

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

School Overview

Number of pupils in school YR – Y6	161
Proportion of disadvantaged	22.3%
Catch-up Premium allocation (No. of pupils x £80)	£11,843
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 16/07/21 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.
- National Tutor was cancelled due to Lockdown
- All children returned to school March 8th 2021, 3 weeks prior to the Easter holiday

Summer 2021

- Assessments took place week 3 of the summer term to identify where support is most needed.
- National Tutor began working with groups of 1:3 in Year 3/4
- Seesaw (on line learning tool) purchased to use instead of Microsoft Teams
- Lead teacher for Seesaw identified and carried out training for staff.
- Saturday 12th June Year 4/5 class had to isolate as a result of a positive lateral flow which was then confirmed by a PCR test.
- Monday 14th June EYFS Bubble had to isolate
- Tuesday 15th Year 3/4 Class had to isolate
- Wednesday 16th Year 5/6 Class had to isolate. Decision made to close school
- Thursday and Friday School closed to all pupils.
- National Tutor began working with children in Year 5.

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

				<p>Year 2 – 50% access regularly, a 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> <p>Y1 Children are now using physical books from our class library. Children have been reading 1:1 with Teachers/TA weekly and reading skills are for the most improving well – some children are to be a focus in Autumn 2021 as they are not making as much progress as would be expected. Engagement at home has dropped due to physical books being used.</p> <p>Y2 45% have made accelerated progress (4-6 terms)</p>
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					<p>77% have made expected or accelerated progress. (3-6 terms) 18% have made less than expected progress (less than 3 terms) No Y2 children access online reading books.</p> <p>Year 3.4 Following several technical issues and the reintroduction of physical books, engagement with Rising Stars at home dropped. Less than 10% of children have accessed online reading books from home this term.</p> <p>Year 4/5 During the recent isolation period, 52% of children read the texts which were set for them over the two week period. Children are now using physical books from our class library. SEND children still enjoy reading online and are accessing books during school time in a small group. Engagement at home has dropped due to physical books being used.</p> <p>Year 5/6 During lockdown in Spring, the majority of the class were accessing Reading Planet books. Recently, during isolation and time in class, children have not accessed this resource.</p>
ii	Purchase additional physical 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 can 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</p>

					<p>home. There's a good variety of genres for children to access.</p> <p>Spring Lockdown</p> <p>Summer Year 3.4 - Children have a good selection of books to choose from. Children can take books home weekly as well as access books for independent reading (for pleasure) 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. Children are enjoying reading a greater variety of books across all book levels.</p> <p>Year 5/6 - Around half of the class have benefitted from new texts to improve the variety of texts in the class library. The other half of the class are bringing in their own books to read.</p>
iii	<p>Identify resources which will develop PRIME areas of learning.</p> <p>Purchase resources.</p> <p>Staff to observe the effectiveness.</p>	<p>Resources will be used well by the children so that their development improves, supported well by staff</p>	£1000	Angela Rees	<p>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.</p> <p>Spring Lockdown</p> <p>Summer</p> <p>Development of physical skills have continued with use of large sand</p>

					pit, spades, rakes etc. Children are engaged in this and work together, further developing social skills.
iv	<p>Assessment tool o'track to be used. (School previously used Classroom Monitor)</p> <p>Teachers to be trained in the use of O'track.</p> <p>Senior Leaders to be trained in analysing data from o'track.</p> <p>Teachers to use Staff meeting time to insert subjects into o'track.</p>	Gaps of knowledge will be filled.	£0	<p>Mike Glenton</p> <p>Zarah McCulloch</p>	<p>Autumn</p> <p>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)</p> <p>Teachers and leaders are becoming more familiar with the data analysis reports</p> <p>Spring</p> <p>Data Analysis reports to be shared with Governors.</p> <p>Summer</p> <p>All cohort information was shared with governors including differences between children who are eligible for PP and those who are not.</p> <p>Data is now able to be inputted for subjects listed above with the addition of Geography, Art and Science.</p>
v	Subscribe to Phonics Play	Most children meet the expected level in Year 1	£60	Class Teacher	<p>Autumn</p> <p>Year 1 69% of class access phonics play on a regular basis, 13 % have not accessed, 18% have accessed 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 de coding and encoding both pseudo words and true words. Homework is set on a weekly basis.</p> <p>Spring Lockdown</p> <p>Summer</p> <p>Y1</p> <p>Children continue to be enthusiastic about their learning on phonics play. It is used daily in class during phonics lessons and for children to</p>

					<p>access independently when they get choosing time. Most children are on track to pass the phonics screening which will be completed in Autumn 2021.</p> <p>In mock screening tests Summer 2: Already scoring pass score = 48% On track to score pass score by Autumn Y2 = 30% Scoring low, unlikely to pass in Autumn Y2 = 22% (5 children, 2 of whom may be able to get close/pass with intervention)</p> <p>Year 2 have not used Phonics Play subscription</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 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 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 Lockdown</p> <p>Summer</p> <p>Year 1 –</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. Phonics and spelling is split into 2 groups. TA works with LA group on a daily basis. Intervention takes place afternoons covering with academic and wellbeing needs of the children. This includes 1-1 reading, speech and language exercise, social stories and games and 1-1 support for children with social and emotional difficulties. TA also supports with assessments of phonics, reading and maths.</p> <p>Year 2 – (reduced timetable in Y2 as HLTA covering 60%) TA support in ensuring during guided reading sessions, children are supported in accessing Nessy 3x per week. TA support for LA small group support in maths and English x3 per week. TA covered classes when teacher</p>
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					<p>required to support high needs SEND pupil out of class. TA able to take out groups of children to complete ELSA activities when they occur (many children feeling unsettled as a result of change in routines with closures and bubble isolations and sometimes support is required if a child is upset/crying to talk through things). Many SEND interventions and additional phonics sessions which took place in autumn and spring term were unable to be carried out with the reduced timetable. TA (as only 'floating TA' in school) used as ad hoc cover when unable to find supply for SEND pupil and/or other classes at last minute.</p>
	Additional Teaching Assistant in Year 3/4	Further small group work can be organised and delivered by Teaching Assistants.	£1425 Supply teaching assistant	Angela Rees	<p>Autumn 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 In person 1-3 ratio	15 hours = 375.00 5 hours a week = £125.00 (1 day a week for summer term) TOTAL = 1,500	Angela Rees	Spring cancelled due to Lockdown Spring 2 to start 15 th March Summer term 1 day a week in Year 3/4 Class confirmed. Summer Of the children working with Tutor, those who had consistent support (no absences) have made good and in one case accelerated, progress in writing. Children are now applying taught objectives across writing activities with without prompt from teacher. Children's confidence in their own ability has improved and some children have increased attitude towards writing which is displayed across all writing tasks.
	National Tutoring Programme (Teaching Personnel)	Identified Children in Year 5	15 hours per group for 3 groups	Angela Rees	Spring cancelled due to Lockdown Summer Term The focus of the tutoring was understanding of number and improving arithmetic and key recall facts in Mathematics, recall and retrieval of information and inference and deduction in Reading. Children were engaged in the lesson and completed tailored work set by the class teacher. After 7 tutoring sessions, end of term assessments were carried out for assessment week, the five children who took part in the tutoring sessions: <u>Maths</u> 5 children have made expected progress since the end of last term. <u>Reading</u> 4 children have made expected progress since the end of last term. 1 child has made accelerated progress.

					2 children have not accessed a significant proportion of the tutoring program due to absence from school.
	Spelling Shed	Continued learning during any isolation periods + engaging for children to catch up learning.	£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) They love it. Year 5/6 lowest 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.</p> <p>Summer Term</p> <p>Year 3.4</p> <p>The children enjoy using this app and working against their peers in spelling 'hives'. However, home engagement is overall quite poor, this increased somewhat during recent period of isolation but has since reduced.</p> <p>Year 4/5 - 70% of children are completing activities on a daily to weekly basis. 78% of children accessed this spelling provision during recent isolation period. Good interaction between children who set themselves 'hives' to complete against their peers at home.</p> <p>Year 5/6 - The class are using this often in school and at home. Spelling scores have been consistently high and this is partly due to this provision.</p>
	Maths Shed	Continued learning during any isolation periods +		Class Teachers	<p>Autumn</p> <p>Year 5/6 Children are using it to access quizzes on all lesson objectives covered in school. Some</p>

		engaging for children to catch up learning.			<p>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.</p> <p>Summer Term Year 3.4 The children enjoy using this app, it is a useful tool to revise and consolidate maths concepts, especially mental maths. However, home engagement is overall quite poor, this increased somewhat during recent period of isolation but has since reduced.</p> <p>Year 4/5 - 55% of children are completing activities on a weekly basis. 48% of children accessed maths lessons on maths shed during recent isolation period. Good interaction between children who set themselves 'hives' to complete against their peers at home.</p> <p>Year 5/6 - The class are using this often in school and occasionally at home. Maths recall of key facts has been strengthened by this provision.</p>
	CGP Maths and English 10 minute weekly workouts	Recap and repeat learning to identify and fill gaps in learning.	£440	Class Teachers Mike Glenton	<p>Summer</p> <p>Year 3.4 Children complete Maths and English learning questions x2 mornings per week retrospectively and then self-assess. This has helped children revise and consolidate learning.</p> <p>Year 4/5 Children complete either maths or English learning questions each morning and then self-assess. This has helped children consolidate learning before moving on to next stage in learning.</p>

	Trial via homework tasks.				September and promote widely.
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Total £8,691.83

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Reviewed by Curriculum, Standards and Wellbeing committee.

Andrew Chandler Link Governor Thursday 19th November 2020

Andrew Chandler Link Governor Tuesday 13th July 2021 - re-arranged to September 2021