



Dallimore Primary and Nursery School

Catch-up Premium Strategy 2020-2021

School's name	Dallimore Primary and Nursery School	Date	November 2020
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School's universal catch-up premium fund (total amount)	£24,960	Number	Percentage	
Planned expenditure:	£24,934			
Total number of pupils on roll	NOR = 352 (including nursery) 312 FT	Pupils eligible for the pupil premium/ disadvantaged	149	42%
		Pupils eligible with SEND	40	29%
		Pupils eligible who are LAC and/or PLAC	1	0.7

Barriers

Targeted Academic Support

1. Acquisition and use of vocabulary for children in EYFS
2. Gaps in Phonic knowledge and reading - KS1
3. Lack of progress in reading - Year 3
4. Lack of progress in reading - Year 5 and 6
5. Gaps in mathematical skills - Year 6

Wider Strategies

6. Device obsession
7. Lack of routine/ demand
8. Dealing with loss

Date(s) of review(s) and impact of catch-up premium funding: <i>HT, SLT and GB.</i>	Autumn: 11 th December 2020 Spring: 26 th March 2021 Summer: 9 th July 2021
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Targeted Academic Support

Objective 1: To improve the acquisition and use of vocabulary for children in EYFS

Reasons for the approaches taken: Developing the vocabulary of pupils in the Early Years Foundation Stage has always been a priority. Upon returning in September it became apparent that children within this phase (and into KS1) had not been within a language rich environment.

Success criteria: the language skills of targeted children will show a difference of 3 months against peers who are not part of the programme

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	
1	Acquisition and use of vocabulary/ language skills for children in EYFS	Improve the language skills of children in reception by at least 3 months	Register, train and deliver the Nuffield Early Language Intervention. Cover costs to allow for training 2 teachers and 2 TAs	Baseline assessment Nov 20 Training January 21 Final assessment July 21 S Trenerly	Programme will provide set data points and robust assessment information	National Tutoring Programme £2000

Objective 2: To begin to close the gap in the phonic and reading knowledge in KS1

Reasons for the approaches taken: Many parents do not fully understand the way reading is taught through phonics and lack confidence when hearing and helping their children to read. Upon return in September it was clear that many children had little exposure to phonics learning and/or reading practice. Where this had been delivered at home it was clear that there were some misconceptions and mis-pronunciation of sounds.

Success criteria: The % of children who are accessing the age appropriate phonics phase will increase and progression through the reading bands will be accelerated.

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:	
2	Gaps in Phonic knowledge and reading - KS1	Increase in: % of children on correct phonics phase % passing the phonics screening Progression through reading book bands	Teaching assistant employed to deliver additional phonic and reading sessions throughout the afternoons in KS1 2.25hrs a day x 5 days a week x 32 weeks	Baseline Oct 20 Dec 20 Data entry Feb 21 April 21 July 21 KS1 team	Baseline data and data points throughout the year	Universal fund £5,616

Objective 3: To accelerate reading progress in Year 3

Reasons for the approaches taken: There is a significant group of children who have fallen behind their peers with reading. They are targeted throughout the week but it is felt that with some additional regular reading intervention and practice that this will further close the gap in their attainment and allow them to make accelerated progress.

Success criteria: Greater % of pupils will be at the age-related expectations for reading

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:	
3	Lack of progress in reading: Year 3	Progress through book bands will be accelerated for children who are significantly falling behind and the gap with their peers will close	Teaching Assistant employed to deliver reading catch up sessions in year 3 2.5hrs a week x 39 weeks	Baseline data Sept 2020 Datapoints in Dec, April and July plus additional on-going assessments and monitoring of progress through reading bands LM/ SW/ TW	Progression through book bands and benchmarking data	Universal fund £1,755

Objective 4: To accelerate reading progress in Year 6

Reasons for the approaches taken: Whilst many of the cohort were able to remain broadly on track for expected progress in reading through self-directed learning, there is a significant number who did not undertake this and have therefore fallen behind their peers. The BR@P intervention has previously been highly successful in closing the gap and ensuring children leave at age related expectations

Success criteria: The % of pupils who are on track to reach are-related expectations for reading will have increased from Sept to July and therefore children will be more prepared for their secondary education.

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:
4 Lack of progress in reading: Year 6	% of children reaching the expected standard in reading will increase	a) Trained teaching assistant to deliver a reading intervention (BR@P) with targeted children 6hrs a week x 39 weeks b) Teaching assistant to deliver daily reading intervention	First cohort Sept 20 with additional cohorts identified throughout the year. MG and MB/ AO	Baseline assessments prior to delivery and on-going and final data	Universal fund a) £3,697 b) £1896

Objective 5: To close the gap in mathematical knowledge of pupils in year 6

Reasons for the approaches taken: Regular practice in arithmetic ensures that the skills children develop to confidently and accurately tackle a variety of basic arithmetic are embedded through regular practice. Although home learning activities were shared throughout lockdown, the % who regularly engaged with these was very small and therefore the confidence and mathematical fluency of this group requires improvement.

Success criteria: The % of children who can confidently tackle arithmetic problems will increase and be in line with national expectations

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:
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5	Gaps in mathematical skills: Year 6	% of children achieving the 'pass' in arithmetic assessments will improve	Trained teaching assistant to assist in the delivery of a Maths intervention 3hrs a week x 22 weeks	Initial baseline assessment: Oct Interim assessments: Dec/ Feb/ April	Baseline assessments	Universal fund £1,043
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Wider Strategies

Behaviour and attitudes Objective 6 and 7: To ensure that children feel safe, happy and ready to learn

Reasons for the approaches taken: It was clear from discussion and feedback from children and parents throughout lockdown and upon return in September that some children had spent much of their time whilst at home playing on devices such as Xbox and PS4. One parent was proud that they had managed to be up and out of the house before mid-day as they are usually awake until 5am as playing on PS4 all night. The impact on the behaviour of these pupils has been noticeable and this has negatively impacted on their readiness to learn.

Success criteria: Targeted group of children will be ready to learn: will be in school on time, will dysregulate less frequently and will begin to make progress with their learning.

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:	
6 & 7	Over reliance/ obsession with devices (x-box, PS4 etc) and lack of routine and demand with regard to compliance with behaviour and expectations for learning	Incidents of dysregulation will have reduced. Lateness and absence improved	Thrive practitioners to have some extended hours to provide clear and consistent routines and expectations for targeted children.	From Sept 20 RC/ KS to identify children as necessary (liaison with parents and staff as appropriate)	Time spent dealing with incidents and incidents of dysregulation to be monitored. Concerns logged with regard to behaviour both at school and home	Universal fund £3381

Objective 7: to support children who have experienced loss (in many forms) throughout the lockdown and experiences following return to school and subsequent lockdown procedures

Reasons for the approaches taken: loss takes many forms and a significant number of children have returned to school sad and upset. When this is unpicked a little it is apparent that some children are displaying behaviours associated with loss and trauma- ranging from the death of a family member to lack of contact with grandparents and siblings.

Success criteria: Children will have strategies to be able to deal with loss in whatever form this takes. Parents will feel that they can support their families and children will come to school happy and ready to learn.

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:
7 Dealing with loss	Thrive profiles will show that interruptions in emotional development will be addressed and children feel happy and can deal with difficult emotions	Trained Thrive practitioners to have additional sessions to specifically target children who have experienced some loss throughout the pandemic	Staff to identify children as and when issues arise throughout the pandemic (and beyond) KS to coordinate the provision	Thrive profiles will show improvement and issues addressed	Universal fund £5546

STRATEGY REVIEW

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.
	<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>
1.	Acquisition and use of vocabulary for children in EYFS Targeted Academic Support	Data shows: All children who took part in the sessions made expected or better progress. The % of children who accessing the age appropriate phonics phase increased from 52% to 73% and progression through the reading bands will be at least expected for the vast majority of pupils with accelerated progress for 30% of pupils At the beginning of year 1: 72% of pupils were working within the age appropriate phonics phase.	The programme was very labour intensive. Staffing absences and absences of children identified made the full implementation difficult. However, for those children who had sustained access to the intervention this was highly successful. The approach was highly appropriate/ effective but implementing this was a challenge due to staff absence and pupil absence. The plan is to re-run the NELI programme in January 2022 with current reception when staffing is more stable.
2.	Gaps in Phonic knowledge and reading - KS1	Data shows that: Yr 1 Reading: First assessment point: 58% below year 1 POS Final assessment point: 21% below year 1 POS 60% of pupils made at least expected progress in reading Year 2 reading: 77% of pupils made at least expected progress in Reading	Throughout lockdown period from January 21 there were approx. 28% of year 1 pupils in attendance. This had a huge impact on the progress of some children as out of the 72% who were home learning, approx. 50% of those had limited engagement. We have purchased phonics tracker in order to provide more diagnostic information for staff and ensure that interventions used are appropriate and focussed.

3.		Lack of progress in reading - Year 3	80% of pupils made expected or better progress in reading throughout year 3	Due to remaining in class bubbles throughout academic year 2020-21, we were able to provide sustained support for pupils and therefore the intervention was successful.
4.		Lack of progress in reading - Year 5 and 6	70% of pupils made expected or better progress in reading throughout year 5	As above Additionally, year 5 pupils were able to engage in independent learning activities throughout lockdown which contributed to their progress
5.		Gaps in mathematical skills - Year 6	95% of pupils made expected or better progress in Maths throughout year 6	As above Additionally, year 6 pupils were able to engage in independent learning activities throughout lockdown which contributed to their progress
6.	Wider Strategies	Device obsession Lack of routine/ demand	Approx 20 pupils (mostly boys in year 5 and 6) were finding the return to school very difficult. Due to intensive intervention 18 of these pupils were able to settle quickly back into routine. 2 pupils required further intensive intervention- the interventions resulted in referrals to social care and resulted in support from the MAT.	Supporting children with their social and emotional wellbeing is integral to everything we do. We are committed to supporting all children but the time and funding allocated to ensure the successful return to school for identified pupils was highly effective in re-building relationships and improving emotional wellbeing and engagement.
7.				
8.		Dealing with loss	Extensive work from Thrive practitioners in supporting children on a one to one basis enabled children and adults to discuss the impact of the Covid pandemic. This led to wider discussions in classrooms and children re-connected well with the staff in school and built strong relationships. This was particularly important following January lockdown and subsequent periods of isolation.	It is difficult to provide accurate outcome data for these interventions but it is important to note that incidents of dysregulation were low, engagement in school was high and there were very few fixed term exclusions (2 pupils total of 4 days)