

CATCH UP FUNDING FOR DISADVANTAGED PUPILS

September 2020 -21

PHJS Strategy for Catch up

Review Date September 2021

Funds Allocated: £29,440

Review Termly: December, March, June

Date reviewed 21.12.20

Date reviewed 23/4/21

Date Reviewed _____

Catch up Funding- Priorities and Actions linked to the funding.

Money Allocated: £29,440

Action - what needs to be done? Activities	Success Criteria - what will Change for the pupils? - Impact(So what?)	Resources What do you need? Approximate cost	Evaluation notes
<p>1. Address gaps in reading for identified pupils:</p> <ul style="list-style-type: none"> ● Liaise with PHIS to determine pupils who did not engage with school/ remote learning during lockdown. TD ● Pupil conferences to establish engagement of pupils during lockdown ● use 1:1 or small group tuition for catch up reading skills ● pupils who have been identified as needing catch up due to lack of access to books, online reading activities over lockdown 	<p>Identified pupils make progress in reading fluency and understanding.</p> <p>Pupils feel more confident and enthusiastic about reading.</p> <p>Pupils know that they have a voice - identified in pupil conferencing.</p>	<p>A qualified teacher on either M3/4</p> <p>Equivalent of 2 days/week = M3 x 14 weeks at 2days = £6414</p> <p>M4 X14 weeks @ 2days = £6785</p>	<p>LP x2 days M3</p> <p><i>Progress of identified pupils: x 4 pupils</i> Y6 average 1.0 point <i>3x PP ; 1 PP/SEND</i> Y5 average 0.75 point x 4 pupils <i>4 x PP</i> Y4 average 1.0 point x 4 pupils <i>3 XPP ; 1 X PP/SEND</i> Y3 average 1.75 X 4 pupils <i>4 x PP</i></p> <p>Progress of PP pupils is at least expected or above in Y3,4,6 Reading. Children engaged well and positive relationships were built. Reading confidence and understanding increased.</p> <p><u>Spring Term</u> <i>Progress of identified pupils: x 4 pupils</i> Y6 average 2.25 points <i>3x PP ; 1 PP/SEND</i> Y5 average 1.75 points <i>4 x PP</i> Y4 average 2.0 points <i>3 XPP ; 1 X PP/SEND</i> Y3 average 3.0 points <i>4 x PP</i></p> <p>Average Progress of PP pupils is at least expected or above in Y3,4,6 Reading. Engagement during lockdown was not consistent for all pupils but the different strategies applied ensured most made expected progress or above. Since return some pupils have received support in mental wellbeing also. Impact on reading progress has been positive.</p>

2. Due to lack of engagement with the school in delivering the Foundation curriculum, some groups of pupils will need to be given time to for extra retrieval activities - (LSA/ISA paid time)

- Go over activities planned during lockdown to identify gaps in knowledge for identified pupils - (look at engagement list in summer term)
- choose appropriate activities either 1:1 or in small same year group bubbles
- support learning not grasped within lessons that day/week
- use ict suite, ipads, classroom, hall after school to complete research/ Art/ DT etc. not done during lockdown
- Regular questionnaire to test knowledge of knowledge organisers/ lessons done that week. This can be done in pairs for those who will be nervous about testing.

Improved pupils' ability to access and utilise remote learning independently.

Pupils will be able to know more and remember more within specific foundation subjects.

Improved ability of pupils, to access and utilise remote learning independently.

LSA/ISA time for hours -
 2 sessions x 30 mins
 2 sessions x 30mins
 2hrs Weekly = £30 weekly

For 14 Weeks = £420

Start up again and increase each session to one hour

2 sessions x 60 mins for Y3&4 = £31.28 weekly and £437.92 for 14 weeks

2 sessions x 60 mins for Y5&6 = £31.28 weekly and £437.92 for 14 weeks

4 sessions of 60 mins per year groups X14 weeks = £875.84 in total

AC Y3 30 mins and Y4 30 mins weekly

Y4	R	W	M
Pupil1 (PP)	1.0	1.0	1.0
Pupil 2	1.0	1.0	2.0
Pupil 3 (PP)	1.0	1.0	1.0
Pupil 4	1.0	1.0	1.0
Pupil 5 (PP)	1.0	1.0	1.0

Y3	R	W	M
Pupil 1(PP)	1.0	3.0	1.0
Pupil 2 (PP) (left)	1.0	1.0	1.0
Pupil 3	1.0	1.0	0.0
Pupil 4 (SEND)	0.0	0.0	1.0
Pupil 5 (SEND)	1.0	1.0	1.0

The groups engaged well and are becoming more confident in their use of iPads for research as well as basic skills (Y3). All are trying their hardest in class and most are focusing better. Catch up in attainment percentages ranges from 7-12% (Y3) and 19-25% Y4.

Spring Term

During the spring term these interventions were replaced with other interventions with CT, support staff and Phase Leaders. To start the week beginning 3rd May.

GM Y5 and Y6 30 mins x2 a week

			<p><i>Children involved: evaluation of progress -</i> Y5 <i>X 1 pupil (PP)</i> <i>Progress R 1.0 and W 1.0</i></p> <p><i>X 1 pupil (PP)</i> <i>Progress R 1.0 and W 2.0</i></p> <p>Y6 <i>X 1 pupil (SEND)</i> <i>Progress R 3.0 and W 1.0</i></p> <p><i>X 1 pupil (PP)</i> <i>(only attended a couple of times)</i> <i>Progress R 1.0 and W 1.0</i></p> <p><i>X 1 pupil (PP)</i> <i>Progress R 0.0 and W 1.0</i></p> <p>Y5 PP progress is above expected for W and M, Y6 is above in all areas. All were very engaged and loved researching. They looked forward to their sessions and activities. One child still lacks confidence in the classroom - to continue esp. Reading skills linked with foundation. <u>Spring Term</u> During the spring term these interventions were replaced with other interventions with CT, support staff and Phase Leaders. To start the week beginning 3rd May.</p>
<p>3. To ensure pupils re-establish a sense of belonging so they build up their engagement with learning.</p> <ul style="list-style-type: none"> ● pastoral care during early morning/ after school to help identified pupils e.g remember things like - names of their classmates/ teacher x1 term ● Covid anxiety in children - healthy snack sessions in the afternoon ● Strategies/ therapies like: <ul style="list-style-type: none"> ○ Drama or art therapy ○ Lego therapy 	<p>Pupils develop a sense of belonging and responsibility.</p> <p>Pupils will feel refreshed and better able to concentrate on afternoon learning activities.</p> <p>Pupils will feel heard and be more focused on their learning</p>	<p>LSA time for hours - 4 sessions x 30 mins 2 hrs weekly = £30 weekly</p> <p>14 weeks = £420</p> <p><i>Start up again and increase each session to one hour</i></p> <p><i>4 sessions x 60 mins = £62.56</i></p>	<p>RJ art club all years x 30 mins weekly</p> <p><i>Children involved: evaluation of progress -</i> Y3 group x 4 pupils <i>All have made expected progress or above (one has made 2 points and another 3 points in W). Self esteem is boosted and learning behaviour has improved through small group learning.</i></p> <p>Y4 x 5 pupils</p>

	<p>as their concentration will improve.</p>	<p><i>weekly</i> X14 weeks = £875.84</p>	<p><i>All lack confidence but love this group, quietly creating and talking and being boosted. They are proud and it provides an oasis of calm. It translates into class with all making expected progress in RWM and one 3 points in W.</i></p> <p>Y5 x 5 pupils <i>The quiet talking and drawing time is much loved and a chance for small group talk for K (EAL), and being able to express themselves creatively. All are showing good focus and making expected progress in class except one (JT in W)</i></p> <p>Y6 group x 4 pupils <i>A chance for these children to express themselves creatively in a small group setting and feel proud of what they produce. Focus in class is showing improvement and all making expected progress with one making 2 points in W and M.</i></p> <p>Spring Term During the spring term these interventions were replaced with other interventions with CT, support staff and Phase Leaders. To start the week beginning 3rd May.</p>
<p>4. 1:1 home learning tuition for pupils who will benefit from this because they have been identified as needing this intervention to bridge gaps formed from lockdown. - (follow up with national tuition from Oct/Jan onwards)</p> <ul style="list-style-type: none"> ● identify a tutor for identified pupils. ● ensure pupils have a laptop/lpad to complete learning. 	<p>Pupils have access to online learning and are better focused.</p> <p>Progress reports will show increased knowledge and understanding of tasks set remotely or taught in school.</p>	<p>Home tutoring 1:1 tuition x2 pupils for 6weeks per pupil = £30/hr x12 = £360</p> <p>(First half of Spring Term to continue with same 2 pupils plus add 2 more pupils 6 weeks each - £720)</p>	<p>IK x2 hours a week <i>Pupil 1 progress: Y6 (PP/SEND)</i> <i>R- 1.0 still 1.0</i> <i>W - 0 now 1.0</i> <i>M - 0 now 1.0</i> Many issues surrounded x in the autumn term but we all feel he has turned a corner in his behaviour and attitude and this support should continue. Lockdown online sessions were not productive. After 4 weeks, the strategy for this pupil was changed and he is now receiving wellbeing support from LP instead.</p> <p><i>Pupil 2 Progress: Y5 (PP/SEND)</i> <i>R - 2.00 now 3.0</i></p>

			<p><i>W - 0 now 1.0</i> <i>M - 1.00 still 1.0</i></p> <p>Great engagement throughout and despite no progress for writing in the actual data, xs writing has improved and he is proud as he can now read what he has written and so can others. This is a huge step for him.</p> <p>Spring Term Engaged well during the first half of the spring term with a laptop on loan. His attitude changed after half term and his application has suffered as a result. We are working with him to change his mindset and attitude to his learning and ensuring he feels safe and less anxious so that he can apply himself to his learning fully.</p> <p>Additional pupils added: <i>Pupil 3 Progress: Y6 PP</i> <i>R - 1.0 (spring term)</i> <i>W - 2.0</i> <i>M - 2.0</i></p> <p>Engagement was high and confidence has grown for this pupil, who needs reassurance and to believe in her own ability and become more resilient in her learning.</p> <p><i>Pupil 4 Progress: Y6 PP</i> <i>R - 0</i> <i>W - 2.0</i> <i>M - 1.0 (spring term)</i></p> <p>This pupil applied himself well and engaged fully with the one to one. Reading will be a main focus in the summer term.</p>		
<p>5. Basic literacy & numeracy skills due to lost learning time during lock down addressed for identified children including the HA PP pupils/ SEND pupils.</p> <ul style="list-style-type: none"> 1:1/small group tuition delivering planned basic skills activities for identified pupils 	<p>Identified PP/ DA children will be working at a greater depth as expected.</p> <p>Identified pupils will make progress in basic skills and be able to apply in other contexts.</p>	<p>A qualified teacher on either M3/4 Equivalent of 2 days/week = M3 x 14 weeks at 2days = £6414 M4 X14 weeks @ 2days = £6785</p>	<p>LP x2 days weekly M3 <i>Basic skills pupils' progress:</i></p> <table border="1" data-bbox="1742 1337 2123 1445"> <tr> <td><i>Y6 Group Writing average 1.0 now 1.5</i></td> <td><i>Y6 Group Maths average 1.0 now 1.5</i></td> </tr> </table>	<i>Y6 Group Writing average 1.0 now 1.5</i>	<i>Y6 Group Maths average 1.0 now 1.5</i>
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<p>1. (PP) 1.0 now 2.0 2. (PP) 1.0 now 2.0 3. (PP) 0.0 now 1.0 4. (PP/SEND) 1.0 still 1.0</p>	<p>1. (PP/SEND) 1.0 now 2.0 2. (PP) 1.0 still 1.0 3. (PP) 1.0 still 1.0 4. (PP) 1.0 now 2.0</p>
<p>Y5 Group Writing average 1.75 now 2.5</p>	<p>Y5 Group Maths average 0.5 now 1.25</p>
<p>1. (PP) 3.0 still 3.0 2. (PP) 1.0 now 2.0 3. (PP) 2.0 now 3.0 4. (PP) 1.0 now 2.0</p>	<p>1. (PP) 1.0 now 3.0 2. (PP/SEND) 1.0 still 1.0 3. (PP/SEND) 0 now 1.0 4. (PP/SEND) 0 still 0</p>
<p>Y4 Group Writing average 1.0 now 2.0</p>	<p>Y4 Group Maths average 1.0 now 2.0</p>
<p>1. (PP) 1.0 now 2.0 2. (PP) 1.0 now 2.0 3. (PP) 1.0 now 2.0 4. (PP) 1.0 now 2.0</p>	<p>1. (PP) 1.0 now 2.0 2. (PP) 1.0 now 3.0 3. (PP) 1.0 still 1.0 4. (PP) 1.0 now 2.0</p>
<p>Y3 Group Writing average 1.0 now 2.0</p>	<p>Y3 Group Maths average 0.75 now</p>
<p>1. (PP) - now left- 1.0 2. (PP) 1.0 now 2.0 3. 1.0 now 2.0 4. (PP) 1.0 now 2.0</p>	<p>1. (PP) 1.0 still 1.0 2. (PP) 1.0 still 1.0 3. (PP) - 0 now awaiting confirmation 4. (SEND) 1.0 still 1.0</p>

SLT agree that this extra support is impacting on overall progress and confidence.
Progress across the school of SEND and DA is mostly above expected and gaps have closed significantly since last term.

Spring Term

			<p>During the lockdown LP provided live 1:1 reading sessions, writing and maths workshops, drop in sessions and set writing and maths tasks. Engagement during lockdown was a factor in lack of progress for certain children despite phone calls and reminders for sessions. Upon return to school LP's timetable was amended according to the response from teachers about help needed for certain members of their class. Most children needed quiet talks and time to talk about their lockdown and how they were feeling about being back at school. Impact on progress data is inconsistent across the year groups but positive in Y3,4,5 writing and Y4 maths.</p>
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Catch Up Impact Overall

In Y6 PP pupils made above expected in-year progress in Reading, Writing and Maths. Historically PP pupils have been lagging behind their peers, however at the end of the summer term they **outperformed their peers in maths** progress and **gaps closed from the spring term in Reading, Writing and Maths**. The combination of approaches - academic interventions as well as a holistic, nurturing approach with wellbeing/creative/interactive interventions - succeeded in ensuring PP pupils in Y6 made accelerated progress as a group.

We celebrate the Y6 achievement which reflects the covid catch up strategy used whilst schools were closed and on return to full days from March to the end of the school year.

Across all other year groups whilst Catch Up interventions ensured that most pupils made expected or better than expected progress, gaps between them and their peers grew larger. This was in line with National findings, where reading gaps closed during the autumn term, then due to spring term closure they had widened again by the end of the year. Nationally the loss of learning in maths was even greater by the end of the academic year and this is reflected in our school, with the widest maths gaps being in Y3 and Y5.

The most recent evidence and research to make the greatest impact on the outcomes for PP pupils include the following:

- Increased participation in reading activities
- Attend to hidden barriers
- Revisit efforts and strategies used to make gains
- In-class support
- Be specific to pupils needs
- Bespoke approach
- Differentiation is key!
- Relationship based approach
- Teaching skill - consistent
- Pupil voice

- Interventions - non class based (outdoor learning)

A tiered approach is needed, with effective class teaching a top priority, targeted academic support provided by class teachers, phase leaders, support staff and tutors and wider strategies such as attendance, behaviour and social and emotional support. These will be carefully considered when planning our Catch Up strategy for 2021-22 which will be linked to the PP Strategy.

NL 3 extra days a week in the autumn term to come from Catch Up - Y4 support NL 2 extra days a week from 16th March and through the summer term - Y4 support			
Total	Date checked: 15/09/20	£14,770	
Balance		£14,670	
Money spent in term 1 with on costs: (Only includes December pay which covered hours for Oct and Nov)	Budget: £14,770	Actual spend: £3265.89	
Money spent in term 2:		Staffing: £9364.49 Other: £40.65 Total: £9405.14	
Total spent to date - 23/04/21		£ 12671.03	Balance = £16768.97
Money spent in term 3:		Staffing: £23138.66 Other: £2443.55 Total: £25582.21	£3297.79
Total spent to date - 31/08/21		£25582.21	Balance and carry forward = £3297.79