

Catch-up Premium Strategy 2020-2021

School's name	<i>Stonelow Junior School</i>	Date	8.10.20
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School's universal catch-up premium fund (total amount)	£12,480	Number	Percentage
Total number of pupils on roll	NOR = 156	Pupils eligible for the pupil premium/ disadvantaged	38
		Pupils eligible with SEND	9 5.7%
		Pupils eligible who are LAC and/or PLAC	0 0%
National Tutoring Programme	Tutors - FTE= £ N/A	Academic Mentors – FTE = £ N/A	

Barriers	
Academic	
1.	<i>Gaps in some learning noted after 4 week assessment period. More noticeable for some pupils than others, dependent on their engagement throughout lockdown. Maths – times tables, application of skills, topics missed during lockdown period.</i>
2.	<i>Reading – Gap widened between pupils who have continued to practise reading and those who haven't. Encouraging children to get back into routines of reading at home.</i>
3.	<i>Writing – handwriting and presentation, pace and fluency, reduction in amount of work produced. Some gaps in spelling and punctuation.</i>
Behaviour and Attitudes	
4.	<i>Increase in pupils with poor concentration. Lack of pace. A number of children very tired. Increase in closed, rather than growth mind-set amongst some pupils.</i>
5.	<i>Wider range and increasing number of pupil showing poor behaviour for a number of reasons.</i>
Personal development (including social and emotional health and wellbeing)	
6.	<i>Increase in mental health issues as family circumstances change – a number of parents separating, children moving from other schools, pupils with social service involvement, families who have struggled during lockdown</i>
7.	<i>Parental involvement / home issues</i>

Date(s) of review(s) and impact of catch-up premium funding:	Autumn: Oct 2020 <i>HT, SLT and GB.</i> Spring: <i>April 2021</i> <i>HT, SLT and GB.</i> Summer: <i>July 2021</i> <i>HT, SLT and GB.</i>

Catch-up Premium: **Academic** **Objective 1: To improve children's reading skills across the school**

Reasons for the approaches taken: EEF teaching and learning toolkit and tiered approach to supporting teaching and learning used to help inform judgements on support put in place. Focus on high quality teaching for all, effective assessment, targeted support [one to one and small group tuition] Flexible teaching timetable to allow for targeted support in afternoons so that gaps are addressed as quickly as possible. Staff to stay with classes for the whole week to support this and have effective dialogue with TA's. Updated marking policy allows for quick and timely support and intervention.

Explicit teaching / scaffolding / cognitive and metacognitive strategies / flexible groupings

Focus on:

Small group tuition [+4 months]

One to one tuition [+5 months]

Reading comprehension strategies [+6 months]

Phonics [+4 months]

Quality feedback [+8 months]

Digital technology [+4 months]

Behaviour interventions [+3 months]

Meta-cognition and self-regulation [+7 months]

Social and emotional learning [+4 months]

Success criteria – Reading assessment scores improve over a period of time. All children are reading at least 3 times a week. Children are motivated readers. Reluctant readers are targeted and become reading champions.

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 Tutor scheme/pillar Academic mentor scheme/pillar

1	<p><i>Reading – Gap widened between pupils who have continued to practise reading and those who haven't</i></p>	<p>For pupils to make AT LEAST expected progress. For attainment to be at expected or above</p> <p><i>Ongoing assessments Formal assessments and data scrutiny. 3 reads a week recorded Improvement in home support</i></p>	<p>Focus on high quality teaching for all, effective assessment, targeted support [one to one and small group tuition]</p> <p><i>Ongoing assessment inform one to one reading support for pupils Additional one to one TA support to target children Small group comprehension and guided reading groups timetabled Effective feedback built into one to one and small group work [staff meeting / TA training] Focus on reading comprehension strategies [CPD? Staff meeting time] Small group phonic work Develop use of digital technology to support reading Targeted parental involvement / support Whole school initiatives to target reluctant readers – reading champions /</i></p>	<p><i>Daily assessment in ongoing assessment books Half-termly assessment recorded TA timetable reviewed half-termly Staff meetings Autumn 2 / Spring 1 on: Reading comp [EC] Effective feedback [CR] TA training on the same and including phonics [CR] Parental involvement and support – Autumn 2 Whole school initiatives in place by Spring 2</i></p> <p><i>EC and CR EK for TA support</i></p>	<p><i>Ongoing reading records Informal record keeping in assessment books Learning walks Half-termly data collection Staff and pupil feedback Book scrutiny / work scrutiny</i></p>	<p><i>Universal fund – TA support % of 24 hours -</i></p>
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			<i>library champions etc</i>			
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Catch-up premium plan: **Academic Objective 2: To improve maths skills and application of these**

Reasons for the approaches taken: EEF teaching and learning toolkit and tiered approach to supporting teaching and learning used to help inform judgements on support put in place. Focus on high quality teaching for all, effective assessment, targeted support [one to one and small group tuition]. Flexible teaching timetable to allow for targeted support in afternoons so that gaps are addressed as quickly as possible. Staff to stay with classes for the whole week to support this and have effective dialogue with TA's
Explicit teaching / scaffolding / cognitive and metacognitive strategies / flexible groupings

Focus on:

Small group tuition [+4 months]

One to one tuition [+5 months]

Quality feedback [+8 months]

Digital technology [+4 months]

Behaviour interventions [+3 months]

Meta-cognition and self-regulation [+7 months]

Social and emotional learning [+4 months]

Success criteria – Maths assessment shows an improvement over time. Children are increasingly confident, independent, fluent

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 Tutor scheme/pillar Academic mentor scheme/pillar

2	<p><i>Maths – times tables, application of skills, topics missed during lockdown period</i></p>	<p>For pupils to make AT LEAST expected progress. For attainment to be at expected or above</p> <p><i>Ongoing assessments Formal assessments and data scrutiny.</i></p>	<p>Focus on high quality teaching for all, effective assessment, targeted support [one to one and small group tuition]</p> <p><i>Small, supported maths groups timetabled Effective feedback built into one to one and small group work [staff meeting / TA training] Focus on times tables, missed topics in class Develop use of digital technology to support maths Targeted parental involvement / support through homework Whole school initiatives to target reluctant mathematicians– number champions etc</i></p>	<p><i>Daily assessment in ongoing assessment books Half-termly assessment recorded – new assessment devised to allow for ‘catch up’ of missed topics. TA timetable reviewed half-termly Staff meetings and TA training organised Parental involvement and support – Autumn 2 Whole school initiatives in place by Spring 2</i></p>	<p><i>Ongoing maths records Informal record keeping in assessment books Learning walks Half-termly data collection Staff and pupil feedback Book scrutiny / work scrutiny</i></p>	<p><i>Universal fund – TA support % of 24 hours -</i></p>
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Catch-up premium plan: **Academic** **Objective 3: Improvement in GAPS, spelling, presentation, pace and fluency**

Reasons for the approaches taken: Reasons for the approaches taken: EEF teaching and learning toolkit and tiered approach to supporting teaching and learning used to help inform judgements on support put in place. Focus on high quality teaching for all, effective assessment, targeted support [one to one and small group tuition]. Flexible teaching timetable to allow for targeted support in afternoons so that gaps are addressed as quickly as possible. Staff to stay with classes for the whole week to support this and have effective dialogue with TA's
Explicit teaching / scaffolding / cognitive and metacognitive strategies / flexible groupings

Focus on:

Small group tuition [+4 months]

One to one tuition [+5 months]

Quality feedback [+8 months]

Digital technology [+4 months]

Behaviour interventions [+3 months]

Meta-cognition and self-regulation [+7 months]

Social and emotional learning [+4 months]

Success criteria - Writing assessment shows an improvement over time. Children are increasingly confident, independent, fluent. Handwriting and joining 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 Tutor scheme/pillar Academic mentor scheme/pillar

3	<p><i>Writing – handwriting and presentation, pace and fluency, reduction in amount of work produced. Some gaps in spelling and punctuation</i></p>	<p>For pupils to make AT LEAST expected progress. For attainment to be at expected or above</p> <p><i>Ongoing assessments Formal assessments and data scrutiny.</i></p>	<p>Focus on high quality teaching for all, effective assessment, targeted support [one to one and small group tuition]</p> <p><i>Small, supported writing / GAPS groups timetabled Effective feedback built into one to one and small group work [staff meeting / TA training] Focus on handwriting, presentation, spelling, punctuation Develop use of digital technology to support writing Targeted parental involvement / support through homework Whole school initiatives to target reluctant writers– writing champions etc</i></p>	<p><i>Daily assessment in ongoing assessment books Half-termly assessment recorded TA timetable reviewed half-termly Staff meetings and TA training organised Parental involvement and support – Autumn 2 Whole school initiatives in place by Spring 2</i></p>	<p><i>Ongoing maths records Informal record keeping in assessment books Learning walks Half-termly data collection Staff and pupil feedback Book scrutiny / work scrutiny</i></p>	<p><i>Universal fund – TA support % of 24 hours -</i></p>
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Catch –up premium plan: **Behaviour and attitudes Objective 4:** *Increase in pupils with poor concentration. Lack of pace. A number of children very tired. Increase in closed, rather than growth mind-set amongst some pupils*

Reasons for the approaches taken: Stonelow is a trauma informed school, with a trauma informed practitioner [SH]. The principles of this are based around protect, regulate, reflect and repair. We are also an attachment aware school and follow their principles. There will be a whole school approach with a focus on self- regulation, self-care [including sleep], social and emotional learning. Nurture will continue, and the Family Support worker will continue her work with individual pupils and their families to devise strategies to ensure that the pupils are ready to learn. School will continue to use motional as an assessment tool for monitoring children’s mental health and wellbeing.

Behaviour interventions [+3 months]

Meta-cognition and self-regulation [+7 months]

Social and emotional learning [+4 months]

Success criteria – Noticeable improvement in learning behaviours and attitudes as reflected on behaviours of learning assessment. Improvements reflected through work in class and support given by FSW

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 Tutor scheme/pillar Academic mentor scheme/pillar
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4	<p>Increase in pupils with poor concentration. Lack of pace. A number of children very tired. Increase in closed, rather than growth mind-set amongst some pupils</p>	<p>Pupils to be protected, regulated, reflective and able to repair relationships. Pupils to feel safe, happy and ready to learn. Pupils with a growth mind-set, able to learn from their mistakes</p> <p>Behaviour of learning assessments termly Motional assessments</p>	<p>Ongoing whole school focus on the principles of protect, regulate, reflect and repair</p> <p>FSW to continue to support pupils and families and work with outside agencies Whole school focus on sleep and stress lead by Nadege [mindfulness teacher] Whole school assemblies and focus on growth mind-set strategies Whole class focus on pace and fluency. TA support in afternoon for children to complete work</p>	<p>Focus on sleep – Autumn 1 – NR/SH/staff Focus on stress – Autumn 2 – NR/SH/staff Growth mindset – CR / EC – Autumn term</p>	<p>Ongoing motional records Informal record keeping in assessment books Behaviour of learning assessments Learning walks Half-termly data collection Staff and pupil feedback Book scrutiny / work scrutiny</p>	<p>Universal fund – TA support % of 24 hours</p>
<p>Catch –up premium plan: Behaviour and attitudes Objective 5: Wider range and increasing number of pupil showing poor behaviour for a number of reasons.</p>						

Reasons for the approaches taken: Stonelow is a trauma informed school, with a trauma informed practitioner [SH]. The principles of this are based around protect, regulate, reflect and repair. We are also an attachment aware school and follow their principles. There will be a whole school approach with a focus on self-regulation, self-care [including sleep], social and emotional learning. Nurture will continue, and the Family Support worker will continue her work with individual pupils and their families to devise strategies to ensure that the pupils are ready to learn. School will continue to use motional as an assessment tool for monitoring children's mental health and wellbeing.

Behaviour interventions [+3 months]

Meta-cognition and self-regulation [+7 months]

Social and emotional learning [+4 months]

Success criteria - Noticeable improvement in behaviour and attitudes as reflected on behaviours of learning assessment. Improvements reflected through work in class and support given by FSW. Fewer behaviour incidents logged

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 Tutor scheme/pillar Academic mentor scheme/pillar
5 <i>Wider range and increasing number of pupil showing poor behaviour for a number of reasons.</i>	<i>Pupils to be protected, regulated, reflective and able to repair relationships. Pupils to feel safe, happy and ready to learn. Behaviour in class and outside good</i> Behaviour of learning assessments termly Motional assessments	<i>Ongoing whole school focus on the principles of protect, regulate, reflect and repair</i> <i>Behaviour policy addendum written and shared with pupils and parents FSW and HT to support individuals and groups of pupils Timely parental involvement to offer support and share information</i>	<i>Ongoing – CR/EC/SH and staff</i>	<i>Ongoing motional records Behaviour of learning assessments Behaviour incidents logged MyConcern kept up to date Learning walks Staff and pupil feedback</i>	<i>Universal fund – TA support % of 24 hours</i>

Catch-up premium plan: **Personal development Objective 6: Increase in mental health issues**

Reasons for the approaches taken: **Stonelow is a trauma informed school, with a trauma informed practitioner [SH]. The principles of this are based around protect, regulate, reflect and repair. We are also an attachment aware school and follow their principles. There will be a whole school approach with a focus on self-regulation, self-care [including sleep], social and emotional learning. Nurture will continue, and the Family Support worker will continue her work with individual pupils and their families to devise strategies to ensure that the pupils are ready to learn. School will continue to use motional as an assessment tool for monitoring children’s mental health and wellbeing.**

Behaviour interventions [+3 months]

Meta-cognition and self-regulation [+7 months]

Social and emotional learning [+4 months]

Success criteria – Attendance high as pupils want to come to school. Staff, pupils and parents feeling supported by our whole school approach to mental health. Pupils informed and using language to discuss their emotions and feelings and describing their behaviours.

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 Tutor scheme/pillar Academic mentor scheme/pillar
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6	<p><i>Increase in mental health issues as family circumstances change – a number of parents separating, children moving from other schools, pupils with social service involvement, families who have struggled during lockdown</i></p>	<p><i>Pupils to be protected, regulated, reflective and able to repair relationships. Pupils to feel safe, happy and ready to learn. Behaviour in class and outside good</i></p> <p>Behaviour of learning assessments termly Motional assessments FSW records / notes</p>	<p><i>FSW to continue to support pupils who need it on a one to one basis.</i></p> <p><i>Year group nurture to continue in school</i></p> <p><i>FSW to continue to work with and support parents</i></p> <p><i>Use of parenthub to share websites, links, contacts to support</i></p>	<p><i>Ongoing – CR/EC/SH and staff</i></p>	<p><i>Ongoing motional records</i></p> <p><i>Behaviour of learning assessments</i></p> <p><i>Behaviour incidents logged</i></p> <p><i>MyConcern kept up to date</i></p> <p><i>Learning walks</i></p> <p><i>Staff and pupil feedback</i></p> <p><i>FSW notes and records</i></p>	<p><i>School budget – FSW salary</i></p>
<p>Catch-up premium plan: Personal development Objective 7: Parental involvement / home issues</p>						

Reasons for the approaches taken: **Stonelow is a trauma informed school, with a trauma informed practitioner [SH]. The principles of this are based around protect, regulate, reflect and repair. We are also an attachment aware school and follow their principles. There will be a whole school approach with a focus on self- regulation, self-care [including sleep], social and emotional learning. Nurture will continue, and the Family Support worker will continue her work with individual pupils and their families to devise strategies to ensure that the pupils are ready to learn. School will continue to use motional as an assessment tool for monitoring children’s mental health and wellbeing.**

Success criteria – Communication with parents continues, with timely conversations, e-mails and phone calls. Parents and families to continue to feel supported and part of the Stonelow family. FSW and HT to continue to work with families to support them. Outside agencies involved as and when necessary.

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 Tutor scheme/pillar Academic mentor scheme/pillar
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7	<p><i>Parental involvement / home issues</i></p>	<p><i>Parents to be protected, regulated, reflective and able to repair relationships. Pupils to feel safe, happy and ready to learn. Behaviour in class and outside good</i></p> <p>Behaviour of learning assessments termly Motional assessments</p>	<p><i>FSW and HT to continue to communicate with parents in a variety of ways: e-mail socially distant face to face zoom phone</i></p> <p><i>All staff to continue to use parenthub to communicate with parents Creative ways to involve parents through zoom quizzes, use of videos etc</i></p> <p><i>Support for parents via webinars and zoom – sleep / stress</i></p> <p><i>Clear strategy communicated for remote learning – packs sent home / timetables on website / zoom lessons in case of lockdown</i></p> <p><i>Continued timely, clear and effective communication with parents to reassure and soothe</i></p>	<p><i>Ongoing – CR/EC/SH and staff</i></p>	<p><i>E-mails Parent questionnaire Parenthub messages</i></p>	
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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.	<i>Brief recap for each barrier.</i>	<i>Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.</i>	<i>Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.</i>
2.				
3.				
4.	B A			
5.				
6.	P D			
7.				