



Stanton-in-Peak C of E Primary School Catch-up Premium Strategy

Summer 2021

Summary information					
School	Stanton-in-Peak C of E Primary School				
Academic Year	2020-21	Total Catch-Up (summer)	£ 2, 333	Number of pupils	70

Guidance
<p>Children and young people across the country 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.</p> <p>The Coronavirus (COVID-19) catch-up premium is designed to support primary schools to ensure children catch up as a result of the coronavirus and disruption caused to their education.</p> <p>For 2020-2021, the government has invested over £1 billion in funding to support children. The allocation of funding is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 6. 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>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.</p>



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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. 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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ● <u> </u> Supporting great teaching ● <u> </u> Pupil assessment and feedback ● <u> </u> Transition support Targeted approaches <p>One to one and small group tuition</p> <ul style="list-style-type: none"> ● <u> </u> Intervention programmes ● <u> </u> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ● <u> </u> Supporting parent and carers ● <u> </u> Access to technology ● <u> </u> Summer support

Identified impact of educational disruption
<p>It has been identified from both formative and summative assessments taken in Spring 2021 that there are greater academic issues across the curriculum for more pupils in years 1 to 3 than in years 4 to 6. It is felt that the older children have more embedded and</p>



consolidated learning than their younger peers. This could possibly be due to older children being able to work more independently at home and having greater ICT skills and knowledge. Writing has been highlighted as a specific area of concern. The areas below show the specific areas of learning identified as having been most impact by the lockdown.

<p>Maths</p>	<p>Catch-up premium will be focusing on missed learning and general skills such as timetables, basic arithmetic, number bonds to 10, 20, 100 etc and division facts.</p>
<p>Gaps</p>	<p>Due to the disruption in specific GAPS teaching at school and the lack of opportunities there after to consolidate learning of GAPS skills such as punctuation and spelling has led to a lack of retention in GAPS knowledge. This has led to a lack of fluency in writing. The GAP between those children who maintained their writing throughout and those who did not is evident. Catch up premium is being used to help close this GAP. There are noticeable gaps in spelling knowledge and application. This has been felt throughout the whole school but more specifically in Years reception through to Year 4.</p>
<p>Reading</p>	<p>Many older children still accessed reading at home but there is a significant amount of children who did little or no reading, despite the offer of school books, online reading challenges, access to free online books and daily 'live' story time' during school closure. Again our assessments have shown that those who did little or no reading are now significantly behind age related expectations (ARE) and their peers. Catch-up premium will be used to increase reading stamina, decoding and comprehension skills.</p>
<p>Writing</p>	<p>Assessment has shown that writing is the core area that has been affected most by the school closures. Pupils have shown that they have lost many essential writing skills and stamina has been greatly affected. Writing skills have been impacted by both the decline in reading and GAPS knowledge. Those who maintained writing at an age related level throughout lockdown are less affected, however it is evident that those children who did not practise their writing during lockdown have lost many essential skills and stamina. Much work is being completed in literacy and wider lessons to ensure children begin to build up their stamina and consolidate lost and new learning. The impact on writing due to the school closures will not be completely</p>



diminished in the summer term. School will ensure that writing is a focus over the coming years to ensure the children have 'caught up' by the time they leave primary school or sooner (year dependant).

EEF recommended strategy	EEF Rationale	Implementation	Cost	Impact/ expected impact
Gaps in knowledge and skills are accurately identified	Staff need accurate information around gaps to inform planning and intervention	HT and teachers to analyses data and assessments at a staff meeting to identify gaps in pupil's learning and trends.	One staff meeting	Specific and targeted interventions will take place resulting in targeted pupils making accelerated progress in the summer 2021 term.
<p>One to one and small group tuition - teachers will focus on writing.</p> <p>Spring writing assessments along with teacher assessments show that writing has been impacted most by the closure of schools.</p> <p><i>Spring 2021 assessments showed that all pupils have been affected by the disruption in schooling. The years most affected have been Year 2 and 3. Only 10% of Year 3 and 29% of year 2 are at ARE for writing. Writing assessments in other years were also low, although progress in writing since</i></p>	<p>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>There is extensive evidence that interventions by teachers have greatest impact on progress.</p> <p>School to train a teacher in Talk4Writing. This will then be disseminated across the federation.</p>	Teacher will provide tuition after school for some pupils.	<p>Teacher tuition = £25 per hour x 1 session per week for 6 weeks = £150</p> <p>x 3 teachers = £450</p> <p>T4W course = £180</p>	<p>Specific and targeted interventions will take place resulting in targeted pupils making accelerated progress in the summer 2021 term.</p> <p><i>Aim: 100% of pupils to make expected progress and identified children to make accelerated progress in all year groups.</i></p>



<p>Autumn 2021 has been good. (100% expected progress in year 2 and 91% expected progress in year 3).</p>																		
<p>All pupils have sufficient opportunity to access regular basic skills revision and instruction</p> <p>Maths- See identified impact detailed above.</p> <table border="1" data-bbox="192 724 640 1351"> <thead> <tr> <th>Year</th> <th>At Age related Expectations</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>43%</td> </tr> <tr> <td>2</td> <td>57%</td> </tr> <tr> <td>3</td> <td>45%</td> </tr> <tr> <td>4</td> <td>56%</td> </tr> <tr> <td>5</td> <td>53%</td> </tr> <tr> <td>6</td> <td>77%</td> </tr> </tbody> </table>	Year	At Age related Expectations	1	43%	2	57%	3	45%	4	56%	5	53%	6	77%	<p>After reviewing the assessment data it is clear that pupils have increased gaps in skills and knowledge due to lack of daily practice. Identified areas include: times tables and number bonds to 10</p> <p>Quality reading opportunities identified by school as key deficit area during lockdown. Evidence – how the brain works - short, intense bursts</p> <p>Teacher assessment and data shows many pupils in all years are poor spellers</p>	<p>Timetabled daily skills practice to ensure pupils are practicing identified skills.</p> <p>Specific TA intervention to help those who have identified gaps.</p> <p>TA hours for increased reading</p> <p>Spelling shed online practise for homework ad in class</p>	<p>TA hours to revise basic skills - £10 per hour (approx.)</p> <p>Yr 5 = 3 x 15 mins per week times tables</p> <p>Yr 3 = 3 x 15 mins per week times tables</p> <p>Yr 2 = 3 x 15 mins per week number bonds to 10</p> <p>Yr 1 = 3 x 15 mins per week number bonds to 10</p> <p>Year 1 and reception reading</p> <p>TA for 2 hours per day at £10 per</p>	<p>Summer data shows progress and attainment improved in each class.</p> <p><i>Aim: 100% of pupils to make expected progress and identified children to make accelerated progress in all year groups.</i></p> <p><i>By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress and ensure KS2 are reading at ARE. We expect children to progress at least one book band and close gap so that they move closer to ARE.</i></p>
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<p>Intervention programmes</p> <p>GAPS- See identified impact detailed above.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>At Age related Expectations</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>43%</td> </tr> <tr> <td>2</td> <td>43%</td> </tr> <tr> <td>3</td> <td>55%</td> </tr> <tr> <td>4</td> <td>56%</td> </tr> </tbody> </table>	Year	At Age related Expectations	1	43%	2	43%	3	55%	4	56%	<p>‘In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary’.</p> <p>Specific TA intervention to help those who have identified gaps.</p>	<p>The teachers will be delivering tailor made interventions to suit the specific needs of the individuals in their class. This will be done in areas of ‘downtime’ or times at which TAs can effectively replace teachers, for example class reading time.</p>	<p>TA hours to revise basic skills - £10 per hour (approx.)</p> <p>TA cover for teacher approx 12 x 20 min blocks per week = £40 14 x 40 = £560 (already in school budget)</p>	<p>Specific and targeted interventions will take place resulting in targeted pupils making accelerated progress in the summer 2021 term, especially in maths and GAPS skills.</p> <p><i>Aim: 100% of pupils to make expected progress and identified children to make accelerated progress in all year groups.</i></p>
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1	43%													
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<u>5</u>	40%
<u>6</u>	66%
Average	51%

Spring 2021 assessments showed that all pupils have been affected by the disruption in schooling. The years most affected have been Year 1, 2 and 5.

<p>Supporting parents and carers</p>	<p>‘Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.’</p>	<p>Teachers across the federation to make/find video tutorials (i.e. youtube, BBC, Oak Academy) in the areas identified as needing support.</p>	<p>Staff meeting time</p>	<p>By ensuring that parents understand the gaps in knowledge and feel confident to support their children at home will hopefully increase pupil attainment.</p>
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	Total Cost £2, 036.06
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