their aggregate score on testing.</li> </ol>
	G	Pupils in Year 5 have fallen behind in maths during the periods of lockdown.	<ol style="list-style-type: none"> <li>1. By using additional tutoring after school children close learning gaps and increase their aggregate score on testing.</li> </ol>
	H	Pupils in Year 4 have fallen behind in reading, writing and maths during the periods of lockdown.	<ol style="list-style-type: none"> <li>1. By using returning members of staff from maternity leave form small intervention groups and deliver a tailored and dynamic curriculum children make accelerated progress and increase their aggregate score on testing.</li> </ol>
Wider Strategies	I	Pupils physical and mental health and wellbeing has potentially been impacted.	<ol style="list-style-type: none"> <li>1. Using the SAFE Officer and close relationship with vulnerable families targeted support will be offered for children as needed.</li> </ol>

Barrier	Actions	Evidence source	Cost	Impact / evaluation
A (1-3)	<ul style="list-style-type: none"> <li>Complete parental access to technology survey to ascertain need.</li> <li>Register with DFE and LA laptop and router schemes.</li> <li>Train staff on the use of MS Teams and delivering live lessons.</li> <li>Generate Office 365 individual users.</li> <li>Worked with families to overcome technical barriers for their home and school devices.</li> <li>Delivered iPads, laptops and headphones to families.</li> </ul>	<ul style="list-style-type: none"> <li>Attended DFE event about best practice for remote learning.</li> <li>Feedback from parents after first lockdown wanting more direct contact with teachers if possible.</li> </ul>	£1,000 (replacement of broken school devices)	Overwhelmingly more positive experience for children's learning as evidenced through pupil and parent feedback. High levels of engagement through attendance monitoring and challenge. Children engaged well with weekly low-stakes assessment quizzes as per 'normal' school practice, ensuring learning was embedded in their longterm memory.
B1	<ul style="list-style-type: none"> <li>Completed PiXL tradition package and associated QLA to identify gaps in learning from the previous year (assess not guess).</li> <li>Subject champions met with class teachers to amend curriculum journeys.</li> <li>Ready to progress materials used in mathematics to ensure appropriate starting point.</li> <li>Reviewed previous CAT data.</li> </ul>	<ul style="list-style-type: none"> <li>As a result of lockdown 1 school did not have a robust set of data including QLA about children's learning.</li> <li>Hattie's research shows that knowing a child's prior attainment and working from this point has 0.94 effect and cognitive test analysis has a 1.29 effect.</li> </ul>	£3,000 (PiXL and CAT)	Autumn curriculum offer and assessments did not negatively impact on children's mental health as shown in pupil questionnaire. Data impact to be reviewed end of summer term 2021, 2022, 2023 following ongoing assessments throughout the years.
C1	<ul style="list-style-type: none"> <li>Robust curriculum monitoring by subject champions.</li> <li>Regular scheduled book and mark book scrutinies by HT and DHT.</li> <li>Maintain professional development for teachers on Rosenshine's principle and Tom Sherrington Walk Thrus.</li> </ul>	<ul style="list-style-type: none"> <li>Subject leader monitoring showed gaps in curriculum coverage for pupils (e.g. art and clay).</li> <li>It is widely recognised that improving QFT is one of the best ways of raising standards for pupils.</li> </ul>	£700 (Walk Thrus)	Monitoring has clearly identified the curriculum taught or modified each subject area. Regular drop ins of lessons demonstrate the impact of CPD through high levels of pupil engagement and the use of Cold Calling, Say it again better and partner work. Book and mark book scrutinies show individual and incremental improvements for teachers and pupils.

D1	<ul style="list-style-type: none"> <li>• Purchase Lexia Core5</li> <li>• Accurate baseline assessments on return identify starting points for each child.</li> <li>• Source high quality training from the provider to support the delivery of this programme ensuring fidelity to the resource.</li> <li>• Audit parental need for devices to enable access at home and provide technology as required.</li> <li>• Regularly monitor use of this resource and share with parents as part of consultation evenings, reports and weekly updates.</li> <li>• Additional AR resources at the lower levels at Y2</li> <li>• Amend homework policy to reflect the use of Lexia.</li> <li>• Gained governor approval for keeping children in for short periods to catch up on their usage.</li> </ul>	<ul style="list-style-type: none"> <li>• School monitoring showed children not reading regularly at home and in some instances parents signing records indicating that they had.</li> <li>• EEF Toolkit shows individualised instruction including technology based shows a +3 month impact.</li> <li>• Hattie - response to intervention has a 1.29 effect.</li> </ul>	<p>£10,900 plus AR books</p>	<p>Children's engagement is high and closely monitored by HT, DHT and CT to ensure children meet their usage targets and overcome any known barriers (either learning or access based or lack of parental). External review from Lexia sights pupil's engagement and usage as extremely high and impressive. Data impact to be reviewed end of summer term 2021, 2022, 2023 following ongoing assessments throughout the years.</p>
E1	<ul style="list-style-type: none"> <li>• Purchase additional RWInc. home books at lower levels (due to increased need).</li> <li>• Maintain working relationship with Literacy Hub for their challenge and support.</li> <li>• Support the Phonics lead with increased release time due to being unable to vertically group to monitor quality of delivery and provide coaching.</li> <li>• Train new TAs in RWInc. Phonics who have been appointed on temporary contracts due to not being able to vertically group.</li> <li>• Allocate a member of staff to being a full time phonics tutor.</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie states that Repeated Reading Programs show a 0.75 effect.</li> <li>• EEF states that phonics increases attainment by +4 months and has a robust evidence base.</li> <li>• EEF RWI phonics project report to be published in summer 2021 - not currently available.</li> </ul>	<p>£5,300 (additional texts)</p>	<p>External review from SIP and SIA reported strength in phonics provision (2019-20). Literacy Hub reports positively acknowledge leadership of phonics and schools engagement and implementation of RWI. Summative impact data due 21.07.21.</p>

F1	<ul style="list-style-type: none"> <li>• Purchase Fresh Start</li> <li>• Accurate baseline assessments on return identify underperformance in comparison to previous CAT testing to target particular children for Fresh Start intervention.</li> <li>• Source high quality training from the provider to support the delivery of this programme ensuring fidelity to the resource.</li> <li>• Establishing a group room in the after school club as a teaching space to enable this intervention to take place.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial efficacy trial shows positive impact - EEF</li> <li>• Read Write Inc. programme in school had proved effective prior to lockdown and this programme builds on that pedagogy.</li> </ul>	£6,000	Pupil voice is positive about attending the intervention. Data impact to be reviewed end of summer term 2021, 2022, 2023 following ongoing assessments throughout the years.
G1	<ul style="list-style-type: none"> <li>• Reviewed CAT data.</li> <li>• Conducted and analysed PiXL tests to identify gaps in learning.</li> <li>• Grouped children according to gaps in their learning.</li> <li>• Attempted to access NTP (unsuccessful).</li> <li>• Sought governor approval to use known teachers to deliver additional tuition.</li> <li>• Program to be delivered 7th June until April 2022.</li> <li>• Tutors to report to Maths SL each half-term on their impact.</li> <li>• Half-termly low stakes quizzes on taught content.</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie - response to intervention has a 1.29 effect.</li> <li>• EEF - small group tuition has a 4 month positive impact.</li> <li>• Leadership decision that additional tuition could not be fitted in within the school day without narrowing of the curriculum.</li> </ul>	£16,956	Engagement from parents ensuring children's attendance is high. Pupil voice is positive about attending the intervention. Data impact to be reviewed end of summer term 2021, 2022, 2023 following ongoing assessments throughout the years.
H1	<ul style="list-style-type: none"> <li>• Reviewed CAT data.</li> <li>• Conducted and analysed PiXL tests to identify gaps in learning.</li> <li>• Grouped children according to gaps in their learning.</li> <li>• Formed additional PiXL therapy intervention groups.</li> <li>• Additional teaching group February - July.</li> <li>• Daily stand up meetings with HT.</li> <li>• Sprint scrum style leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Hattie - response to intervention has a 1.29 effect.</li> <li>• EEF - small group tuition has a 4 month positive impact.</li> </ul>	£15,400	Positive feedback from parents at parents evening about their children attending the intervention. Excellent feedback from the Year 4 teaching team about this way of working. Data impact to be reviewed end of summer term 2021, 2022, 2023 following ongoing assessments throughout the years.

11	<ul style="list-style-type: none"> <li>Used data from remote learning engagement and monitoring by SAFE Officer to prioritise known children for support.</li> <li>Email process set up to enable SAFE Officer to safely work with vulnerable pupils from across school.</li> <li>Purchased resources to support individual provision where needed.</li> <li>DSLs are visible and available before and after school enabling parental engagement.</li> <li>Amended curriculum for 2 weeks in September 2020 so that additional PSHE was taught to support children transition back into school and enable good pupil teacher relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Hattie states that positive teacher / pupil relationships have an effect size 0.52.</li> <li>Hattie states that classroom cohesion has an effect size of 0.53.</li> </ul>	SAFE Officer funded through pupil premium	Children identified as having their mental well-being impacted by lockdown are being supported by a range of services including specialist ones when required. Attendance across school is 96.3%. Pupil questionnaire shows that nearly all children are very happy in school.
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