



## St James CE Primary School

### Catch Up Premium Plan 2020/21

#### Overview

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the [curriculum expectations](#) for the next academic year.

Mainstream schools will receive a total of **£80 per pupil** for reception through to year 11.

Currently, we have 430 children eligible, amounting to **£34,400**.

#### What do children need to catch up on?

Since returning to school in September, teachers have worked hard to quickly assess children using a range of strategies to identify the areas that they have fallen furthest behind in. These will be the main focus of the catch up. The main areas where children have been impacted the most are:

- **Reading/phonics** – although children have continued to read, children have not had the direct instruction that they would have benefited from previously. They have fallen behind in their phonics knowledge and language and comprehension skills. Fluency has also been impacted.
- **Writing (including spelling and grammar)** – children have fallen behind in their spellings and in their ability to write well-structured pieces of work at length.
- **Maths (including number knowledge and mathematical operations)** – children's ability to recall number facts has been impacted and the fluency that they recall previously learnt facts. They have also fallen behind in basic arithmetic.
- **Language** – our younger children in particular have fallen behind in their language development due to the prolonged period of time they spent at home and away from a language rich classroom.



## What will we do to help pupils catch up?

| 1 | <b>Quality First Teaching</b><br>First and foremost, we believe most children will catch up swiftly with high quality, inclusive teaching within the classroom. As part of our CPD programme for the 2020-21 academic year, a significant amount of time will be spent training teachers to be the best teachers that they can be, using research led and evidence based practices to guide practice within the classroom and remotely. Teachers will use direct instruction (incorporating modelling and scaffolding), alongside high quality assessment and feedback, and independent practice to support learning and to help children catch up.                                     |  |  |  |
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|   | Strategy  | Intended impact  | Impact measure   | Cost   |
|   | <ul style="list-style-type: none"> <li>• Quality first teaching supported by evidence informed CPD for teachers and support staff.</li> <li>• Upskill all staff in the use of assessment and feedback and support with appropriate technology for use with remote learning.</li> <li>• A broad and engaging curriculum that focuses on vocabulary acquisition.</li> <li>• Development of a maths mastery approach supported by leader within school and external mastery specialist.</li> <li>• Frequent low stakes testing using retrieval to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.</li> </ul> | <p>Teachers will have high quality assessment information about children’s learning which they can use to support learning journeys.</p> <p>Children will make progress in their learning of key concepts and core knowledge and will make gains in their learning. Assessments will show that children are making progress in key areas and attainment improving.</p> | <p>Data will be used from Rising Stars assessments to measure progress in Reading, Writing and Maths.</p> <p>In KS1, data from phonics assessments will be used to track progress.</p> | <p>Release time for training/any other CPD and any associated resources eg. Rosenshine books: <b>£1500</b></p> |



| 2 | <b>Targeted academic support</b><br>For children who need additional support to catch up or for those with the most significant gaps in key concepts and knowledge, further targeted academic support will be put in place using the methods outlined below.   |  |  |  |
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|   | Strategy   | Intended impact  | Impact measure   | Cost   |
|   | <b>Nuffield Early Language Intervention (NELI):</b> <ul style="list-style-type: none"> <li>NELI involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support. Children who would benefit from NELI are identified by an initial app-based assessment of pupils' oral language, called LanguageScreen. The intervention is delivered over 20 weeks by trained school staff, such as a teaching assistant.</li> </ul> | Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England. | Entry and exit assessments of children who have completed the programme will be used to assess progress. | Funding will be used to release staff to be trained in delivering the intervention<br><b>£1000</b> |
|   | <b>Small group tuition delivered by experienced teacher:</b> <ul style="list-style-type: none"> <li>An <b>experienced teacher</b> will deliver small group tuition and interventions in key year groups (2 and 6) where gaps have been</li> </ul>  | Children will benefit from the additional focused tuition of an experienced teacher in key areas of reading, writing and maths.  | A range of assessments will be used to gather information and assess the impact of tuition.              | Intervention teacher: <b>£21,256.</b>  |



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|  | <p>identified. Interventions will be closely matched to children’s needs.</p>   | <p>Children will make rapid gains in their learning and attainment will be improved.</p>   | <p>Entry and exit assessments will be completed to measure progress.</p> <p>Results from standardised tests and others will be used to measure impact (PIRA, PUMA, phonics assessments, WellComm).</p>  |   |
|  | <p><b>Range of Interventions delivered by teacher and TA’s</b></p> <ul style="list-style-type: none"> <li>• TAs within individual year groups will also be used to deliver bespoke same day catch up sessions in each phase which will involve small group delivery of focussed sessions that involve tackling misconceptions immediately to ensure children do not fall behind in their learning.</li> <li>• TAs will also deliver interventions to pupils who have the biggest gaps in knowledge. Formative and diagnostic assessments will be used to identify where gaps are in key concepts and knowledge.</li> <li>• Interventions will focus on those which use direct instruction as far as possible eg. Precision teaching.</li> </ul> | <p>Children will make progress in their learning of key concepts and core knowledge and will make gains in their learning, narrowing any gaps.</p> | <p>A range of assessments will be used to gather information and assess the impact of interventions. Where structured interventions are used, entry and exit assessments will be completed to measure progress. Where children receive same day catch up or bespoke intervention support, results from standardised tests will be used to measure impact (PIRA, PUMA, phonics assessments, WellComm).</p> | <p>Funding will be used to release staff to be trained in any new interventions and the resources to support these will be purchased.</p> <p><b>£1000</b></p> |



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| <p><b>After school lessons:</b></p> <p>For those children who need it most, weekly after school lessons will be run by qualified teachers to support further teaching and close gaps in key concepts and skills.</p> <p>These sessions will be run as small group and will target core knowledge and skills.</p> <p>These lessons will be:</p> <ul style="list-style-type: none"> <li>• Learning-focused and well-planned (extra time in school on its own won't be effective)</li> <li>• Aligned with learning that's going on during the rest of the day, not an add-on. Pupils should feel like it's an extension of the classroom and expectations are the same, and they shouldn't see it as a "fall-back" option</li> <li>• Focus on reading and phonics.</li> </ul> | <p>Additional teaching time will enable children with the greatest gaps in their learning extra time to be taught by an experienced teacher to help them gain back lost learning time.</p> <p>Children will make rapid gains in their phonics knowledge in KS1 and the proportion of children reaching age related expectations will increase.</p> <p>In KS2, children will improve in their reading fluency and comprehension skills.</p> | <p>Results from standardised tests will be used to measure impact (PIRA) and phonics assessments</p> | <p>Paying teaching to deliver additional lessons after school.</p> <p>Cost of overtime for teachers:<br/><b>£4000</b></p> |
| <p><b>Accelerated Reader:</b></p> <ul style="list-style-type: none"> <li>• Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs</li> </ul>  | <p>Children will make improvements in their fluency and comprehension (KS2).</p> <p>EEF study found pupils who were offered Accelerated Reader made 3 months'</p>  | <p>STAR assessments and results from AR programme.</p>   | <p>Cost of licences and training for 1 year:<br/><b>£6,109.20</b></p>   |



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|  | and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. | additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. |  |  |
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| 3 Wider Strategies   |   |  |  |             |
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| School will use a range of other strategies to support catch up including supporting parents and carers. Pastoral contact will be made at home for disadvantaged students to identify barriers to engagement with remote learning due to technology or lack of other forms of support. Bagels will continue to be served daily in classrooms for all children as nutrition is a key factor in supporting learning. |   |  |  |             |
|  | Strategy  | Intended impact  | Impact measure                             | Cost        |
|  | <p><b>Supporting home learning through the purchasing of resources:</b></p> <ul style="list-style-type: none"> <li>• Good quality workbooks to be purchased and sent home to children who have no access to wifi and cannot access the remote learning that others can on Microsoft Teams. CGP resources to be used when appropriate and high quality work packs prepared, along with stationery for children.</li> </ul> | Children who do not have access to good quality wifi are not adversely impacted and can continue to learn remotely using good quality resources. | Engagement of children with home learning. | <b>£500</b> |