



Whitwell Primary School - Catch-up Premium Strategy 2020-2021



School's universal catch-up premium fund (total amount)	£22,000		Number	Percentage
Total number of pupils on roll	NOR = 273	Pupils eligible for the pupil premium/ disadvantaged	107	39%
		Pupils eligible with SEND	39	14%
		Pupils eligible who are LAC and/or PLAC	7	3%

Barriers	
1.	KS1 and LKS2 Phonics – recalling prior learning and teaching missed phases due to Covid-19.
2.	Speech & Language and Communication in FS2 and Y1.
3.	Reading comprehension strategies involving all the reading toolkit but particularly inference skills.
4.	Maths objectives taught from February in Y2, Y4 and Y6, extending into Y1, Y3 and Y5.
5.	Confidence and resilience in KS1
6.	The level of engagement with homework and remote learning.
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.

Objective	To improve children’s phonic ability in Years 1, 2 and 3				
Barrier	KS1 and LKS2 Phonics – recalling prior learning and teaching missed phases due to Covid-19.				
Reasons for the approach taken	Baseline assessments show gaps in phonic knowledge from Spring 2020 and difficulties with blending sounds from Y1 – Y3. The majority of children in Y1 and Y2 were behind in phonics as they returned in September; they struggled with recalling prior learning and missed the teaching of many of the phases in Phonics due to Covid-19. Most of the current Y2 were just starting their reading journey and so for some this progress was lost over lockdown due to lack of resources and expertise at home, despite school providing strong links and resources. As the children who were in current Y3 were not retested in June 2020 as part of phonics screening there are some in KS2 who are now further behind.				
Success Criteria	Phonics screening outcomes will be in line with previous years (December Y2 and June Y1) The % of children who are accessing the age appropriate phonics phase will increase and progression through the reading bands will be accelerated. More children in Y2 moving onto Guided Reading. Progress in Y2 STAR (AR)				
Actions	Desired outcome. How it will be measured.	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and source: <ul style="list-style-type: none"> Universal fund Tutor scheme Academic mentor 	
1. Phonics in classes daily until end of September. 2. Phonics in streamed groups across KS1 from October. 3. Phonics interventions in Y3 from September. 4. One group of 13 to begin Guided Reading in Y2 from September 2020. 5. Additional Y2 Phonics teaching in November & December and then for Y1 in Spring Terms 1 & 2 and Summer Term 1. 6. Additional Guided Reading groups (to make 19/29 chn) in Y2 from January. 7. FS2 to join phonics streamed groups from January 2021.	<ul style="list-style-type: none"> Initial phonics screening in Sept 20 Y2 Phonics tests in December 2020 and Y1 Phonics test in June 2021 Progress through the RWI Stages. Movement of Y2 to Guided Reading Star Tests in Y2 Y3 RWI Fresh Start Phonic Catch-up Programme 	Baseline assessment Sept 20 Further assessment every 6-8 week for regrouping Final assessment June 21 RM – Phonics Champion TS/LB/LBG/GB/DB KS/PC	Baseline data and data points throughout the year. ST – English Lead LD – Observations SLT - monitoring	Universal Fund Total £2900	

Objective	To improve the spoken language of children in EYFS.			
Barrier	Speech & Language and Communication in FS2 and Y1.			
Reasons for the approach taken	Staff have identified groups of children with poor oral communication skills which has resulted from lack of opportunity to develop this for these children from a language rich environment. Children need to develop a wider vocabulary and the confidence to speak to adults and other children (including socially). The NELI programme is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.			
Success Criteria	More children in FS2 will achieve the ELG compared to baseline.			
Actions	Desired outcome. How it will be measured.	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and source: <ul style="list-style-type: none"> Universal fund Tutor scheme Academic mentor
<ol style="list-style-type: none"> 1. Train FS2 teacher and a TA to use the Nuffield Early Language Intervention (NELI) programme. There are two initial training modules to complete before starting NELI with the children (approx. 8–10 hrs in total) in Feb/March and a third module which will be available later in 2021. 2. Order NELI Resource Box from OUP. 3. Three 30 minute sessions are delivered to groups of five children during the Spring and Summer terms (20 weeks). 4. Some children also attend an additional two 15 minute individual sessions per week. All sessions focus on listening, narrative and vocabulary skills. 	<ul style="list-style-type: none"> • Improve the language skills of children in reception by at least 3 months (NELI Assessments). 	<p>Training – Feb/March</p> <p>Programme being mid-March following baseline assessment, with groups of 5 children (3 groups)</p> <p>KS to lead</p>	<p>Programme will provide set data points and robust assessment information.</p> <p>ST & KS</p>	<p>Universal fund</p> <p>Total - £3445</p>

Objective	To improve reading in KS2 by developing comprehension skills, focusing on inference and therefore accelerate progress.			
Barrier	Reading comprehension strategies involving all the reading toolkit but particularly inference skills.			
Reasons for the approach taken	Reading comprehension has been a focus area since Sept 2019 and the children were all learning inference skills through whole class shared reading, which was being taught in a new way across school. Many children have dropped in their STAR test scores for comprehension between Feb/March 2020 and September 2020. The inference training had been successfully completed by more staff in March 2020 but new groups had not started before lockdown. So this will now be introduced across KS2.			
Success Criteria	There will be an increase in the comprehension scores of children across KS2 when being measured in formal assessments. These improved scores will reflect an ability to show greater comprehension using all the reading strands, especially inference which is known to be the most difficult.			
Actions	Desired outcome. How it will be measured.	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and source: <ul style="list-style-type: none"> Universal fund Tutor scheme Academic mentor
1. Inference Intervention: <ul style="list-style-type: none"> 4 groups of Y5/6 to begin inference interventions as before for 10 weeks from the end of September. An additional 4 groups (Y5/6) to start December – March. 3 further groups of Y3/4 inference to start from January 21 for 10 weeks and again from April. 2. Accelerate Reading Progress in Y3, Y4 and Y5: <ul style="list-style-type: none"> Reading catch-up sessions to support children to progress through the book bands for children are significantly falling behind. (1 hour per class per week) 3. Purchase of additional books to support parents with reading quality texts at home will mean that further challenge is seen and there are further opportunities for reading. This will also allow less restrictions in class due to ‘quarantining’ books.	<ul style="list-style-type: none"> Hodder Reading Tests at the start and end of each intervention. STAR results termly. Twice yearly NFER reading tests in Y3, 4 and 5. Y6 internal SAT results and end of KS2 results. 	ST/OM/LA/AP FP/KGa/SM AP/CM/MC	Staff observations Use of Pupil Voice!	Universal Fund Total £7900

Objective	To revisit the maths curriculum in Y6, extending to Y5. To identify and intervene for those children who have gaps in their mathematical learning.			
Barrier	Maths objectives taught from February in Y2, Y4 and Y6, extending into Y1, Y3 and Y5.			
Reasons for the approach taken	We started using Power Maths in September 2019 and only got through to Feb half-term 2020 before disruption started, effectively meaning that the scheme wasn't completed for the year and the children were supported differently with home-learning as some accessed their education remotely and key worker children had more formal teaching in school. Individual children have significant gaps in understanding due to lack of learning during lockdown. We also need to ensure all the Y6 children have catch-up ready for SATS in May 2021 and in preparation for the skills needed for secondary school.			
Success Criteria	In Y6 % of children achieving the 'pass' in arithmetic assessments will improve and all children will be confident to access the written word problems on reasoning papers 2 and 3. A greater percentage of children have made accelerated progress and are back on track from their March 2020 assessment and data.			
Actions	Desired outcome. How it will be measured.	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and source: <ul style="list-style-type: none"> Universal fund Tutor scheme Academic mentor
1. Y6 revision for arithmetic and pre-teach sessions of 30 mins to be held 3x weekly from January to May before school.	All children will have pre-teaching of Y6 learning on the Spring 2 and Summer 1 Power Maths units	January – April 2021 KGa/FP/KGee		Universal Fund Total £5700
2. Whole class maths mastery - Staff to identify gaps in children knowledge and so pre-teach before a new unit is taught using previous objectives.	Gaps in Maths units identified, planned for and delivered over the year. Pupils achieve expected outcome from pre-lockdown in those areas delivered remotely.	Ongoing for Maths mastery		
3. Maths group interventions planned for following key identified areas following above analysis and teaching. Pre-teach of maths objectives prior to new learning in Y2 – Y6 from January – July. (2 sessions a week for the children + a planning session)		Interventions from January 2021		

Objective	To increase levels of engagement with homework and remote learning and reinforce understanding of objectives.			
Barrier	The level of engagement with homework and remote learning.			
Reasons for the approach taken	Some children did not engage fully in remote learning during the previous lockdown and this can be developed further to improve access to learning at home for all children.			
Success Criteria	A strong remote learning offer is in place to ensure children are motivated to join and complete their learning activities and so the 'gap' does not continue to widen.			
Actions	Desired outcome. How it will be measured.	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and source: <ul style="list-style-type: none"> <i>Universal fund</i> <i>Tutor scheme</i> <i>Academic mentor</i>
1. Purchase of Collins Targeted Practice Workbooks for children n Y1 to Y6 to ensure they have access to appropriate paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. 2. Purchase of new online resource, Purple Mash, to support children's remote learning across the curriculum.	Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	New home learning packs to be in place in September for homework and in case of 'Bubble' closure. Purple Mash to be implemented following training – November 2020. TS to lead.	SLT	Universal Fund Total £2100