

PRIOR'S MILL CE PRIMARY SCHOOL

CATCH UP STRATEGY



PUPILS ON ROLL – AUTUMN CENSUS	460 + 62 pt NURSERY
CATCH UP FUNDING ALLOCATION	£36 000

CONTEXT INFORMATION

- Prior's Mill CE Primary School serves the area of Billingham in Stockton on Tees.
- The level of disadvantage in our school is low compared to national average- presently 9% children are in receipt of pupil premium funding.
- We strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils.
- All our work through the Catch Up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning.
- The vast majority of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and uploaded weekly to the school website. Hard copies were also provided to families on request.
- School re-opened on 2.6.20 to 33.3% of Reception and 60.4% of Year 1 and 57.5% of Year 6.
- On average, 9% of the school roll attended key worker provision between March and July.
- 25% of our vulnerable children attended school through the lockdown period.

SEPTEMBER 2020 – FULL RE-OPENING PRIORITIES

- Recognising where additional Catch Up support may be required and how to modify the curriculum to address gaps in knowledge.
- Understanding how to continue to teach an ambitious and broad curriculum whilst also progressing pupil development.
- Planning curriculum development based on individual pupil's starting points and making effective use of regular formative assessments.
- Developing remote education as a key component in the delivery of the school curriculum and ensuring a coherent plan to return to previous curriculum by Autumn 2021.
- Identifying the key areas to prioritise at EYFS and between KS1 and KS2 to ensure continuous progression and essential knowledge and skills are developed.

WHAT ARE WE TEACHING AND WHY?

WEEK 1	Establish COVID Safety measures; class cohesion & identity Focus on PSHE and reintegrating into routines and relationships
WEEK 2	Informal assessments/gap planning Daily maths & English lessons Autumn Topic provision from now Emphasis on promoting basic skills through wider curriculum subjects
WEEK 4	Formal Baseline Assessments Identification of significant gaps/and planning targeted interventions

- In Early Years, there is a priority focus on the three prime areas of learning (PSED, PD & C&L). School is participating in the Early Years Early Adopter Framework and therefore new baseline assessments will be used alongside existing established assessment methods to ensure that relevant content is taught and gaps addressed through appropriate interventions. Teachers are ensuring a broad and balanced curriculum is delivered through well planned and highly resourced continuous provision.
- In KS1 & KS2, the relevant content for each year group is being taught, whilst any gaps due to the Summer closure are being addressed through intervention and the teaching of Foundation Subjects in the afternoon. For example, any gaps in Writing, Reading and Spelling can also be addressed through the teaching of History, RE, Science.

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HOW HAS PROVISION BEEN TAILORED TO MITIGATE THE SUMMER TERM CLOSURE?

- French and Music have been temporarily removed from the timetable in order to provide more flexibility and release approximately 1.5 hours back into the weekly timetable to direct towards basic skills and a focus on mental health and wellbeing.
- An enhanced timetable of intervention encompassing a wider spectrum of pupils has been implemented following baseline assessments in week 4.
- Collapsed curriculum weeks planned to cover specific areas of content missed through loss of teaching time in the Summer term 2020 e.g. History and Geography
- In Early Years, much time has been allocated towards settling children and establishing a high level of emotional wellbeing and involvement (Leuven's scale). Data and information gained from baseline assessments ensure the provision of resources and activities are well matched to the needs and developments of our pupils.

ASSESSMENT

- Formal assessments completed in week 4 will be used to baseline percentage of children in each cohort currently working at age related expectations.
- This data, together with formative assessment based on children's rate of progress following September return, emotional well being and engagement with learning, will be used to set predictions/identify pupils for targeted intervention in terms of potential to achieve typical ARE at the end of summer 2021 in Reading, Writing and Maths.

YEAR GROUP	ASSESSMENT EXPECTATIONS		NOTES
RECEPTION	Baseline: Pen Portrait Phonic Check/Tricky Words (Phonic Tracker) Reading/Writing CVC Words Number, Shape and Colour recognition		
YEAR ONE	Phonics: Reading: Writing: Maths:	Phonic Tracker Check Blending/HF Words Check (Phonic Tracker) to establish the reading band Weekend Recount End of YR/Y1 Maths assessment	
YEAR TWO	Phonics: Reading: Writing: Maths:	Phonic Tracker Check ORT Assessment Cold Write WR Y1 Summer	* 3 different phonic checks to be carried out over the Autumn term (week 4 tracker check, mock and formal screen)
YEAR THREE	Phonics: Reading: Writing: Maths:	Screening SAT Paper Cold Write SAT Paper	*2018 Phonic Screen
YEAR FOUR	Reading: Writing: Maths:	PIRA Y4 Autumn Cold Write WR Y3 Summer	
YEAR FIVE	Reading: Writing: Maths:	PIRA Y5 Autumn Cold Write WR Y4 Summer	
YEAR SIX	Reading: Writing: Maths:	SAT Paper Cold Write SAT Paper	*2015 papers

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HOW WILL WE USE GOVERNMENT CATCH UP FUNDING AND WHY?

	Barrier	Desired Outcome	Planned Approach
Teaching Development Priorities	Staff require CPD to develop a greater understanding of children's' emotional well-being mental health needs in order to support pupils returning after extensive absence from school and coping with the impact of pandemic on daily life.	Staff are alert to emotional health and wellbeing needs in children and are better prepared to support children with EHWP and pupils who need additional provision are promptly identified and supported. Attendance feel safe and enjoy school. Attendance is 96%+ (disregarding COVID absence) Children have access to professional support where necessary (ABC/Alliance).	CPD: Place2Be (5 hours) 2 staff leaders championing mental health, supporting staff and directing to resources. Weekly well-being sessions in place. Increase EHWP support in school: additional counsellor trainee.
	Home learning requires further refinement and development in order to improve access to learning and ability to provide more individualised feedback at home for all pupils. Need to develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online.	A strong remote learning offer is in place and all teachers are trained in its use. Resources for staff are purchased. Children engage with activities; parental feedback is positive and barriers to access are overcome through use of DfE additional devices.	Parental survey re access to devices carried out; SeeSaw implemented. Staff laptops procured. Remote learning and online safety curriculum revised and prioritised. Incentives and rewards promote engagement.
Wider Academic Support	Formative assessments indicate that times table knowledge is weaker than prior to closure; related impact on overall maths attainments as a result of slower/weaker calculation skills.	Pupils make accelerated progress in rapid recall and application of times tables from their starting points at the beginning of the autumn term. 75%+ pupils in Y4 and Y5 achieve the MTC	Implement Times Tables Rockstars Programme from Y2 to Y6. Incentives and rewards promote engagement.
	Baseline assessments indicate some learning loss and gaps in phonic knowledge. This has resulted in some pupils in KS1 and Y3 working well below ARE.	Pupils in Y3 attain phonic standards achieved prior to lockdown (Y1 screening outcomes 2018); 75%+ pupils in Y1 and Y2 achieve the phonics screening check	Additional daily phonic sessions for identified children in Y1, Y2 & Y3; regular tracking and fluid and responsive intervention.
	Due to the emphasis on on-line learning, standards in presentation, grammar and spelling are lower than expected in terms of ARE. Stamina for writing has also decreased.	Pupils make accelerated progress in writing and spelling skills to at least match standards prior to closure; pupils' stamina for and accuracy in writing improves leading to ARE outcomes for 75%+ of pupils.	High emphasis on quality presentation skills and talk for writing approach to extended pieces; Spelling provision review - Spellzone.

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PLANNED TIMELINE AND COSTINGS

Term	Main Foci	Resource	Cost
Aut 1	<ul style="list-style-type: none"> ➤ Re-establishing relationships, expectations and routines ➤ Pupil well-being ➤ Baseline assessments, standards conversations & target setting ➤ Introduce online learning platform (SeeSaw) ➤ Staff training & resourcing for remote learning ➤ Purchase additional decodable books (Y1 access) 	1 x L3 TA in Y3 x 38 wks 0.5 x L3 TA in Y1 x 38 wks Staff laptops CPD – TEAMS/ Remote Learning Policy CPD – SeeSaw	£19 000 £11 400 £ 9 450 (SBS) £500
Aut 2	<ul style="list-style-type: none"> ➤ Mental Health CPD for staff ➤ Targeted interventions in place ➤ Additional phonics – KS1/Y3 ➤ Introduce online times tables programme ➤ Revised Online Safety Curriculum ➤ 2nd Data capture end Nov 2020 & pupil progress meetings ➤ Identification of pupils for after school sessions to start spring term <p><i>These activities will continue throughout the rest of the year with gaps, trends and concerns at pupil, cohort and phase level being identified swiftly through robust data monitoring</i></p>	Place2Be Times Tables Rockstars Ten Town (EYs) - home access	£200 £ 94
Spr 1	<ul style="list-style-type: none"> ➤ Spelling programme introduced ➤ Additional 1x hr weekly for identified learners in KS2 	Spellzone 9hrs x 5 weeks (KS2 teachers)	£350 £900 (c£20 p/h)
Spr2	<ul style="list-style-type: none"> ➤ 3rd data capture March 21 & pupil progress meetings ➤ Additional 1x hr weekly for identified learners in KS2 & Y2 	12hrs x 5 weeks (KS2 & Y2 teachers)	£1200 (c£20 p/h)
Sum 1	<ul style="list-style-type: none"> ➤ Additional 1x hr weekly for identified learners in KS2 & Y2 	12hrs x 7 weeks (KS2 & Y2 teachers)	£1680 (c£20 p/h)
Sum 2	<ul style="list-style-type: none"> ➤ 4th data capture June 21 & pupil progress meetings ➤ Additional 1x hr weekly for identified learners in KS2 & Y2 	12hrs x 4 weeks (KS2 & Y2 teachers)	£900 (c£20 p/h)
Costing Including Hardware			£36 274 £45 724

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HOW WILL PROVISION BE REVIEWED MOVING FORWARD?

- Continuous formative assessment carried out to ensure any gaps in learning are identified and addressed in a timely manner.
 - Planned data captures and subsequent pupil progress meetings to review progress and identify where additional intervention is required: w/c 23.11.20, w/c 1.3.21 & w/c 14.6.21
 - Blended/Remote learning reviewed to ensure a consistent and appropriate approach.
 - Topics reviewed in light of any gaps in learning in Foundation subjects due to lost teaching time and substituted as required.
 - Programme of intervention will be robust, accurate and fluid to ensure pupils are identified, issues addressed and impact reduced in as timely a manner as possible.
 - Frequent and robust discussion at Team and SLT level ensuring provision, standards and progress across all phases are both consistent and of a high quality.
 - In Early Years, teaching and learning opportunities will move forward steered by the children's next steps in their learning and development through assessment procedures, working with and teaching children through play and day to day communication with children and parents.
 - Governors will be updated on planning, review and impact at termly school improvement meetings.
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