

Catch-Up Funding Strategy - Term 6 Impact Review July 2021

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

At Cheddar Grove Primary School, the Catch-Up Premium will be used in order to:

- Purchase curriculum resources and materials that support pupils to get “back on track”.
- Pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing “catch up” in their learning.
- Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.
- Provide mental health and wellbeing support and skills development
- Ensure all children have access to remote learning technologies.

Summary of Information			
Total Number of Pupils	470		
Total Catch-Up Premium Budget	£36,925		

	Catch-Up Premium Focus Areas
A	Teaching
B	Target Support
C	Wider Strategies

Internal Barrier	EEF highlights that children's progress in reading, writing and maths will have decreased during the lockdown periods when compared to progress rates in a 'normal' school year. Children's current attainment projections are at this point (March 2021) lower than predicted at the start of the academic year.						
Strand A: Teaching	The actions below demonstrate how Cheddar Grove Primary School are using the catch-up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.						
	Year Group	Desired Outcome	Chosen Action/Approach	Evidence Approach – What is the evidence and rationale for this choice?	Success Criteria – How will you ensure it is implemented?	Monitoring and evaluation – Staff Lead	Review date.
A	Whole School	Every child receives teaching which is good and often outstanding in every classroom every day	All staff have access to high quality CPD where necessary to ensure consistently good or better quality first teaching	<u>EEF Guide to Supporting School Planning</u> . “Professional development programmes designed to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the PP & SEND”. “High quality teaching is carefully linked to teachers’ pedagogical and subject knowledge. All teachers need regular CPD relevant to the their needs”	Staff will receive training on CPD strands which are a whole school priority as well as personalised CPD routes <u>Whole School Priorities</u> Mathematics – White Rose Scheme of Work Teaching of phonics (Read Write Inc) Progress in Spellings Teaching & Assessment of Reading Writing model – KS1 & KS2 New W-MAT Assessment systems & protocols	SLT/ Reading/Writing/ Mathematics leads External evaluation from WMAT SIP team.	Termly – DHT/HT Cost: £1000
A	Whole School	All teachers understand the Catch-Up assessment procedures for Reading, Writing, Mathematics	Baseline assessments to identify gaps in learning.	EEF – “teaching & support by accurately assessing pupils’ needs. High quality assessment and diagnosis should be	Teachers use assessment effectively to identify gaps in children’s learning. Effective use of assessment ensures that children at least maintain their rate of	Assessment Lead/ PP Lead	Terms 4/6

Internal Barrier	EEF highlights that effective academic support strategies can improve progress rates and close gaps which resulted from 'lost learning' during the lockdown period.						
Strand B: Intervention	The actions below demonstrate how Cheddar Grove Primary School is using the catch-up funding to close the Covid-19 attainment and progress gaps.						
	Year Group	Desired Outcome for Identified Children	Chosen Action/Approach	Evidence Approach – What is the evidence and rationale for this choice?	Success Criteria – How will you ensure it is implemented?	Monitoring and evaluation – Staff Lead	Review date.
B	6	Covid-19 gap in reading, writing and maths identified. Intervention results in children making accelerated progress and being at least in-line with their original pre-Covid attainment level.	Additional teacher recruited to support intervention in Year 6. Intervention teacher will cover classes to enable Year 6 teachers to deliver small group & 1:1 intervention strategies.	EEF 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.' EEF 'Feedback Project' +8 months	-Catch-up assessment analysed and action plan devised. -Progress meeting with Year 6 team.	Year 6/SLT	Term 4/5/6 Cost: £14,040
B	5	Covid-19 gap in reading, writing and maths identified. Intervention results in children making accelerated progress and being at least in-line with their original pre-Covid attainment level.	The National Tutoring Programme (NTP)	EEF 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.'	- Catch-up assessment analysed and action plan devised. - Tutors deliver 1:1 and small group tuition to children during school time.	Year 5/SLT/ SEND Co-ordinator	Term 4/5/6 Cost: £4,800 – (12 pupils to have x2 hours per week for 15 weeks)
B	4	Covid-19 gap in reading, writing and maths identified. Intervention results in children making accelerated progress and being at least in-line with their original pre-Covid attainment level.	The National Tutoring Programme (NTP)	EEF 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.'	- Catch-up assessment analysed and action plan devised. - Tutors deliver 1:1 and small group tuition to children during school time.	Year 4/SLT/SEND Co-ordinator	Term 4/5/6 Cost: £4,800 – (12 pupils to have x2 hours per week for 15 weeks)
B	3	Covid-19 gap in reading, writing and maths identified. Intervention results in children making accelerated progress and	Teacher (0.5)	EEF 'Targeted small group and one-to-one interventions have the potential for the largest	Catch-up assessment analysed and action plan devised.	Year 3/SLT	Term 4/5/6 Cost: £7548.75

<u>Internal Barrier</u>		EEF indicates that the mental health needs of some pupils have deteriorated during the pandemic					
Strand C: Wider Strategies		The actions below demonstrate how Cheddar Grove Primary School are using the catch-up funding to improve and support the mental health and wellbeing of children.					
	Year Group	Desired Outcome	Chosen Action/Approach	Evidence Approach – What is the evidence and rationale for this choice?	Success Criteria – How will you ensure it is implemented?	Monitoring and evaluation – Staff Lead	Review date.
C	Whole School	Children feel a sense of ‘connectedness’ when returning to school from Lockdown 3.	Superhero Project (Place2be Mental Health Charity)	<i>Research conducted by Place2be during lockdown 1 & 2 indicated that the project support children wellbeing and reduced anxiety when returning to school.</i>	3 week whole school project starting remotely at the beginning of Term 4 leading up to the children returning on the 8 th March.	Teacher/Learning Mentor/SLT	Term 4 Cost: £50
C	6	To improve the mental health and wellbeing of targeted pupils	1:1 Counselling	<i>1:1 counselling has been proven to improve mental health and wellbeing.</i>	X6 30 minute session per week.	SEND/CO/SLT	Term 3/4/5/6 Cost:£886.25
Total							£937.25
Strand A: Teaching		£1200					
Stand B: Intervention		£34,788.75					
Strand C: Wider Strategies		£937.25					
Total		£36,926					

Term 4/5 Impact Summary

Strand	Desired Outcomes	Term 5 Impact																									
A	Every child receives teaching which is good and often outstanding in every classroom every day	<ul style="list-style-type: none">CPD on new approaches to teaching in Term 5 & 6 (not yet embedded)																									
A	All teachers understand the Catch-Up assessment procedures for Reading, Writing, Mathematics	<ul style="list-style-type: none">Staff were provided with CPD on Catch-Up assessment procedures for Reading, Writing and Mathematics. Staff provided with case studies from EEF																									
A	Staff are aware of the attainment and progress rates of HAPs/MAPs/LAPs. Progress is tracked across the school ensuring pupils maintain at least the standard of attainment they achieved at the end of EYFS/ Y2; those who have ‘fallen behind’ make accelerated progress towards attainment standards.	<ul style="list-style-type: none">Staff were provided with CPD focusing on the progress rate of HAP/MAPs and LAPS.Staff provided with successful case studies from EEF																									
A	All pupils have access to remote learning technologies.	<ul style="list-style-type: none">All children including disadvantaged children were provided with access to laptops and the internet.All parents were offered online support to help their children access learning.Disadvantaged children’s online engagement was higher than non-disadvantaged.Any children who were not engaging online were provided a place at school.																									
B	Covid-19 gap in reading, writing and maths identified. Intervention results in children making accelerated progress and being at least in-line with their original pre-Covid attainment level.	<p>Year 6 - Additional Teacher Year 6</p> <p>Term 4 & 5 data indicates that interventions have resulted in Y6 children making accelerated progress and being at least in-line with their original pre-Covid attainment levels.</p> <p><u>Year 6 SAT</u></p> <table><tr><th></th><th>EXS (T4)</th><th>GDS (T4)</th><th>EXS (T6)</th><th>GDS (T6)</th></tr><tr><td>Maths</td><td>71%</td><td>3%</td><td>73%</td><td>25%</td></tr><tr><td>Reading</td><td>82%</td><td>40%</td><td>90%</td><td>48%</td></tr><tr><td>Writing</td><td>75%</td><td>22%</td><td>77%</td><td>22%</td></tr><tr><td>SPAG</td><td>77%</td><td>22%</td><td>87%</td><td>25%</td></tr></table> <p>Combined RWM = 71%</p>		EXS (T4)	GDS (T4)	EXS (T6)	GDS (T6)	Maths	71%	3%	73%	25%	Reading	82%	40%	90%	48%	Writing	75%	22%	77%	22%	SPAG	77%	22%	87%	25%
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		<p>10/12 PP children involved in the catch-up achieved the Expected Standard after intervention.</p> <p><u>Year 5 National Tutoring Programme</u></p> <p><u>BRP Reading Intervention</u> 6/7 children made accelerated progress and are now working at the Expected Standard</p> <p><u>Maths</u> 6/9 children achieved the Expected Standard</p> <p><u>Year 4 National Tutoring Programme</u></p> <p><u>BRP Reading Intervention</u> 21/24 children made accelerated progress. 13/24 achieved the Expected Standard</p> <p><u>Maths</u> 6/9 children achieved the Expected Standard</p> <p><u>Year 3 – Additional Teacher</u></p> <p><u>BRP Reading Intervention</u> 9/12 children made accelerated progress 6/12 achieved the expected standard</p> <p>Maths and writing intervention stopped as children were not making sufficient progress.</p>
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C	To improve the mental health and wellbeing of targeted pupils	<p>5/5 improved mental health and wellbeing 1 child is now attending school as part of a graduated return to school</p>