



## Catch-up Premium Strategy 2020-2021

School's name	Stanley St Andrew's Church of England Primary School	Date	1 <sup>st</sup> 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

#### Academic

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.*

<b>Date(s) of review(s) and impact of catch-up premium funding:</b>	Spring: <i>April 2021 HT and GB.</i> Summer: <i>July 20201 HT and GB.</i> Autumn: <i>December 2021 HT and GB.</i>
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**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
1 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	<i>Review every 4 weeks</i>  <i>DG, JM, RS, SH</i>	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. 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

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.	<i>Review every 4 weeks</i>  <i>DG, JM, RS, SH</i>	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 responsible	Monitoring and evaluation	Amount of funding to be spent and from which source:  Universal fund Tutor scheme/pillar Academic mentor scheme/pillar

3	Reading comprehension is not as strong as it usual is due to the limited structure guided reading during lockdown.	<p>The majority of pupils to be at least in line with end of year expectations.</p> <p>To ensure that all pupils make progress from their starting point.</p>	<p>Active learn to support regular reading both at home and school.</p> <p>Increase reading books in school.</p> <p>Book for pleasure is sent home.</p> <p>Robust guided reading sessions in place across school.</p> <p>Increase 1:1 reading for identified children.</p> <p>Reading evidence exercise book in place.</p>	<p><i>All class teachers and Teaching assistants.</i></p> <p><i>On going</i></p> <p><i>Reviewed termly.</i></p>	Half term monitoring by Literacy leader and head teacher.	
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**Catch-up premium plan: Academic Objective 4: To increase pupils fluency in Mathematics and close the gaps in their Maths knowledge and application.**

**Reasons for the approaches taken: Success criteria** – The majority of children at least meet the expected level in mathematics across school.

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

<p>Many pupils have struggled with learning new maths concepts and have not been well supported due to the complexity of maths methods being taught.</p>	<p>The majority of pupils to be at least inline for mathematics at the end of the year.</p> <p>If standard not met pupils will have least made expected progress from their assessment point.</p>	<p>Increase timetables practise with support to transfer the knowledge.</p> <p>Pupils being set with timetables targets.</p> <p>White Rose Scheme with resources shared and used by all staff.</p> <p>Sharing teaching resource links with parents to support home learning and to consolidate the learning.</p>	<p><i>Review every term.</i></p> <p><i>Class teachers.</i></p>	<p>Half term monitoring by Maths leader and head teacher.</p>	
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**Catch-up premium plan: Academic Objective 5:** To improve stamina for writing and the application of grammar, spelling and punctuation in pupils writing.

**Reasons for the approaches taken:**

**Success criteria –**

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

	<p>Many pupils have struggled with writing for any long period of time. The spelling, punctuation and grammar have decline due to the lack of writing during lockdown.</p>	<p>The majority of pupils to be at least inline for writing at the end of the year.</p> <p>If standard not met pupils will have least made expected progress from their assessment point.</p>	<p>Increase writing opportunities and writing for a real reason/purpose.</p> <p>Moderation of writing within the cluster.</p> <p>Pupils targets linked to gaps.</p>	<p><i>Review every term.</i></p> <p><i>Class teachers.</i></p>	<p>Half term monitoring by Literacy leader and head teacher.</p>	
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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.
		<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	ACADEMIC	<b>To increase and improve the vocabulary and acquisition of language at EYFS and KS1</b>		
2		<b>To improve phonics in EYFS and KS1 thus impact upon their Reading skills</b>		
3		<b>3 To improve pupils reading comprehension skills and fluency.</b>		
4		<b>To increase pupils fluency in Mathematics and close the gaps in their Maths knowledge and application.</b>		
5		To improve stamina for writing and the application of grammar, spelling and punctuation in pupils writing.		