



# PHPS CATCH UP PREMIUM STRATEGY

January 2021

**Catch-up Premium Strategy 2020-2021**

School's name	Park House Primary School		Date	1 <sup>st</sup> January 2021
School's universal catch-up premium fund (total amount)	£17,120	Number	Percentage	
Total number of pupils on roll	NOR = 215 (214 at Oct'20 Census)	Pupils eligible for the pupil premium/ disadvantaged	17	7.9%
		Pupils eligible with SEND	21	9.8%
		Pupils eligible who are LAC and/or PLAC	0	0%
National Tutoring Programme	Tutors - FTE=  £		Academic Mentors – FTE =  £	

**Barriers**

- *During the first national lockdown students lost 70 days of normal timetabled lessons.*
- *Gaps in student knowledge between March and July 2020 as identified by class teachers. These will become more accurate after assessment point 2 in Dec 2020.*
- *We need to prepare students and teachers for the implications and systems of remote learning (EG A second lockdown or student self-isolation)*
- *Engagement and attitude to learning during lockdown was varied, therefore ensuring all students are emotionally settled and secure on return is critical.*
- *Wellbeing Concerns around anxiety of students, staff and parents and safeguarding issues following the lockdown period.*
- *Students will need to re-engage with behavioural expectations in school including social distancing and new routines.*
- *We need to support students in adapting to the new school day timings and protocols*

**Academic**

1.	<b>To improve students reading speed, comprehension and spelling due to prolonged absence from school</b>
2.	<b>To identify and reduce gaps in maths knowledge due to prolonged school absence</b>
3.	<b>To identify and reduce gaps in phonic knowledge due to prolonged absence from school.</b>
4.	<b>To identify and reduce gaps in Speech and Language in Early Years/Year 1.</b>

**Personal development (including social and emotional health and wellbeing)**

5.	<b>To identify and support anxiety and emotional health when returning to school.</b>
6.	<b>To identify and support ongoing emotional health and well-being concerns for pupils and families.</b>

Date(s) of review(s) and impact of catch-up premium funding:	Autumn: October 2020 HT, SLT and GB.
	Spring: March 2021 HT, SLT and GB.
	Summer: September 2021 HT, SLT and GB.

**Catch-up Premium: Academic Objective 1: To improve students reading speed, comprehension and spelling**
**Reasons for the approaches taken:**

- Upon return to school opening, we have seen that the stamina for reading speed and comprehension have been affected by the lock down.
- We have gradually increased lesson duration and re-matched reading books to reading levels/ages.
- We have used PiRA reading tests and observation to identify reading ages and provided parents with a virtual reading/phonics meeting to support them at home.
- Supporting reading documents include suggestions of alternative texts pupils may enjoy/choose related to their interest and reading age (like a tube map).
- To ensure all subjects are covered with QFT in the first instance and prevent further gaps in learning, additional reading boosters will be run in two phases.
- Phase one is for pupils who would have been on track for EXS before the first lock down but have fallen behind to have afterschool run boosters in the Spring Term (if further lock downs then this phase is extended).
- Phase Two is for those who were not on track for EXS but would benefit from additional boosters to receive afterschool run boosters in the Summer Term.

**Success criteria** - what will tell you that you have overcome the barrier?

- Pupils back on track for EXS in reading as demonstrated through internal data.
- Pupils reading speed increases specifically in Year 2 and Year 6 to complete the required amount of reading for finishing a SATs paper.

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	Baseline assessment data shows that fluency, reading stamina and comprehension are areas of weakness	Children will recognise more GPCs and become more fluent and therefore have a better understanding of texts that they read	<ul style="list-style-type: none"> <li>• Pupils all have phonic phased and banded books to read in school and at home R-Y6</li> <li>• Pupils to receive precision teaching and additional reading have been identified</li> <li>• Reading intervention groups run after school for Y2-Y6.</li> <li>• Staff modelling fluency and expression when reading class book and during whole class reading lessons</li> <li>• CGP books to support homework/remote learning Y2-Y6.</li> </ul>	Until July 2021	SLT/ IB	<p>4 x 40 min booster sessions during Spring Term £101.45 per week for 10 weeks <b><u>£4,058</u></b></p> <p>Precision Teaching training <b><u>£19.</u></b> Cover 3 hours training for 3 staff <b><u>£160.00</u></b></p> <p>CGP work books <b><u>£100</u></b></p> <p>Headstart Reading Comprehension books <b><u>£300</u></b></p> <p><b><u>Subscription to Nessy £900</u></b> for Reading and Spelling.</p> <p><b><u>£200</u></b> for Nessy writing beach</p> <p><b><u>Sub total £5,737</u></b></p> <p>To come from universal funding.</p>
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Catch-up premium plan: **Academic Objective 2: To identify and reduce gaps in maths knowledge**

**Reasons for the approaches taken:** Many children are less fluent in mental calculations and times table recall in order to calculate using the 4 operations. Boosters using class teachers/TAs as they know the children and understand the gaps that are required to be filled.

**Success criteria** - what will tell you that you have overcome the barrier?

Children will become quicker at recalling times table and mental maths in order to efficiently calculate using all 4 operations

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>2</p> <ul style="list-style-type: none"> <li>Gaps in maths knowledge due to prolonged school absence.</li> <li>Many children are less fluent in mental calculations and times table recall in order to calculate using the 4 operations</li> </ul>	<ul style="list-style-type: none"> <li>100% of identified pupils to make accelerated progress to ensure gaps are closed</li> <li>Children will become quicker at recalling times table and mental maths in order to efficiently calculate using all 4 operations</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assess to identify pupils in need of catch up</li> <li>Encourage use of TT Rockstars at home</li> <li>Use WR Maths recovery plan in class</li> <li>Targeted intervention for identified pupils</li> <li>Maths Booster sessions KS2</li> <li>Small focus groups Year 1 and year 2</li> <li>Number focused small group activities</li> </ul>	<p>Until July 2021</p>	<p>SLT/ SC</p>	<p><i>Subscription to an online maths app such as Doodle Maths or Mathletics TBC</i> <b><u>£900 subscription</u></b></p> <p>4 x 40 min booster sessions during Spring Term £101.45 per week for 10 weeks <b><u>£4,058</u></b></p> <p><b><u>Subtotal £1914.50</u></b></p> <p>From universal funding</p>

**Catch-up premium plan: Academic Objective 3: To identify and reduce gaps in phonic knowledge**
**Reasons for the approaches taken:**

- Upon returning to school, it was noticeable that pupils needed additional opportunities to blend and segment GPCs they had learned prior to lock down.
- Baseline assessments on all pupils show that YR/1 children recognise some graphemes but are not always using pure sounds, a few Y2 pupils have gaps in their GPCs of previously taught sounds.

**Success criteria** - what will tell you that you have overcome the barrier?

- Phonic assessments and children's application in reading and spelling will show that children have reduced the number of unrecognised GPCs.
- Increased % passing Phonics Screening Check in Dec for Y2 based on previous years taking the 2019 test.
- Year 1 phonics screening check meets national % pass rate.
- Internal data to show progression in GPC acquisition and application.

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	<p>Baseline assessments on all pupils show that YR children recognise some graphemes but are not using pure sounds, Y1/2/3 pupils have gaps in their GPCs of previously taught sounds</p>	<p>Phonic assessments and children's application in reading and spelling will show that children have reduced the number of unrecognised GPCs</p>	<ul style="list-style-type: none"> <li>• Use school spreadsheet phonic assessment to assess their phonic baseline</li> <li>• Use whole class approach teaching approach for the needs of the majority-2 minimum x daily phonic sessions</li> <li>• Use Monster Phonics books purchased in May 2020.</li> <li>• All books in school are linked to phonic phases and banded</li> <li>• Precision teaching for KS 2 LAPs</li> <li>• Afternoon phonic catch up group for Y1/R</li> </ul>	<p>Until July 2021</p>		<p style="text-align: right;">Restricted upon completion</p> <p>1 x pm additional phonics session for Y1/R per week <b>TM £1,824</b></p> <p>2 x pm additional phonics Y2 sessions with teacher JR during Autumn Term <b>£293.34</b></p> <p>Sub total <b><u>£2117.34</u></b></p> <p>From universal funding</p>
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Catch –up premium plan: **Academic Objective 4: To identify and reduce gaps in Speech and Language in Early Years/Year 1.**

**Reasons for the approaches taken:**

**Success criteria** - what will tell you that you have overcome the barrier?

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	
4	Many children are mispronouncing sounds in speech and constructing sentences that are grammatically incorrect	Children will improve at articulating incorrect sound outcomes and improve their standard spoken English	<ul style="list-style-type: none"> <li>• <a href="#">Purchase Speech and Language link</a></li> <li>• Undertake the NELI training and run this weekly for all Reception pupils.</li> <li>• Identify pupils in YR-2 for speech or language intervention</li> <li>• Identify pupils for speech or language intervention in KS2</li> <li>• Pupils to have weekly intervention for speech and language</li> </ul>	Until July 2021	SLT/ESP	<p>YR 1 x afternoon 1 hour per week with HM</p> <p>Cover costs <b>£600</b> for NELI</p> <p>NELI training costs and materials DfE funded. <b>£0</b></p> <p><b>£1180</b> (Sp Link)</p> <p>Sub total = <b>£1780</b> from universal funding</p> <p>(plus cost of LM time 1 x pm from existing budget)</p>



Catch-up premium plan: **Personal development Objective 5: To identify and support anxiety and emotional health when returning to school**

Reasons for the approaches taken:

**Staff:**

Upon returning to school, staff were concerned about their own safety when in a full classroom of children. Socially distancing was virtually impossible to maintain. Some staff, who were told to shield due to being clinically vulnerable, were now in a classroom full of children and very anxious. Some TAs were having to work to support SEN and couldn't successfully support the child without sitting closer to them than 2 m. Admin staff were concerned about other staff coming into their workplace.

**Pupils:**

Some pupils were nervous of what school would be like, they hadn't really been anywhere during the lockdown. Pupils would need to adjust to school routines and expectations which were different to those at home. Some pupils had spent very little time away from their parents

**Success criteria** - what will tell you that you have overcome the barrier?

- Pupils and Staff will feel less anxious about being in school.
- Staff are less anxious
- Supportive of each other
- Reassured about what they are doing
- What's app to stay connected to staff
- ClassDojo to stay connected with pupils and parents.

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
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6	<p><i>Staff not feeling safe in a classroom full of children and other support staff.</i></p>	<ul style="list-style-type: none"> <li>• <i>Clear risk assessments in place</i></li> <li>• All staff feel confident and safe to be in school</li> <li>• Staff are less anxious in class</li> <li>• Supportive of each other</li> <li>• Reassured about what they are doing</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Health and well-being survey monkey</li> <li>• Sanitizer in every room.</li> <li>• Children with any symptoms, removed from classroom into isolation room and parents collect.</li> <li>• No parents on site.</li> <li>• External agencies not on site</li> <li>• Full PPE if staff need</li> <li>• Support each other with coping strategies</li> </ul> <p>Know who to turn to.          Clear understanding of risk assessment          Clear understanding of routines</p> <ul style="list-style-type: none"> <li>• Direct staff to DCC website which has emotional health and well-being pages with links to other websites, support links, videos and apps.</li> <li>• Read 10 well-being tips for staff.</li> <li>• Limits on number of staff in certain areas.</li> </ul>	<p><i>Autumn term until Dec 2020 (can be repeated if another lockdown imposed)</i></p>	<p><i>Staff meeting and SLT time</i></p> <p><i>Observation</i></p> <p><i>Discussion</i></p>	<p><i>Cost of sanitizer, soap, heating, PPE. £1000</i></p> <p><i>Staff to cover if someone is off with symptoms.</i>  <b>£240 spent to cover teacher isolating with own child.</b></p> <p><b><u>Subtotal £1,240 from school budget</u></b></p>
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		<ul style="list-style-type: none"><li>• Use of stable door to speak to admin without going into the room.</li><li>• Use of masks in communal areas</li><li>• Staff have a choice to wear masks in classrooms if they wish</li><li>• Limit on the number of people in the Head's office.</li><li>• Use of LZ if needed to meet face to face.</li><li>• Parents meetings conducted by telephone</li><li>• Staff Guardian angels set up but not wanted to be used.</li></ul>			
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Catch-up premium plan: **Personal development Objective 6: To identify and support ongoing emotional health and well-being concerns for pupils and families.**

Reasons for the approaches taken:

- Expectations of behaviour will be different in school to that at home.
- Unknown how covid has affected families during lock down – family illness, loss of jobs, furlough, parental anxiety, online issues (cyber bullying)

**Success criteria** - what will tell you that you have overcome the barrier?

- Pupils are settled and engaged in school learning
- Reports from P4YP and counsellor
- Change in caseload for Learning Mentor and P4YP pastoral officer
- Feedback from parents and pupils.

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

7	Pupil anxiety around being back at school	<p>Pupils feeling anxious feel better around coming to school</p> <p>Parents less anxious in sending child to school.</p> <p>Improved attendance levels for anxious families.</p>	<p>1:1 counselling where needed.</p> <p>P4YP support – pastoral caseload</p> <p>Use of Zones of Regulation to help pupils articulate and understand their feelings.</p> <p>Jigsaw PSHE scheme of work.</p> <p>Learning Mentor time to ring parents/pupils – some on a daily basis.</p>	Ongoing throughout 2020 and 2021	<p>Pupil conference</p> <p>Discussions with parents and teachers</p> <p>Parent/Pupil wellbeing survey</p> <p>Reports from Counsellor/P4YP</p>	<p>Counselling <b>£1,200</b></p> <p>P4YP is already purchased through the budget.</p> <p>Learning Mentor time free'd up by covering their PPA commitment in Spring 1 4 x £100 = <b>£400</b></p> <p>Learning Mentor time free'd up by covering their PPA commitment in Spring 2 12 x £100 = <b>£1200</b></p> <p>Learning Mentor time free'd up by covering their PPA commitment in Summer 1 12 x £100 = <b>£1200</b></p> <p><b><u>Sub total £3,000 from universal funding</u></b></p> <p><b><u>Total so far £15,748.84</u></b></p> <p><b><u>-£1,351.16 underspend.</u></b></p>

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.
1.	Ac.	<i>Brief recap for each barrier.</i>	<p><i>Note the efficacy of the interventions and the extent to which the barriers were overcome.</i></p> <p><i>Evidence with data where appropriate.</i></p> <p><i>Identify the approaches that were successful. Explain why they achieved the desired outcome.</i></p> <p><i>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></p>

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3.			
4.			
5.	B A		
6.			
7.	P D		