

Catch-up Premium Strategy 2020-2021

School's name	St. Andrew's CE Junior School	Date	8/12/20
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School's universal catch-up premium fund (total amount)	£		Number	Percentage
Total number of pupils on roll	NOR = 212	Pupils eligible for the pupil premium/ disadvantaged	86	41%
		Pupils eligible with SEND	14	7%
		Pupils eligible who are LAC and/or PLAC	7	3%
National Tutoring Programme	Tutors - FTE= £ 4,400		Academic Mentors – FTE = £	

Barriers	
Academic	
1.	Gaps in learning that have developed as a consequence of school being closed during Spring/Summer lockdown periods.
2.	Wider disparity between PP children and non-disadvantaged.
3.	Continued closure of isolated bubbles
Behaviour and Attitudes	
4.	Some children developed poor learning behaviours as a result of a lengthy time away from traditional lessons; consequently, progress in lessons has been impacted.
5.	
Personal development (including social and emotional health and wellbeing)	
6.	Increased number of children presenting with post-lockdown emotional concerns
7.	Increased number of children with multi-agency intervention
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: 18/12/20 HT, SLT and GB. Spring: 1/4/21 HT, SLT and GB. Summer: 16/7/21 HT, SLT and GB.

Catch-up Premium: Academic Objective 1: Eliminate weak progress caused by children missing learning						
Reasons for the approaches taken: A significant number of children participated in home learning during lockdown which has resulted in a drop in standards with regards to key skills in core curriculum areas.						
Success criteria – Children identified make the progress needed so that they are in-line with where they would’ve been without the time lost						
Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund National tutoring programme
1	<i>Gaps in learning that have developed as a consequence of school being closed during Spring/Summer lockdown periods.</i>	<i>Chn make above-average progress.</i>	<i>Intervention groups setup across the year groups</i>		<i>Reviewed by SLT at the end of each half-term</i>	£4,400 allocated for Autumn 1 spent £3,133.00
			<i>HLTA in Y3 to work with children identified. Y4 teachers released on Wednesdays to work in small intervention groups for Maths and Reading. One day a week intervention catch-up in Y6, teachers released to take groups. Y6 after-school groups for core subjects, led by HLTA.</i>			Carrying over to next term before further funding will be £1,267.00
Catch-up premium plan: Academic Narrow the gap between PP children and non-disadvantaged children						

Reasons for the approaches taken: High proportion of children who didn't participate in home learning were PP and disadvantaged. This has widened gap in attainment with their peers.

Success criteria – The gap between PP and non-disadvantaged children returns to what it was before lockdown or improves.

Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund National tutoring programme
2	<i>Support for PP children</i>	<i>Average progress scores for PP children returns to pre-lockdown levels, or better.</i>	<i>Staff to focus on PP children with particular interest when assessing work (formative and summative) to identify gaps</i>		<i>Reviewed by SLT at the end of each half-term</i>	

Catch-up premium plan: **Academic Objective 3.....**

Reasons for the approaches taken:

Success criteria - what will tell you that you have overcome the barrier?

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund National tutoring programme
3 <i>Continued closure of isolated bubbles</i>	<i>Delivery and access to high quality remote learning and blended learning for those pupils required to isolate during term time.</i>	<i>Teachers prepared to switch to online and remote learning immediately upon bubble closures</i> <i>Work available on the website for children individually isolating.</i>	<i>Class Teacher</i>	<i>HT, SLT & Gobs</i>	<i>n/a</i>

Catch –up premium plan: **Behaviour and attitudes Improve learning behaviours in lessons**

Reasons for the approaches taken: Lockdown and the time children have spent away from school has developed poor learning behaviours with some children, impacting on their progress in lessons.

Success criteria – children demonstrate good learning behaviours in all lessons and make optimal progress

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund National tutoring programme
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4	<i>Some children developed poor learning behaviours as a result of a lengthy time away from traditional lessons; consequently, progress in lessons has been impacted.</i>	<i>Classes focus on LEARNER traits and positive behaviours rewarded. This is to include children being ready for learning and active in lessons.</i> <i>Observations of ALL lessons demonstrate at least good, if not outstanding, learning behaviours.</i>	<i>Drop-ins of any nature also focus on learning behaviours. Children to be reminded of the LEARNER skills on a lesson-by-lesson basis and picked up on in lessons.</i>	<i>All teaching staff, including support staff (by end of Autumn term)</i>	<i>Lesson observations and drop-ins.</i>	<i>n/a</i>
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Catch –up premium plan: **Behaviour and attitudes Objective 5...**

Reasons for the approaches taken:

Success criteria - what will tell you that you have overcome the barrier?

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund National tutoring programme
5					

Catch-up premium plan: **Personal development Objective 6...**

Reasons for the approaches taken:

Success criteria - what will tell you that you have overcome the barrier?

Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund National tutoring programme
6	<i>Increased number of children presenting with post-lockdown emotional concerns</i>	<i>MACAWS sessions evaluation forms – VOC, teacher & parent where appropriate</i>	<i>MACAWS team will evaluate and discuss the individual approaches and provision on a case by case basis</i>	<i>MACAWS team</i>	<i>HT, SLT, SENDCo & Govs</i>	<i>n/a</i>
Catch-up premium plan: Personal development Objective 7...						
Reasons for the approaches taken:						
Success criteria - what will tell you that you have overcome the barrier?						
Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund National tutoring programme

7	Increased number of children with multi-agency intervention	MACAWS sessions evaluation forms – VOC, teacher & parent where appropriate	MACAWS team will evaluate and discuss the individual approaches and provision on a case by case basis	MACAWS team	HT, SLT, SENDCo & Gvs	n/a
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Review of the impact of the strategy				
		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
1.	Ac.			
2.				
3.				
4.				
5.	B A			
6.	P D			
7.				