

Edmondsley Primary School – Catch-up Premium Strategy 2020 - 2021

16/09/20

School Overview

Number of pupils in school YR – Y6	161
Proportion of disadvantaged	22.3%
Catch-up Premium allocation (No. of pupils x £80)	£12,880
Publish Date	16/09/20
Review Dates	19 th November 2020 24 th November 2020 (with Governor) 7 th December 04/01/21 with staff
Statement created by	Angela Rees
Governor Lead	Andrew Chandler

Context of the school and rationale for the strategy

(With specific reference to the impact of COVID 19)

Summer 2020

- A survey carried out with parents showed, that although 20 tasks were planned and shared with parents each week during the Lockdown Period, on average up to 5 tasks were completed each week by the families. Most tasks completed were 'family learning' tasks. Fewer English, maths and the wider curriculum tasks were completed.

Autumn 2020

- Improving Reading throughout the whole school continues to be a priority. Access to physical books and online books is needed.
- Two trial runs of using TEAMS throughout school with parents was conducted.
- Monkey Survey carried out to determine how many children who are eligible for FSM have access to a device. Only 2 children do not have access to a device. This was followed up with a letter, ensuring all parents whose children are eligible for FSM have the opportunity to inform us about their access to a device. A further 2 more families informed us.
- Teachers used their professional judgement to inform me how far behind their class were in the areas of Reading, Writing, Spelling and Maths; four operations. The information was then used to explore where a Tutor would be best placed using the National Tutoring Programme

Spring 2021

- 9 laptops were made available via the DfE scheme as a result of Lockdown.
- 6 further laptops were made available mid February.

All children returned to school March 8th 2021, 3 weeks prior to the Easter holiday

Summer 2021

Barriers to future attainment

		Barrier	Desired outcome
A Teaching priorities and targeted academic support	i	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected. Children do not have a varied choice of reading materials at home.	Online books are accessed weekly. Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	ii	Not enough child Reading books as we are quarantining them as they return to school.	All children are able to access books at home from school.
	iii	Younger children did not have the opportunity to develop in the PRIME areas of learning due to lockdown.	Resources known for their capacity to support PRIME areas of learning to be purchased and used.
	iv	Every pupils' learning has been effected in some way during the first Lockdown.	Additional Assessment time given so that teachers can provide effective support.
	v	Children missed out on significant amount of Phonics teaching and learning.	Most children meet the expected level at the end of Year 1.
B Targeted Support	i	Youngest children missed out on the foundations for their education.	Teaching Assistants are placed so that the youngest children catch-up quickly.
C Wider Strategies	i	Home learning is limited due to the current platform used. (Prior to TEAMS, tasks were typed onto A4 sheet and posted on facebook)	A new online platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly. When Bubble isolation is needed, the online platform will be utilised.

Teaching priorities for current academic year

Barrier	Action	Desired outcome	Cost	Person responsible	Impact/ evaluation (Autumn, Spring, Summer)
i	Rising Stars online books to be purchased (Reception to Year 6)	All children are accessing the books	£460	Mike Glenton	Autumn Year 1 – 65% access regularly 22% have accessed on occasion 13% have not accessed Year 2 – 50% access regularly, a

					<p>further 28% have only recently started and 27% have not accessed it at all.</p> <p>Year 3/4 – 36% access regularly, 42% have not accessed it for some time and 22% have not accessed it at all. Parents have reported issues when using hand-held devices</p> <p>Year 4/5 - 75% access regularly from last half term. Very good engagement and completion of tasks by SEND children.</p> <p>Year 5/6 - 10% access regularly, a further 40% have not accessed it for some time. 50% have not finished a book using the programme. Parents have reported issues with when using hand-held devices (unable to submit books as complete or complete quizzes) this in turn has caused problems for me knowing when to assign new books. Most children say they prefer choosing their own books. High attainers make up the majority of children who have not used this programme.</p> <p>Spring (Lockdown)</p> <p>Summer</p>
ii	Purchase additional books KS2	Enough books to allow all children to access them at home from school.	£500	Mike Glenton	<p>Autumn 2020</p> <p>Year 3/4 – All children are able to take books home weekly as well as access books for independent reading in class whilst still maintaining quarantine periods for books.</p> <p>Year 4/5 - All children have a home reading book which they can change regularly. Greater variety of texts especially for LA readers.</p> <p>Year 5/6 - All children have a good selection of books to choose from, which they change regularly. Children are able to have a book in class (reading for pleasure) and at home. There's a good variety of</p>

					genres for children to access. Spring Summer
iii	Identify resources which will develop PRIME areas of learning. Purchase resources. Staff to observe the effectiveness.	Resources will be used well by the children so that their development improves, supported well by staff	£1000	Angela Rees	Autumn EYFS – Resources have been purchased which will support PRIME areas of learning particularly in the outdoors. A climbing frame has enabled not only physical development but opportunities for CLL as children collaborate with others to take turns and develop play scenarios. We have seen levels of confidence grow and children feeling really proud as they rise to new challenges. Other enhancements such as building bricks and sweeping brushes, are well used by children and have also provided opportunities for children to develop PSE skills as well as developing language and physical skills. Spring Summer
iv	Assessment tool o'track to be used. (School previously used Classroom Monitor) Teachers to be trained in the use of O'track. Senior Leaders to be trained in analysing data from o'track. Teachers to use Staff meeting time to insert subjects into o'track.	Gaps of knowledge will be filled.	£0	Mike Glenton Zarah McCulloch	Autumn All Teachers used system to upload data for each child in reading, writing and maths core subjects. Several Foundation subjects were trialled and data inputted for these subjects (history, PSHCE, music, French) Teachers and leaders are becoming more familiar with the data analysis reports Spring Data Analysis reports to be shared with Governors. Summer
v	Subscribe to Phonics Play	Most children meet the expected level in Year 1	£60	Class Teacher	Autumn Year 1 69% of class access phonics play on a regular basis, 13 % have not accessed, 18% have accessed

					<p>but not regularly. Children are enthusiastic about their learning on Phonics Play and 58% of children have caught up. Children have become more confident in decoding and encoding both pseudo words and true words. Homework is set on a weekly basis.</p> <p>Spring</p> <p>Summer</p>
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Targeted Support

Barrier	Action	Desired outcome	Cost	Person responsible	Impact/ evaluation (Autumn , Spring , Summer)
B i	Teaching Assistants placed in the Younger pupils' Bubbles.	<p>Immediate support can be given to children by Teaching Assistants.</p> <p>Further small group work can be organised and delivered by Teaching Assistants.</p>		Class Teachers.	<p>Autumn</p> <p>Reception – TA has supported children in settling quickly and happily into school. TA works daily with individuals and small groups to deliver targeted support as required in the form of movement and speech interventions as well as delivering phonics to a targeted group. TA has been able to work across the year group in delivering high quality outdoor learning which has impacted all areas of learning.</p> <p>Year 1 - TA assigns children to Lexia on a rota basis each morning and afternoon during staggered drop off and pick-up times. This has had a positive impact upon reading and phonics.</p> <p>Group work takes place on a daily basis in both maths and English, TA works with one group while teacher works with another.</p> <p>Handwriting, phonics and spelling is split into 2 groups. TA works with LA group on a daily basis.</p> <p>Intervention takes place afternoons covering with academic and wellbeing needs of the children.</p> <p>This includes 1-1 reading, speech and language exercise, social stories and games and 1-1 support for children with social and emotional</p>

					<p>difficulties. TA also supports with assessments of phonics, reading and maths.</p> <p>Year 2 – Assessment of phonics gaps led by TA and subsequent daily phonics sessions led by TA and teacher. 61% pass rate for phonics screening at end of autumn term. Phonics sessions for children who have not passed to continue x3 per week in spring term. TA leads same group of children who did not pass in accessing Nessy, 1:1 reading 1 to 2 times per week and additional in class support in daily maths and English lessons.</p> <p>Spring</p> <p>Summer</p>
	Additional Teaching Assistant in Year 3/4	Further small group work can be organised and delivered by Teaching Assistants.	£1425	Angela Rees	<p>Autumn</p> <p>Year 3/4 larger percentage of children were able to read individually with TA, confidence and progress in reading was observed. SEND children were able to have focused 2:1 intervention in quiet space while teacher taught the remainder of the class. Boosted learning and confidence.</p>
	National Tutoring Programme (Fresh start in education)	Identified Children in Year 3/4	5 hours a week	Angela Rees	<p>Spring cancelled due to Lockdown</p> <p>Spring 2 to start 15th March</p> <p>Summer term 1 day a week in Year 3/4 Class confirmed</p>
	National Tutoring Programme (Fresh start in education)	Identified Children in Year 2	15 hours (1 week) = £375.00 6 weeks (half term) (£2,250)	Angela Rees	<p>Spring cancelled due to Lockdown</p> <p>Spring 2 - Year 2 children to settle with teachers before giving them another adult.</p> <p>Summer Term to start</p>
	National Tutoring Programme (Fresh start in education)	Identified Children in Year 5		Angela Rees	<p>Spring cancelled due to Lockdown</p> <p>Spring 2 to start 15th March</p>
	Spelling Shed	Continued learning during any isolation periods + engaging for	£100 + £58.28 app for i-pad usage in school.	Class Teachers	<p>Autumn</p> <p>Year 5/6 All year 6 practised their spellings together on Sunday night (unprompted by Teacher)</p> <p>They love it. Year 5/6 lowest</p>

		children to catch up learning.			spelling score was 7/10. Some children are on it practising up to 100 times per week. It has also worked wonders for her spelling test scores have increased significantly. As a result of this ... Year 3/4 and 4/5 purchased December 2020 – children's account created and assignments created. Year 3.4 assignments to be sent out week beg. 11/01/20.
	Maths Shed	Continued learning during any isolation periods + engaging for children to catch up learning.		Class Teachers	Autumn Year 5/6 Children are using it to access quizzes on all lesson objectives covered in school. Some children are using it for additional practise/catch up at home. As a result of good engagement ... Year 3/4 and Year 4/5 purchased December 2020 - children's accounts created and assignments created. Year 3.4 assignments to be sent out week beg. 11/01/20.
	CGP Maths and English 10 minute weekly workouts	Recap and repeat learning to identify and fill gaps in learning.	£440	Class Teachers Mike Glenton	Spring Summer

Wider strategies

Barrier	Action	Desired outcome	Cost	Person responsible	Impact/ evaluation (autumn , spring , summer)
C i	<p>CPD provided for staff on the effective use of the new online learning platform. TEAMS</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p> <p>Parents/carers sign agreement.</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>	£0	<p>Mike Glenton</p> <p>Jennie Anderson</p>	<p>Autumn</p> <ul style="list-style-type: none"> Teething problems resolved for parents. Mixed responses from parents across school and variations appeared across usage and effectiveness in classes. <p>Spring</p> <ul style="list-style-type: none"> Agreed for TEAMS to be used where parental engagement is high.

	Children are trained in its use. Trial via homework tasks.				Summer
	Purchase Chrome Books (+ free access to internet via SIM cards)	Children will be able to access all online learning.			

Total £7059.52 (including tutors)

+58.28

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Reviewed by Curriculum, Standards and Wellbeing committee.

Andrew Chandler Link Governor Thursday 19th November 2020