

CATCH UP PREMIUM STRATEGY 2021/22 - DRAFT

St Paul's C of E Primary School

Unique reference number: 105945

DfE Number: 3553504

Local authority: Salford

Type of school: Primary School

Age range of pupils: EYFS – KS2

Gender of pupils: Mixed

Number of pupils on school roll: 227

Appropriate authority: Governing Body

Chair of governing body: Mr. S. Taromsari

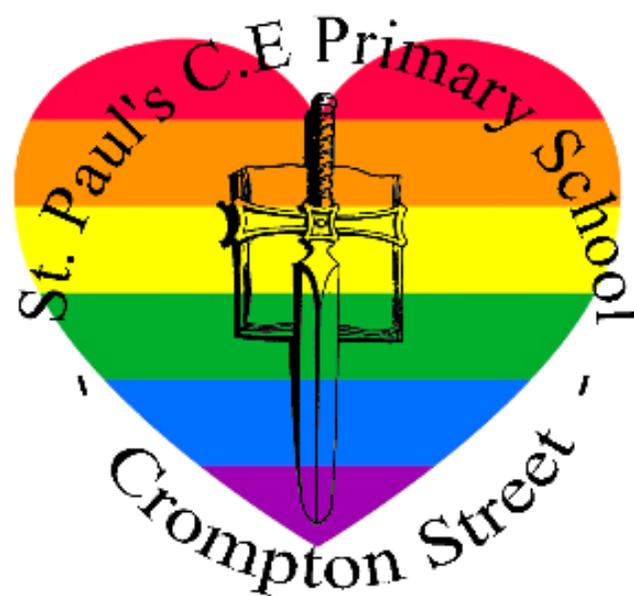
Executive Headteacher: Mr G. Elswood

Deputy Headteacher: Mr G. Bailey

Website: www.stpaulscrompton.org.uk

Date of previous inspection: Dec 2017

Grade of previous inspection: Good



Summary information					
School	St Paul's CE Primary School				
Academic Year	2021-22	Total Catch-Up Premium	£ 6500	Number of pupils (Rec – Y6)	195

Guidance

Children have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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 to Y6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by 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	EEF Recommendations
<p>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.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>We know that we have the professional knowledge and expertise to ensure that children recover and get back on track. Returning to normal educational routines as quickly as possible is critical to our recovery and our School Development Plan is central to this.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Out of school support

Identified impact of lockdown					
Contextual					
During the 2020/21 there were 5 bubble closures across school – nursery, year 1, year 3 and year 6 (x2) – this affected 112 children across school. There was also a national lockdown in January 2021.					
Staff Covid Cases	SLT: 3	Teachers: 6	TAs: 6	LOs: 0	TOTAL: 15

Academic	
Speaking and Listening	<ul style="list-style-type: none"> The number of EYFS (and KS1 pupils) identified with speech and language concerns has increased. 24% of Y1 children are below ARE. 14% of Y2 children are below ARE 35% of Y3 children are below ARE WellComm data is lower than previous years – currently 33% are not working at ARE
Maths	<ul style="list-style-type: none"> Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their learning attitudes and behaviour. Remote teaching of maths has been strong. Recall of basic skills has suffered – some children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative assessments. Fluency and reasoning have been adversely affected. The number of GD pupils has decreased. Difference between 'at or above' at end of academic and at the start of 2020/21: Y4: Year 2018/19 - 77% Year 2020/21 - 66% (Teacher Assessment) 72% from NFER data Y5: Year 2018/19 - 78% Year 2020/21 - 76% (Teacher Assessment) 71% from NFER data Y6: Year 2018/19 - 89% Year 2020/21 - 53% (Teacher Assessment) 74% from NFER data
Writing	<ul style="list-style-type: none"> Writing stamina has been adversely affected by lockdown. Although children were able to access grammar practice in remote learning lessons, the purpose and effect for writing has been negatively impacted. Younger children have needed more support with motor co-ordination and again with developing writing stamina. Those children who have maintained writing throughout lockdown are less affected, however those who evidently did not write much have had to work additionally hard on regaining writing stamina and improving their motivation due to the lack of fluency in their ability to write. Number of GD writers has decreased. Difference between 'at or above' at start of academic year 2019/20 and at the start of 2021/22: Y4: from 69% to 66% Y5: from 70% to 76% Y6: from 96% to 67%

Reading	<p>Some families do not have access to a wide range of books or multiple devices required to access online resources. Embedded Reading routines in place at school were difficult to replicate through remote learning. Number of GD pupils has decreased.</p> <ul style="list-style-type: none"> • Difference between 'at or above' at end of academic year 2018/19 and at the start of 2020/21: • Y4: from 73% to 66% Y5: from 78% to 73% Y6: from 89% to 67%
Non-core	<ul style="list-style-type: none"> • There are now significant gaps in learning – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. • Skills have been more adversely affected than knowledge. • Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. This has adversely affected their knowledge of `cultural capital` one of our cornerstones of the curriculum. • Physical fitness of the children has suffered. • Pupils have needed more support pastorally as they have had to reform friendship groups and become part of the school community once more.

Catch Up Funding Premium Priorities

Priorities	<ul style="list-style-type: none"> • Excellent quality first teaching and effective formative assessment to identify and address gaps in learning. • Effective targeted support for identified pupils. • Excellent remote education across all phases. • Pastoral support.
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Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact	Staff lead	Review date
<p>Teachers receive high quality CPD enabling them to excel in the most effective teaching strategies and secure outstanding progress for the children that they teach.</p>	<p>Professional Development linked to SDP – provided by SCC and SLT</p>	<p>100% of teaching to be at least good (with outstanding features)</p> <p>Pupil Progress</p>	<p>HT/DHT</p>	

<p>Teachers have a forensic understanding of the abilities, gaps in learning, next steps and historical learning of their pupils, enabling them to accelerate progress and secure expected attainment across all subjects.</p>	<p>Effective Diagnostic Assessment DHT liaised with staff on use of Standardised Scores to accurately measure attainment, including the importance of gap analysis in identifying barriers to learning.</p> <p>Subject leaders direct staff to progression documents to ensure that lost learning is covered and revisited appropriately in both core and foundation subjects.</p>	<p>Pupil progress Attainment</p>	<p>Teachers (including subject leads)</p>	
<p>All Nursery pupils have 'caught up' and are Reception ready by the end of the Autumn term – gaps in the Nursery profile are filled.</p> <p>Pupils make excellent progress in Reception and are ready for Year 1.</p>	<p>EYFS – baseline to be completed Sept' 21 to allow for gaps and needs to be quickly identified and actions put in place to promote accelerated progress.</p> <p>Phonics groups to be set across Rec and KS1 to ensure catch up is achieved through smaller groups. Assessed half termly on phonics tracker and groups adjusted as needed.</p>	<p>Nursery achievement Reception achievement</p>	<p>DHT</p>	
<p>All pupils have 'caught up' and are Year 1 ready by the end of the Autumn term – gaps in the EYFS profile are filled. Pupils make excellent progress in Year 1 and are ready for Year 2.</p> <p>Phonics screening evidences accelerated learning. Outcomes are broadly in line with national figures.</p> <p>End of KS1 Reading results are broadly in line with national figures, including at the higher standard.</p> <p>End of KS1 Maths results are broadly in line with national figures, including at the higher standard.</p>	<p>Analysis of end of year NFER maths tests identify gaps in knowledge – informs teaching and planning for the following year -interventions planned for and in place by Sept 21 – each class to receive 1hr booster p/w Autumn term – reviewed Autumn 2. Teachers will be freed to deliver booster sessions by using Ed Start to deliver after school clubs – £40 per session (£1440 total)</p> <p>Accelerated phonics programme in place September 2021 – screening process evidences accelerated learning.</p> <p>1:1 weekly 4 children phase 3 phonics, 13 children phase 5 phonics, 6 for catch-up games and activities . 15 minute sessions. Total of 4 hours. Phonics groups to be set across Rec and KS1 to ensure catch up is achieved through smaller</p>	<p>Year 1 achievement Phonics Year 2 achievement</p>	<p>Teachers</p>	

	<p>groups. Assessed half termly on phonics tracker and groups adjusted as needed. Need will be assessed after assessments made in Summer term and starting in September. Phonics tracker - £250</p> <p>Quality First Teaching to address any gaps from assessments completed in Summer term. Use of PiXL IFTs and Question diagnosis to apply therapy sessions either whole or to small groups as needed. Focus on Maths curriculum with place value, number and four operations taking priority.</p>			
<p>Pupils in upper KS2 make accelerated progress from their starting points and are ready for the next stage of their learning.</p> <p>End of KS2 Reading outcomes are above national, including at the higher standard.</p> <p>Pupils are able to read at an age-appropriate level and fluency.</p> <p>The number of pupils passing the Y4 times tables test is in line with national expectations.</p> <p>End of KS2 Maths results are broadly in line with national figures, including at the higher standard.</p>	<p>End of year gap analysis of 20/21 to identify priorities for teaching in Autumn term 21/22</p> <p>Quality First Teaching to address any gaps from assessments completed in Summer term. Use of PiXL IFTs and Question diagnosis to apply therapy sessions either whole or to small groups as needed.</p> <p>New 2 week - writing curriculum focused on accelerated progression across year groups and through the year. New incidental writes document to ensure evidence in other books for moderation purposes.</p> <p>Focus on reading for pleasure. Children to be assessed using Salford Sentence Reading test to ensure on correct book band for home reading books. (ML - £1000)</p> <p>KS1/2 assemblies to have an additional 'reading focus' inc. story and book extract sharing etc. to promote a love of reading in the school.</p> <p>Times Table Rock Star purchased to aid in home learning of multiplication facts. (£100)</p> <p>Vocab Ninja purchased to extend vocabulary and improve spelling (£20)</p>	<p>Pupil progress</p> <p>Attainment</p> <p>Reading ages</p> <p>Y4 Multiplication Test</p>	<p>Teachers</p>	

	<p>More emphasis to be put into daily handwriting practice.</p> <p>Early morning maths in KS2 to focus on number including multiplication facts.</p> <p>Analysis of end of year NFER maths tests identify gaps in knowledge – informs teaching and planning for the following year -interventions planned for and in place by Sept – each class to receive 1hr booster p/w Autumn term – reviewed Autumn 2. Teachers will be freed to deliver booster sessions by using Ed Start to deliver after school clubs £40 per session (£1440 total)</p> <p>SATs Companion to support KS2 – (£1000 p/y)</p>			
Teachers are prepared, at a moment's notice, to switch to remote learning and maintain the quality of education seen in school. Children and families are well prepared and supported.	<p>Supporting Effective Remote Learning</p> <p>Pupils to have consistent home learning tasks as part of their scheduled homework to ensure children retain familiarity with RHL (Google Classroom)</p>	<p>Remote learning monitoring</p> <p>Parent and pupil voice</p> <p>Case study</p>	Teachers	
Targeted approaches				
Desired outcome	Chosen action/approach	Impact	Staff lead	Review date
Every child makes accelerated progress from their established baseline in the summer 2 term.	Interventions	<p>Pupil progress</p> <p>Case study</p>	Teachers and support staff	
Teaching Assistants are equipped to deliver interventions effectively.	Teaching Assistants to access training as part of their CDP and share best practice.	<p>TA training records</p> <p>TA observations</p>	Support Staff	

SEND pupils make good progress from their starting points. No behaviour issues from SEND pupils.	SEND – new approach to target setting for SEND now captures child and parent voice. SMART targets now used	Pupil progress Pupil progress plans CPOMs records Case study	SENCO and DHT	
LAC pupils make accelerated progress from their starting points.	LAC - Pupils from vulnerable groups identified and individual needs assessed and individual plans put into place where necessary	Personal Education Plan	Teachers	
Disadvantaged pupils make accelerated progress from their starting points.	Pupils from vulnerable groups identified and individual needs assessed and individual plans put into place where necessary	Pupil achievement	Teachers	
Children in UKS2 make rapid and accelerated progress in Maths through the National Tutoring Programme	12 children in Year 6 and 12 children in Year 5 targeted for Maths support using NTP funding. 12 children to have 15 hours of 1:2 tutoring starting in September = £1094 per group - £2188 total Pupils make rapid and sustained progress	NTP progress records Pupil progress Pupil voice	SO'R to lead.	
Wider Strategies				
Desired outcome	Chosen action/approach	Impact	Staff lead	Review date
Pupils with SEMH and behavioural needs are well supported and access the full curriculum offer.	Session are weekly and range in time from 15 mins to 45 mins HLTA will spend 9 hours per week on these sessions working through programmes from the named books. Reception 6 children – Happy to be me (adapted) Year 1 6 children – Happy to be me (adapted)	Case study Pupil and parent voice Book scrutiny	HLTA	

	<p>Year 2 2 children (Wise behaviours) 6 children– Chose to cope (adapted)</p> <p>Year 3 9 Choose to cope (adapted)</p> <p>Year 4 3 children No worries book 3 children - TBD 2 children 1:1 Bereavement resources - TBD</p> <p>Year 5 4 children- friendships and relationships</p> <p>Year 6 1 child - Games, Hello Happy book and my hidden chimp 1 child My hidden Chimp and be positive book– 1:1 3 child Cool Connections with CBT Think Good Feel Good 3 children</p>			
<p>The intent of The Rights Respecting curriculum is implemented effectively.</p> <p>Learning behaviours are positive across all year groups and pupils report good levels of wellbeing.</p>	<p>Adopting a Social Emotional Learning (SEL) Curriculum.</p> <p>PSHE curriculum – SCARF – actively promotes children’s well-being.</p> <p>School recognised as UNICEF Silver Rights Respecting School – work towards Gold (£700)</p>	<p>Observation of behaviour</p> <p>Case study</p> <p>Work scrutiny</p>		
<p>Pupils’ attendance at school is good (above 96%).</p> <p>All children access remote learning.</p> <p>Parents report feeling well supported by school and well-informed.</p> <p>Parents read regularly with their children at home and homework is completed.</p>	<p>Communicating with & Supporting Parents – email, Class Dojo, twitter, face to face?</p> <p>Introduction of Friday ‘Celebration Assembly’ awards Key Stage class with the best attendance each week – Shared on Twitter and Newsletters to promote with parents. Trophy for the best attenders</p>	<p>Attendance</p> <p>Remote trackers</p> <p>Parent voice</p> <p>Reading record scrutiny</p>		
Total Cost	£ 6698 (Covid Catch Up fund 6500)			