

Catch-up Premium Strategy 2020-2021

School's name	Litton C of E Primary School Updated after second lockdown	Date	March 24 th 2021
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School's universal catch-up premium fund (total amount)	£ 4400	Number	Percentage	
Total number of pupils on roll	NOR = 55	Pupils eligible for the pupil premium/ disadvantaged	6	11.7
		Pupils eligible with SEND		
		Pupils eligible who are LAC and/or PLAC	0	0
National Tutoring Programme	Tutors - FTE= £		Academic Mentors – FTE = £	

Barriers	
Academic	
1.	<i>Lack of progress in writing as pupils have been unwilling to write and not enough attention paid to the SPAG whilst working at home.</i>
2.	<i>Insufficient Maths work completed or understood during the lockdown and so children are not at expected level.</i>
3.	<i>Children have not had sufficient attention paid to handwriting or punctuation and so have regressed</i>
4.	<i>Reception children have missed vital phonics teaching due to lack of engagement at home.</i>
Behaviour and Attitudes	
5.	<i>Difficulty in working as part of a class – adjusting to having to wait in turn.</i>
6.	
Personal development (including social and emotional health and wellbeing)	
7.	<i>Anxiety and worries about illness</i>
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: 7 th December 2020 HT, STs and GB. Spring: 29 th March HT, STs GB. Summer: 5 th July HT, STs and GB.

Catch-up Premium: Academic Objective 1: To improve independent writing in Key Stage One (Y1)						
<p>Reasons for the approaches taken: The composition of the cohorts (only 2 children in YR who have coped well with home learning – mean that a Y1 / R group would be appropriate. Uses high quality class expertise and does not extend the school day for younger children.</p> <p>Success criteria – Pupils will be on the same progress trajectory that they were at their last assessment point.</p>						
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	<i>Reception children have missed vital phonics teaching due to lack of engagement at home.</i>	<i>Year 1 children will all pass the phonics test</i>	<i>Reorganise the classroom to mix Y1 with YR and re-teach missing sounds</i>	<i>Review and test from 8th March to capture picture of learning LB</i>	<i>Spelling assessments at end of Spring term and reading analysis. Phonics test in June</i>	<i>At present cost neutral</i>
Catch-up premium plan: Academic Objective 2..... To ensure that all junior children are using appropriate punctuation and grammar in their work.						
<p>Reasons for the approaches taken: Small group focussed work with the class teacher will lead to the most effective use of time. We have enabled this to happen over using external tutors as there will be no lead in or familiarisation time required and integration into the rest of class activities much more easy to achieve – better continuity for the teachers</p> <p>Success criteria - what will tell you that you have overcome the barrier?</p>						
Barrier	Desired outcome. How it will be measured.	Actions	Timescales 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	<i>Lack of progress in writing as pupils have been unwilling to write and not enough attention paid to the SPAG whilst working at home. Children have not had sufficient attention paid to handwriting or punctuation and so have regressed.</i>	<i>Children are on the same progress trajectory that they were in March 2020</i> <i>End of term tests and assessments</i>	<i>Re-plan topic work to ensure it matches with the literacy taught and therefore more opportunities to practise writing skills.</i>	<i>Assess by 26th March and then inform planning for summer term</i>	<i>BH / JG / SF</i>	<i>TA time to enable more focussed groups 3hrs a week</i>

Catch-up premium plan: Academic Objective 3..... All children are able to access

Reasons for the approaches taken: Small group focussed work with the class teacher will lead to the most effective use of time. We have enabled this to happen over using external tutors as there will be no lead in or familiarisation time required and integration into the rest of class activities much more easy to achieve – better continuity for the teachers

Success criteria – Pupils will be working at their pre-covid target levels.

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 <i>Insufficient Maths work completed or understood during the lockdown and so children are not at expected level.</i>	<i>Children are on the same progress trajectory that they were in March 2020 End of term tests and assessments</i>	<i>Small focussed groups planned for 4 mornings before school, led by class teachers.</i>	<i>SF / JG</i>	<i>BH Feedback from class teachers about classwork and end of unit tests.</i>	<i>Extra TA 1.5 hrs a week to enable HLTA to work in junior class thus enabling class teachers to do before school groups. £23 a week Teacher Planning time</i>

Catch –up premium plan: Behaviour and attitudes Objective 4....

Reasons for the approaches taken: Part of our normal PHSE work but given a focus on group learning behaviour and confidence.

Success criteria –Children can take turns in class and fatigue is reduced.?

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

4	<i>Difficulty in working as part of a class – adjusting to having to wait in turn.</i>	<i>All pupils are able to work quietly and take turns in a group.</i>	<i>Plan classroom layout to ensure all children facing the teacher – Positive praise and focus on good learning behaviour. Use reward system.</i>	<i>Begin on 8th March.</i>	<i>Classroom walkthroughs and staff discussions BH</i>	<i>Cost neutral but may need supplementary resources for new groupings.</i>
Catch –up premium plan: Personal development Objective 5....						
<p>Reasons for the approaches taken: Several children have become anxious about illness, the virus and friendships and so need to be reassured and given many opportunities to re-build relationships.</p> <p>Success criteria – Reduced anxiety</p>						
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>Children's relationships are shaky and this will impact on learning behaviour and confidence</i>	<i>Pupils all happy to come to school and engage with learning. Confidence is restored to pre-covid levels.</i>	<i>Stay and Play club for junior children allowing them to have the chance to play which they are not getting at home</i>	<i>This will initially be for march 2021</i>	<i>Class teachers with BH</i>	<i>Staff voluntary time will be paid back using non-contact time.</i>

To complete at end of summer term 2021

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.	BA			
5.	PD			