

## Catch-up Premium Strategy 2020-2021 (A)

School's name	Hartington C of E Primary School	Date	September 2020- on-going
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School's universal catch-up premium fund (total amount)	£		Number	Percentage
Total number of pupils on roll	NOR = 18	Pupils eligible for the pupil premium/ disadvantaged	2	11.1%
		Pupils eligible with SEND	7	38.9%
		Pupils eligible who are LAC and/or PLAC	0	0%
National Tutoring Programme	Tutors - FTE=		Academic Mentors – FTE =	
	£		£	

Barriers		
Academic		
1.	Phonic phases to be delivered to support reading, writing and spelling	
2.	Key skills in numeracy – multiplication tables, number bonds	
3.	Difficulty with the fluency and decoding of words when reading	
Behaviour and Attitudes		
4.	Loss of confidence when attempting work within the curriculum and low self esteem	
5.	Poor attitude to learning – lack of resilience	
Personal development (including social and emotional health and wellbeing)		
6.	Pupils becoming unnecessarily anxious coming into school,	
7.	Renewing friendship groups – co-operation, turn taking, sharing	
Date(s) of review(s) and impact of catch-up premium funding:	Autumn:	HT, SLT and GB.
	Spring:	HT, SLT and GB.
	Summer:	HT, SLT and GB.

Catch-up Premium: <b>Academic</b> <b>Objective 1: To improve children’s phonic ability in Years 1, 2 and 3</b>						
<b>Reasons for the approaches taken:</b>						
<b>Success criteria</b> - 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
1	Children are struggling to read age related books and access age related texts and comprehension tasks.	Children will be fast tracked within their progress and attainment when reading – link to the Accelerated Reading Programme, Black Cat Programme etc	Delivery of specific phonic programme –Black Cat - daily Specific APPS on personal Ipad to promote independent and individual learning to take place in spelling and grapheme development. Accelerated Reading Programme will be accessed by pupils from Year 2-Year 6 (Phonic specific books for younger children to promote phonic skill development) Staff to celebrate the positive outcomes i.e. what have children achieved not what they have got wrong. Guided reading and comprehension tasks differentiated to specific groups of pupils. Targeted intervention language programmes for very young children – communication and language.	Autumn Term 2020 Review by class teachers, head teacher and report to Governing Body Accelerated Reading Co-ordinator	Children’s individual records will be updated at the end of each term. A baseline assessment will be undertaken in September. Children’s achievements and successes will be evident through their ability to access age related books, etc. with increasing understanding and accuracy. Children beginning to set their own targets when accessing phonics and spelling programmes – challenge	The funding for the delivery of these programmes will be included within the daily staffing ratios present within the school. This can be achieved due to the number of pupils and creation of class ‘bubbles’ - movement of pupils between bubbles can occur due to the size of the school in order for high quality targeted teaching to take place.
	Children are unable to match the grapheme to the corresponding phoneme so are struggling to write, read and spell					
Catch-up premium plan: <b>Academic</b> <b>Objective 2..... To be able to recall key skills and concepts in number and apply to own work</b>						

**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
2	<p>Children are struggling to recall and apply number facts i.e. addition bonds, multiplication and division facts,</p> <p>To begin to close the attainment gap for pupils due to the Pandemic and enforced Lock down periods resulting in learning from home.</p>	<p>Ability to recall key facts and apply to daily mathematical work</p> <p>Children becoming more confident in lessons and greater willingness to work independently, set own targets, see themselves as being a successful learner.</p> <p>To close the gap in their attainment so it is coming in line with end of year expectations.</p> <p>Pupils access to work within their year group – being able to see connections between strategies and methods taught within different units of work – layered approach</p>	<p>Class teachers to attend specific on-line training to support the delivery of key skills within mathematics at key stage 1 and 2. To ensure quality first teaching takes place and the home learning provision also reflects individual targets and layered learning.</p> <p>The availability of personal iPads for all children with relevant apps to promote individual learning and practice – e.g. fractions, number bonds etc. plus the opportunity to revise key concepts, e.g. time, addition, subtraction, multiplication and division facts.</p> <p>Where possible appropriate websites to support skill recall and speed to be uploaded and made available on the Learning Platform for children accessing the curriculum from home.</p> <p>The provision of intervention for individual pupils including those children on the SEND register. This can be in the format of TA support, smaller cohorts, additional focused lessons to be delivered by the TA in addition to the numeracy lessons.</p>	<p>Class teachers</p> <p>Learning Platform Co-Ordinator</p> <p>TA</p>	<p>Daily monitoring and target setting.</p> <p>Children to challenge themselves and set own targets with support from the class teachers.</p> <p>Written / verbal reports to governors and parents.</p> <p>Lesson observations and teacher appraisals focused on closing the attainment gap.</p>	<p>Funding for courses for CPD for staff will be taken from the School's Training Budget.</p> <p>National College – virtual training courses £25-£50 per course.</p> <p>Payment for TA hours to deliver intervention programmes and lessons.</p>

Catch-up premium plan: **Academic attainment level**      **Objective3 To be able to read differentiated texts and answer direct and inferred questions specific to current**

**Reasons for the approaches taken:**

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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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<p>A lack of confidence, motivation and willingness to read. Struggling to decode words within a text which hinders the fluency when reading. The development of received and expressive language for individual pupils.</p>	<p>Pupils to develop a love of reading and become self-motivated to read with independence, accuracy and understanding. Pupils to be able to close the attainment gap in their reading so it is coming into line with end of year targets and goals. To begin to access age related texts and be able to answer different types of questions accurately.</p>	<p>Accelerated Reading Programme will be accessed by pupils from Year 2-Year 6 (Phonic specific books for younger children to promote phonic skill development) Staff to celebrate the positive outcomes i.e. what have children achieved not what they have got wrong. Guided reading and comprehension tasks differentiated to specific groups of pupils. Targeted intervention language programmes for very young children – communication and language. Pupils who continue to access the Learning Platform are to access differentiated comprehension tasks and activities. EBooks linked to the Accelerated Reading Programme – Myon are to be accessed at home to support love and speed when reading and include the provision of comprehension tasks. Moderation training for class teachers. The provision of intervention for individual pupils including those children on the SEND register. This can be in the format of TA support, smaller cohorts, plus additional focused lessons to be delivered by the TA in addition to the literacy lessons.</p>	<p>Class teachers, Review half termly Learning Platform Co-ordinator. School governors</p>	<p>Individual pupil assessment and monitoring records. Through discussion and target setting with pupils. Reporting to governors and parents of progress and attainment. Lesson observations and links made to teacher appraisal. Closure of the attainment gap and individual pupils closing the attainment gap bringing it closer in line with the end of year 2, 3 targets.</p>	<p>Funding for courses for CPD for staff will be taken from the School's Training Budget. National College – virtual training courses £50 per course. Payment for TA hours to deliver intervention programmes and lessons.</p>
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Catch –up premium plan: **Behaviour and attitudes Objective 4** Loss of confidence when attempting work within the curriculum and low self esteem

**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  A lack of pupil confidence when accessing the curriculum, including challenge tasks.  Perceptions of self, i.e. viewing self as a failing learner.	Children's self-esteem and confidence is raised and children are able to set own targets and challenges. Realisation that they cannot get everything correct all the time and that they must focus on their achievements and accept support when finding concepts more difficult to understand and internalise.	Adults are to use positive language when engaging with pupils within lessons and include activities which they can access easily to help promote confidence, self-esteem and resilience. Teachers are to review and adapt their teaching style and encompass a range of pedagogies within their delivery to support all learning taking place. Children are to be able to access apps on their individual ipads to promote overlearning of key skills which in turn will be determined by each child's individual progress and attainment. The continuation of an effective reward system within each class plus the marking system of two stars and a wish and next steps is to continue and be shared with the child. To include an effective physical and emotional well-being programme where all children access at their individual level which includes SEND pupils.	Class teachers, T.A.'s Review half termly Learning Platform Co-ordinator. School governors	Children's individual records will be updated at the end of each term. A baseline assessment will be undertaken in September. Children's achievements and successes will be evident through their ability to access age related books, etc. with increasing understanding and accuracy. Children beginning to set their own targets when accessing all curriculum areas which includes challenge activities and tasks. Monitor the effectiveness of PSHE activities linked to Mental and physical health.	The funding for the delivery of these programmes will be included within the daily staffing ratios present within the school. This can be achieved due to the number of pupils and creation of class 'bubbles' - movement of pupils between bubbles can occur due to the size of the school in order for high quality targeted teaching to take place.

Catch –up premium plan: **Behaviour and attitudes Objective 5** Poor attitude to learning – lack of resilience

**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
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5	<p>A lack of pupil confidence when accessing the curriculum, including challenge tasks.</p> <p>Perceptions of self, i.e. viewing self as a failing learner.</p>	<p>Children's self-esteem and confidence is raised and children are able to set own targets and challenges. Realisation that they cannot get everything correct all the time and that they must focus on their achievements and accept support when finding concepts more difficult to understand and internalise.</p>	<p>Adults are to use positive language when engaging with pupils within lessons and include activities which they can access easily to help promote confidence, self-esteem and resilience.</p> <p>Teachers are to review and adapt their teaching style and encompass a range of pedagogies within their delivery to support all learning taking place.</p> <p>Children are to be able to access apps on their individual ipads to promote overlearning of key skills which in turn will be determined by each child's individual progress and attainment.</p> <p>The continuation of an effective reward system within each class plus the marking system of two stars and a wish and next steps is to continue and be shared with the child.</p> <p>To include an effective physical and emotional well-being programme where all children access at their individual level which includes SEND pupils.</p>	<p>Class teachers, T.A.'s</p> <p>Review half termly</p> <p>Learning Platform</p> <p>Co-ordinator.</p> <p>School governors</p>	<p>Children's individual records will be updated at the end of each term. A baseline assessment will be undertaken in September.</p> <p>Children's achievements and successes will be evident through their ability to access age related books, etc. with increasing understanding and accuracy.</p> <p>Children beginning to set their own targets when accessing all curriculum areas which includes challenge activities and tasks.</p> <p>Monitor the effectiveness of PSHE activities linked to Mental and physical health.</p>	<p>The funding for the delivery of these programmes will be included within the daily staffing ratios present within the school. This can be achieved due to the number of pupils and creation of class 'bubbles' - movement of pupils between bubbles can occur due to the size of the school in order for high quality targeted teaching to take place.</p>
<p>Catch-up premium plan: <b>Personal development</b>    <b>Objective 6</b> Pupils becoming unnecessarily anxious coming into school,</p>						
<p>Reasons for the approaches taken:</p>						
<p><b>Success criteria</b> - what will tell you that you have overcome the barrier?</p>						

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
6	Disrupted routines accessing school due to pandemic leading to children becoming anxious.	Children being able to negotiate disruptions within their relationships with each other. Children to be able to work collaboratively with each other, take turns, share, deal with a range of feelings and emotions more effectively etc. without becoming unnecessarily upset.	To identify pupils to attend the Positive Support Programme. (All staff have been trained as practitioners within this programme). Target pupils to attend either one hourly session or two half hourly sessions per week. Six hours to be allocated initially to each pupil but this is to be reviewed and dependent upon individual outcome. TA to be identified for the ELSA programme (Emotional Literacy Support) and attend training to become accredited leader and the school to become an ELSA School – Follow up yearly support to be received via the Educational Psychology Service	T.Blackwell L.Robinson	Sessions recorded – targets set and assessed by pupil outcome, observations and pupil interactions, attitudes to each other, interactions etc.	Positive Support funding for TA for 6 hourly sessions_ Cost:  Training for ELSA Programme: £550 This includes the on-line training and 6 reflective supervision sessions within the first academic year. (Note there will be an additional cost of £200 per year for on-going EP supervision – 6 sessions per academic year and title of ELSA in the school
	Disrupted routines accessing school due to pandemic leading to a negative effect on friendship groups and developing positive personal relationships.			Positive support programme to begin in December – timescale to be determined by individual pupils progress and need.  ELSA training to be undertaken by designated TA – Thursday 4-2-21 Contract to be signed between school and Educational Psychology Department – commitment to programme made. Six week programme of training to commence and be completed. (Spring Term)	Successful completion of training and assignments by the designated member of staff. Contents and future actions for the school and the programme to be cascaded to all staff. School and trained facilitator of the programme to become accredited. To undertake work within the school with pupils in unison with the Educational Psychology Department.	
Catch-up premium plan: <b>Personal development    Objective 7</b> Renewing friendship groups – co-operation, turn taking, sharing						

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
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7	<p>Unable to attend school / interrupted attendance of school causing disruption within friendship groups.</p> <p>Change of routines both at school and at home caused by the outcome of the Covid 19 Pandemic.</p> <p>Personal feelings and emotions becoming more pronounced and heightened resulting in individuals over reacting to situations (due to the Pandemic) creating a lack of resilience and inability to use strategies effectively to compromise, deal with unwanted emotions etc.</p>	<p>Children being able to negotiate disruptions within their relationships with each other. Children to be able to work collaboratively with each other, take turns, share, deal with a range of feelings and emotions more effectively etc. without becoming unnecessarily upset. Children demonstrating increased resilience and using appropriate strategies to deal with upset including empathy with and for others.</p>	<p>School is to take part in physical and mental well-being activities which can be delivered throughout a dedicated week or planned to be included each week for a day. These activities are to include children who are learning from home.</p> <p>To link mental and emotional well-being to the PE curriculum and the delivery of Collective Worship- Young Leaders Award, and include making links to the community and school's Christian Values through the development of a refectory area outside, the development of a wildflower garden and vegetable patch. Links are also to be developed and linked to supporting the elderly in the community through PE and the Active Across Ages Project. (Second phase) which will also be linked to work with the National Park Ranger.</p> <p>The delivery of a dedicated personalised programme for specific individuals via the Positive Support Programme – Linked to the use of the Early Help Funding. The school is to also access advice from the LA through CAHMS for individual families and make referrals if required.</p>	<p>T.Blackwell L.Robinson Positive support programme to begin in December – timescale to be determined by individual pupils progress and need.</p> <p>L.Jones L.Broomhead T.Blackwell Development of the PE programme to make links to a mental health and wellbeing series of days / week to target pupil anxiety and resilience. Links are also to be made regarding links to the community projects plus promoting activity for the elderly who live alone, are inactive etc.</p> <p>L.Jones T.Blackwell M.Teeboon The delivery and introduction of the</p>	<p>Positive Support Sessions recorded – targets set and assessed by pupil outcome, observations and pupil interactions, attitudes to each other, interactions etc.</p> <p>The successful implementation of links with the community regarding the wildflower development project, the continuation of the reflective seating space and multi-faith mural within the school grounds and the AAA project phase 2. This will help promote resilience within the children and members of the community and develop confidence, and positive friendship groups.</p>	<p>Positive Support funding for TA for 6 hourly sessions_ Cost:</p> <p>The payment for the National Park Ranger to attend school and support the community project. Cost:</p> <p>Payment for materials for mural and the participation of a local artist to support the development and making of the multi-faith mural for the school. Cost:</p>
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				Young Leader Award linked to the delivery of a revised Collective Worship Programme which includes the development of a reflection space and multi faith mural.		
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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.
1.	Ac.	<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>
2.				
3.				
4.	B A			
5.				
6.	P D			
7.				