

# St. Stephen's CE Primary School – Catch-up Premium Strategy 2020 - 2021

## Updated September 2020

### School Overview

Number of pupils in school YR – Y6	188
Proportion of disadvantaged	33.5%
Catch-up Premium allocation received by school (No. of pupils x £80) <i>Total allocated - as detailed below</i>	£15,680 <i>£18,503</i>
Publish Date	October 2020
Review Dates	January'21, April'21, July '21
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### Context of the school and rationale for the strategy

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At St. Stephen's CE Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

<b>EEF recommended strategy :</b> One to one and small group tuition		<b>EEF Rationale :</b> 'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	
Action	Cost	Success criteria	Impact/ evaluation (autumn, spring, summer)
Deployment of Y2 TA 20 minutes per day to provide phonics tuition for a group of 3 pupils.	£1003	Autumn' 20 RWI assessment - 'Ditty Group'. By the end of the academic year to be at 'Pink Group'. Significant improvement in phonic screening score from Autumn 2020 to Summer 2021.	

15 minutes twice per week to provide small group phonics tuition for a group of 6 Y1 pupils.	£302	86% (25/29) of the group will pass the Phonics screening at the end of Y1.	
15 minutes twice per week to provide small group maths tuition for a group of 6 Y1 pupils.	£302	83% (24/29) will be at ARE by the end of Y1.	
15 minutes per week 1:1 phonics tuition.	£151	Autumn' 20 RWI assessment to Summer'21 to show progress.	
Deployment of Y2 TA 1 hour per day to provide maths tuition for a group of 3 pupils.	£3022	4 bands progress will be achieved by the end of Summer 2021.	
Deployment of Y2 TA 1 hour per day to provide English tuition for a group of 3 pupils.	£3022	4 bands progress will be achieved by the end of Summer 2021.	
Deployment of Y4 TA 30 minutes per day to provide RWI tuition for a group of 4 pupils.	PP	Autumn' 20 RWI assessment - 'Pink Group'. By the end of the academic year to have completed RWI. The 1 pupil yet to pass the phonics screening will have passed by the end of Autumn Term 2020. Nessy programme data to show evidence of improvement in reading ability.	
Deployment of Y3 TA 15 minutes per day to provide basic maths tuition for a group of 6 pupils.	£755	4 bands progress will be achieved by the end of Summer 2021.	
Deployment of Y4 TA 1 hour 15 mins per day to provide maths tuition for a group of 3 pupils.	PP	4 bands progress will be achieved by the end of Summer 2021.	
Deployment of Y4 TA 15 mins per day to provide 1:1 maths tuition of basic skills.	£755	4 bands progress will be achieved by the end of Summer 2021.	
Deployment of Y5 TA 1 hour 15 mins per day to provide maths tuition for a group of 3 pupils.	PP	4 bands progress will be achieved by the end of Summer 2021.	
Deployment of Y5 TA 1 hour 30 mins twice per week to provide RWI tuition for a group of 3 pupils.	PP	Autumn' 20 RWI assessment - 'Blue Group'. By the end of the Spring 1 to have completed RWI. Nessy programme data to show evidence of improvement in reading ability.	
Deployment of Y6 TA 1 hour 25 mins per day to provide maths tuition for a group of 3 pupils.	PP	4 bands progress will be achieved by the end of Summer 2021.	
Deployment of Y6 TA 1 hour 15 mins per day to provide english tuition for a group of 3 pupils.	PP	4 bands progress will be achieved by the end of Summer 2021.	
Deployment of Y6 TA to provide RWI tuition 15 mins daily for a group of 3 pupils..	PP	The 2 pupils yet to pass the phonics screening will have passed by the end of Autumn Term 2020.	

		Autumn' 20 RWI assessment - 'Pink Group'. By the end of the academic year to have completed RWI. Nesy programme data to show evidence of improvement in reading ability.	
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<b>EEF recommended strategy :</b> Intervention programmes	<b>EEF Rationale :</b> "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'. 'Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils'.
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Action	Cost	Success criteria	Impact/ evaluation (autumn, spring, summer)
Daily 15 minute multiplication intervention in Y5 delivered by teacher and TAs, incorporating TT Rockstars.	£755 £1218	Improvement in pass rate of multiplication check test from Autumn 2 2020 to Summer 2 2021.	
Daily 10 minute phonic intervention in Y2 delivered by teacher.	£799	89% (25/28) of the group will pass the Phonics screening in Y2 Autumn.	
Daily 15 minute phonic intervention in Y1 delivered by teacher.	£1218	86% (25/29) of the group will pass the Phonics screening at the end of Y1.	
Deployment of DHT 30 minutes per week to provide Reading 'Fresh Start' support for a group of 9 Year 6 pupils.	PP	89% (8/9) of the group will achieve ARE in reading at the end of Y6.	
Deployment of Y5 TA 30 minutes, twice per week to provide Reading 'Fresh Start' support for a group of 5 Year 5 pupils.	£604	100% (5/5) of the group will achieve ARE in reading at the end of Y5.	
Deployment of Y6 TA to provide RWI intervention 30 mins daily.	PP	The 2 pupils yet to pass the phonics screening will have passed by the end of Autumn Term 2020. Autumn' 20 RWI assessment - 'Pink Group'. By the end of the academic year to have completed RWI. Nesy programme data to show evidence of improvement in reading ability.	
Deployment of Y4 TA 30 minutes per day to provide RWI intervention for a group of 5 pupils.	PP	80% (4/5) of the group will achieve ARE in reading at the end of Y4.	
Deployment of Y3 TA 30 minutes, 3 times per week to provide RWI intervention for a group of 7 pupils.	£907	The 2 pupils yet to pass the phonics screening will have passed by the end of Autumn Term 2020.	

		Autumn' 20 RWI assessment - 'Pink Group'. By the end of the academic year to have completed RWI. Nessy programme data to show evidence of improvement in reading ability.	
Deployment of Y3 teacher 30 minutes, 3 times per week to provide RWI intervention for a group of 10 pupils.	£907	100% (10/10) of the group will achieve ARE in reading at the end of Y3.	
Deployment of Y5 TA 45 minutes twice a week to provide maths intervention using Springboard resources for a group of 4 pupils.	£907	100% of the group will achieve ARE in maths at the end of Y5 (end of Spring 2020 Y4 developing -)	
Deployment of Y5 TA 45 minutes twice a week to provide maths intervention using Springboard resources for a group of 4 pupils.	£907	100% of the group will achieve ARE in maths at the end of Y5 (end of Spring 2020 Y4 developing -)	
White Rose Maths resources purchased	£99	Additional resources to support maths intervention delivery	

EEF recommended strategy : Academic tutoring		EEF Rationale : 'Tuition delivered by qualified teachers is likely to have the highest impact	
Action	Cost	Success criteria	Impact/ evaluation (autumn, spring, summer)
Deployment of DHT 6 hours per week to provide English tuition for a group of 14 Year 6 pupils.	PP	71% (10/14) of the group will achieve ARE in reading, writing and maths at the end of Y6.	
Deployment of DHT 1 hours per week to provide Reading tuition for a group of 9 Year 6 pupils.	PP	89% (8/9) of the group will achieve ARE in reading at the end of Y6.	
Deployment of HT 6 hours per week to provide Maths tuition for a group of 11 Year 6 pupils.	PP	73% (8/11) of the group will achieve >ARE in maths at the end of Y6.	
Deployment of additional teacher 3 hours per week to provide writing tuition for a group of 13 Year 2 pupils.	PP	92% (12/13) of the group will achieve ARE in writing at the end of Y2.	

Deployment of additional teacher 3 hours per week to provide maths tuition for a group of 12 Year 2 pupils.	PP	42% (5/12) of the group will achieve >ARE in maths at the end of Y2.	
Deployment of additional teacher 3 hours per week to provide RWI tuition for a group of 12 Year 2 pupils.	PP	89% (25/28) of the group will achieve ARE in reading at the end of Y2 and 25% (7/28) will achieve >ARE in reading at the end of Y2.	

EEF recommended strategy : Supporting pupils' spiritual, social, emotional and behavioural needs		EEF Rationale Focused time within the school day to nurture and develop social, emotional and spiritual needs.	
Action	Cost	Success criteria	Impact/ evaluation (autumn, spring, summer)
'Quiet Time' to be implemented across the school to allay Covid worries and settle children back into the 'new normal'	£0	Children to return to school happy and settled after the period of lockdown.	
Purchase I Sing Pop worship programme. 'ISingPop' to bring joy, hope and spiritual development to all children from Nursery to Year 6, in these times when we can't worship together.	£270	DHT to observe the enjoyment of 'ISingPop' through video and photographs, via Facebook. Children to articulate their enjoyment of 'ISingPop', through pupil voice, and be able to express how it fills them with joy and hope.	
<b><u>Commitment to the Mental Health Support Team programme</u></b> <ul style="list-style-type: none"> <li>Identified pupils to receive early help interventions from qualified Mental Health Practitioners.</li> <li>Upskill staff's knowledge and understanding of mental health.</li> <li>Staff training, shadowing the Mental Health Practitioner, to deliver intervention.</li> <li>Mental Health Lead to engage in monthly consultations with Mental Health Practitioner to discuss the needs of pupils across school.</li> </ul>	£200	<ul style="list-style-type: none"> <li>Evidence based interventions will demonstrate positive impact.</li> <li>All staff to engage in staff training to upskill their knowledge and understanding of mental health. All staff to articulate an increase of confidence in identifying and recognising mental health concerns.</li> <li>An increase in pupils accessing effective internal and external mental health support, if required.</li> </ul>	

EEF recommended strategy : Communicating with and <u>supporting parents</u>		EEF Rationale : 'Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning'	
Action	Cost	Success criteria	Impact/ evaluation (autumn, spring, summer)
Implement Google Classrooms across school as a vehicle to empower families to access <u>catch up materials</u> at home.	£100	50% of parents/carers, across school, engage with the Google Classrooms platform to access catch up materials from home.	
Implement Google Classrooms across school as a vehicle to empower families to access <u>homework activities</u> at home.	£0	90% of pupils' access Google Classrooms as a vehicle to access homework activities from home. They are able to access appropriate resources, email children's work and upload completed tasks.	
All staff to take part in Google Classroom training to enable them to set relevant homework and catch up tasks on the platform.	£300	By the end of the school year, all class teachers are competent and confident at setting homework and catch up activities on Google Classrooms.	

#### Additional funding supporting provision

Our strategy for the 2020-21 academic year has been developed in light of the Covid-19 pandemic and school closure. Our Pupil Premium Strategy will work alongside this plan to support all pupils, especially the most vulnerable and disadvantaged, to mitigate the impact of the lost time in education due to closure of schools.