

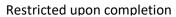


Catch-up Premium Strategy 2020-2021

School's name	Stanley St Andrew's Church of England Primary School	Date	1 st April 2021
Head teacher	Elizabeth Stanley-Wainwright		
Nominated Governor	Paul Leeson		

School's universal catch-up premium fund (total amount)	£8,560		Number	Percentage
Total number of pupils on roll	NOR = 107	Pupils eligible for the pupil premium/ disadvantaged	9	8%
		Pupils eligible with SEND	10	9%
		Pupils eligible who are LAC and/or PLAC	1	0

Barriers	Barriers						
Academic	C						
1.	Language and vocabulary acquisition in the EYFS requires support.						
2.	Children's phonic knowledge has declined which has impacted upon basic reading strategies						
3.	Pupils reading ability, comprehension skills and fluency have decline due to children not reading as much.						
4.	Pupils fluency in Mathematics and the gaps in their Maths knowledge and skills has decline due to different methods being taught during lockdown.						
5.	Stamina for writing needs rebuilding and application of grammar, spelling and punctuation needs additional support.						
	Behaviour and Attitudes						
6.	Some pupils have been left for long periods of time unsupervised on electronic devices with no filters or support in place.						





Date(s) of review(s) and impact of	Spring: April 2021	HT and GB.
catch-up premium funding:	Summer: <i>July 20201</i>	HT and GB.
11	Autumn: December 202	21 HT and GB.



Catch-up Premium: Academic

Objective 1: To increase and improve the vocabulary and acquisition of language at EYFS.

Reasons for the approaches taken: Baselines show that pupil's language acquisition is lower and pupils do not understand the meaning of vocabulary and how to use this within a sentence.

Success criteria – The identified pupils language improves and 90% of pupils meet the expected standard in speaking and listening in EYFS and KS1.

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
Communication; Understanding and speaking. Listening and responding to others and their ideas expressed in a conversation. Using more complex sentences, (because, and) Building up a bank of vocabulary.	Children attain expected outcomes and there is a significant improvement in communication and language. If standard not met pupils will have least made expected progress from their starting point.	Continuous provision and Speaking and listening planned in to sessions. 1:1 speech and language put in place for identified children. Increase singing and rhyme	Review every 4 weeks DG, JM, RS, SH	Half term monitoring by Literacy leader and head teacher.	

Catch-up premium plan: Academic Objective 2: To improve phonics in EYFS and KS1 thus impact upon their Reading skills

Reasons for the approaches taken: To ensure that all EYFS and KS1 pupils have a secure understanding of phonics and can apply this to their reading and spelling.

Success criteria - The majority of children at least meet the National standard at phonics screening.

Barrier	Desired outcome.	Actions	Timescales	Monitoring and	Amount of funding to be spent
	How it will be measured.		(include	evaluation	and from which source:
			milestones)		Universal fund
			Person		Tutor scheme/pillar
			responsible.		Academic mentor scheme/pillar

2	Recognition and using phonics knowledge has decline due to the limited time of teaching.	The majority of pupils will achieve the standard. If standard not met pupils will have least made expected progress from their starting point.	Increase phonics session. 1:1 phonics session for identified pupils. Daily flashcards input morning and afternoon. Increase the use of audio books both at school and home.	Review every 4 weeks DG, JM, RS, SH	Half term monitoring by Literacy leader and head teacher.	
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Catch-up Premium: Academic

Objective 3 To improve pupils reading comprehension skills and fluency.

Reasons for the approaches taken: Baselines show that pupil's language acquisition is lower and pupils do not understand the meaning of vocabulary and how to decode for meaning.

Success criteria – The majority of pupils meet the expected standard in reading across school.

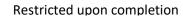
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person	Amount of funding to be spent and from which source: Universal fund
			responsible	Tutor scheme/pillar
				Academic mentor scheme/pillar

apı	Reading comprehension is not as strong as it usual is due to the limited structure guided reading during lockdown. tch-up premium plan: Academic plication. asons for the approaches taker					heir Maths knowledge and
Bar	rier	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

Ocurry Courien				Kesti	icted apon completion
Many pupils have struggled with learning new maths concepts and have not been well supported due to the complexity of maths methods being taught.	The majority of pupils to be at least inline for mathematics at the end of the year. If standard not met pupils will have least made expected progress from their assessment point.	Increase timetables practise with support to transfer the knowledge. Pupils being set with timetables targets. White Rose Scheme with resources shared and used by all staff. Sharing teaching resource links with parents to support home learning and to consolidate the learning.	Review every term. Class teachers.	Half term monitoring by Maths leader and head teacher.	
Catch-up premium plan: Academi oupils writing.	·	rove stamina for writir	ng and the applica	ation of grammar, s	pelling and punctuation in
Reasons for the approaches takeı Success criteria –	1:				
Juccess Criteria –					
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar
			responsible.		Academic mentor scheme/pilla



Many pupils have struggled with	The majority of pupils to	Increase writing	Review every	Half term	
writing for any long period of time.	be at least inline for	opportunities and	term.	monitoring by	
The spelling, punctuation and	writing at the end of the	writing for a real		Literacy leader and	
grammar have decline due to the	year.	reason/purpose.	Class teachers.	head teacher.	
lack of writing during lockdown.	If standard not met pupils will have least made expected progress from their assessment point.	Moderation of writing within the cluster. Pupils targets linked to gaps.			





Revie	Review of the impact of the strategy							
		How the money was spent:	The impact of the strategy:	Lessons learned:				
		Barriers and actions taken to overcome them.	To what extent the barriers were overcome.	What did/did not work and why.				
			To include outcome data.					
		Brief recap for each barrier.	Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.	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.				
1	ပ	To increase and improve the vocabulary and acquisition of language at EYFS and KS1						
2	ACADEMIC	To improve phonics in EYFS and KS1 thus impact upon their Reading skills						
3	A	3 To improve pupils reading comprehension skills and fluency.						
4		To increase pupils fluency in Mathematics and close the gaps in their Maths knowledge and application.						
5		To improve stamina for writing and the application of grammar, spelling and punctuation in pupils writing.						