



Catch-Up Premium Strategy 2020 – 2021

School Overview

Number of pupils in school YR – Y6	182
Proportion of disadvantaged	12%
Catch-up Premium allocation (No. of pupils x £80)	£14 560
Publish Date	14.09.20
Review Dates	December 2020
Statement created by	F. Stephenson (H.T.)
Governor Lead	D. Smith

Context of the school and rationale for the strategy

All Saints' is a smaller than average sized Catholic Primary School with 182 pupils on roll. Due to the very good reputation of our school and recent building extension, our number of pupils is increasing year on year. The majority of pupils come from families who live in rural Lanchester (an economically and socially advantaged village) with the remainder coming from the more disadvantaged outlying locations; we have a school deprivation indication in line with national average. During lockdown, most pupils engaged in home learning in some form but many did not engage in all areas.

Due to a high number of key worker pupils, we were able to welcome back Year One and Year Six but unfortunately unable to welcome back Reception class (due to lack of space). On average, from school reopening on 15.06.20, 26 key worker children attended. Within this group was a number of vulnerable pupils that had been invited back into school. The upcoming September transition for some vulnerable pupils was supported via school remotely. In June, approximately 80% of Year Six pupils returned to school and about 60% of Year One pupils.

From September, our teaching staff are focusing upon the key objectives missed from Summer 2020 – weaving them into their autumn teaching (for example via direct teaching, Daily Dozen, afternoon quiz sessions, interventions where necessary) and a focus remains on whole class, quality first teaching.

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require CPD to develop a greater understanding of children's mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily teaching in the autumn term.
	B Home learning is limited due to the current use of the platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. A number of school events planned using Microsoft Teams to allow pupils and families to become familiar with accessing and using the platform at home.
Targeted academic support	C Only a small proportion of pupils (approx. 50%) engaged daily with the online learning materials provided for Maths during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	D Some pupils had limited access to phonic materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
Wider Strategies	E Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons. Referrals are made promptly to external services and communication with families is prioritised.

Teaching priorities for the current academic year

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	<p>Relax Kids provided for children who are anxious within school.</p> <p>Staff to consistently use TenTen daily prayers and extend prayers to include worries/anxieties/questions</p>	<p>Children are more equipped to deal with worries via a range of taught techniques.</p> <p>Children feel comfortable sharing feelings and thoughts in school.</p>	<p>Previous questionnaires (before & after)</p> <p>Our school R.E., StLB & worship curriculum runs parallel to the new mental health requirements of the curriculum – September 2020</p>	<p>Relax Kids T.A. one hour (costed at 50% of the year) as intervention responds to need £621</p> <p>TenTen £490</p>	<p>Parents concerns related to their child's mental health & level of anxiety when returning to school</p>	<p>Head Teacher RE Lead</p>	<p>A number of Relax Kids strategies are used within classes. Interventions are not yet taking place to comply with the risk assessment; where there is need, Drawing & Talking has been utilised, as well as the school counsellor and close monitoring in addition to in-class learning. TenTen resources are used across school daily ensuring all classes have access to topical and relevant daily worship opportunities.</p> <p>Resources continued to be used throughout lockdown and within school for children during the summer term.</p> <p>Relax Kids techniques shared between Teaching Assistants and used in all classes where there is a need.</p> <p>Relax Kids used particularly with Reception Class – clear improvement seen. TenTen resources used in each class daily and linked with whole school worship. Plans to develop assembly links next</p>

							year to further cover mental health and wellbeing as well as equality.
B	<p>CPD provided for staff on the effective use of the new online learning platform.</p> <p>All staff to receive CPD in relation to Teams online learning platform.</p> <p>Parents/carers are made aware of the platform and how it can support home learning so they can support their children's use at home.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Online learning platform where teachers can interact daily with pupils at home will be beneficial to pupil engagement and learning (feedback from lockdown)</p> <p>Effective parental engagement supports learning (EEF 2020)</p>	£270	Level of confidence with staff when using Teams.	Head Teacher	<p>Head Teacher and Year Six teacher accessed CPD – Teaching through Teams</p> <p>CPD provided to support staff</p> <p>CPD provided to teaching staff</p> <p>A new laptop was purchased for each class to allow staff to be able to access Teams at home</p> <p>Staff meetings use Teams</p> <p>A number of events have been held this term for families to join via Teams</p> <p>'How to' leaflets provided for school staff as well as parents</p> <p>Half termly spellings uploaded to Teams.</p> <p>Live teaching provided to all classes during lockdown. Parent meetings also planned over Teams.</p> <p>Teams used to deliver remote curriculum experiences following lockdown.</p> <p>CPD continued to be given to new staff/staff re-joining workforce.</p>

Targeted academic support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
C	<p>Maths assessments made identify children in need of support (in class – formative).</p> <p>Daily Dozen – Y2 to Y6.</p> <p>Access to Times Table Rockstars so maths homework expectations are clear.</p> <p>TA and T quality first support within class.</p> <p>New marking policy across school.</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> <p>Staff trained with new marking policy that focuses on immediate feedback.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. (EEF)</p> <p>Feedback (+8)</p> <p>1:1 Tuition (+5)</p> <p>Small Group Tuition (+4)</p>	<p>TTRS one year subscription for home learning £95</p> <p>TA support costs – to be determined</p> <p>Extra T costs (FT for Y5 & Y6) taken from Pupil Premium budget</p>	<p>Determined from assessments made at the start of the autumn term</p>	<p>Maths lead & Head Teacher</p>	<p>Daily Dozen Y2 – Y6</p> <p>Assessments used at beginning of term and end of term to monitor progress</p> <p>TTRS now used as maths homework to increase participation – engagement is monitored and resources in place for pupils who do not access at home</p> <p>New feedback policy allows staff to respond quickly to pupil achievement; staff respond appropriately and pupils aware of their progress.</p> <p>One to one teaching continued during lockdown as well as small group teaching. Assessments taking place to show attainment and progress of pupils so gaps can be targeted.</p> <p>Maths intervention provided in all classes with additional in Y3 and Y6 due to particular needs of cohort. Progress is monitored and termly assessments show improvement in individuals' progress and attainment for those who accessed small group tuition.</p>

D	<p>Wednesday afternoon one to one with teacher – selected Year One and Year Two pupils.</p> <p>Baseline data from online phonic tests.</p> <p>New marking policy across school.</p> <p>Extra TA time in infant classes to support quality first teaching</p> <p>Access to iPad for pupils who need extra consolidation time with specific programmes.</p>	<p>Year One results to be in line with national average or above.</p> <p>Staff trained with new marking policy that focuses on immediate feedback.</p> <p>I pads available in classes for targeted consolidation/practice.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. (EEF)</p> <p>Feedback (+8)</p> <p>1:1 Tuition (+5)</p> <p>Small Group Tuition (+4)</p>	<p>Teacher Costs x1 afternoon per week £2448</p> <p>Teaching Assistant Costs x5 afternoons per week in EYFS and KS1 £6480</p> <p>Cost of x10 new iPads (approx.) £3000</p>	Phonics data	English lead & Head Teacher	<p>New spelling policy implemented across school which includes access to Spelling Shed at home for pupils Y1 – Y6</p> <p>Assessment of phonics Y1 & Y2 shows good progress for pupils related to phonics, with children attending Wednesday’s ‘catch up’ session showing rapid progress</p> <p>One additional ipad per class allows pupils to access intervention apps</p> <p>Feedback policy focuses on immediate verbal feedback which children respond to positive – effective feedback given from DCC on new policy and examples of marking.</p> <p>One to one teaching continued during lockdown as well as small group teaching. Assessments taking place to show attainment and progress of pupils so gaps can be targeted.</p> <p>Assessments show progress of pupils linked to additional reading for b20% and phonics intervention.</p>
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Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
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E	<p>Counselling Service and related resources planned for, implemented and evaluated.</p> <p>Staff trained in Drawing & Talking within school.</p> <p>Games organised at lunchtime to engage and enthuse children – promoting teamwork, resilience and confidence.</p>	Positive impact on identified SEMH pupils' emotional wellbeing.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Metacognition and Self-Regulation (+7)</p>	<p>To be determined – cost of counsellor taking from Pupil Premium budget</p> <p>-cost of coach taken from Sports' Premium budget</p>	(Behaviour data – incident case numbers on CPOMS)	<p>SENDCO</p> <p>PE Lead</p> <p>Head Teacher</p> <p>DSLs</p>	<p>Many outside agencies contacted and referrals made. Positive communication with families has strengthened this process.</p> <p>Organised games at lunchtime provide challenge, structure and resilience – Y1 – Y6 with positive feedback from pupils, staff and families and a decrease in incidents logged on CPOMS.</p> <p>Referrals continue to see support for pupils and families. Sport and activity prioritised upon return to school. Active wear (option of uniform too) to encourage children to feel immediately comfortable with increased activity. Introduction of the Daily Mile, lunchtime Sports' Coach & increased PE sessions helping to promote teamwork, confidence and activity.</p> <p>Health Week as well as Mental Health and Wellbeing Week further developed growth mind set. Additional sessions for all classes linked to teamwork, communication and resilience intended to build confidence.</p>
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Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: David Smith

Committee meeting dates

Autumn: 02.12.20 Spring: 25.03.21 Summer: 13.07.21

Autumn summary: A Class size reduced in Yr. 6 Will introduce Relax Kids when risk assessment changes. Bubble system is able to cover mental health needs of children. Referrals have been made to outside agencies when required for additional mental health support. B Staff have received training on the use of Teams which is in daily use if required for remote learning. Every pupil has access to a team platform C Times Table Rock Stars is available for maths support. Additional support is available at school for pupils not able to access at home. D Ipads are available for individual use to support intervention. Testing of infants in place supporting phonics to assist with catch up. Phonics tracking shows good evidence of catch up. Recent results of phonics testing taken in Yr. 2 shows 100% achieved expected standard or above. E Many outside agencies contacted and referrals made. changes Positive communication with families has strengthened this process.

Spring summary

- A. Relax Kids strategies used within classes. Referrals have been made to school counsellor where appropriate.
- B. CPD provided for new staff and staff re-joining workforce. Remote curriculum experiences have been held via Teams.
- C. Times Tables Rock Stars used to support maths learning. Engagement of pupils is monitored. Resources in place for pupils who do not have access at home. Feedback policy focuses on rapid response back to pupils.
- D. Assessment of phonics shows good progress. Small group and one-to-one teaching continued to take place during lockdown. Assessments taking place to monitor progress of pupils.
- E. Referrals continue for pupils and families. Daily activities included to help pupils settle back into routines. Sport prioritised to help promote engagement and help build confidence.

Summer summary

- A. Improvements seen in reception class with use of Relax Kids.
- B. There is an ongoing programme of CPD for new staff. Teams continues to be used throughout summer term to provide remote learning to groups, classes and whole school. Positive feedback from children and families received.
- C. Additional maths support is provided for all years. Further targeted support has been provided for Yr. 3 and Yr. 6
- D. Additional reading has resulted in improvements for lower performing students.
- E. All classes receive extra support to improve teamwork, communication and resilience.