



Wolsingham Primary School

Catch-up Premium Strategy 2020 - 2021



School Overview	
Number of pupils in school YR – Y6	168
Proportion of disadvantaged	11.3%
Catch-up Premium allocation (No. of pupils x £80)	£13,920
Publish Date	7.10.2020
Review Dates	7.1.2021, 13.4.2021
Statement created by	S. Kitching
Governor Lead	M. Waite
Context of the school and rationale for the strategy	
<p>Wolsingham Primary School have a low proportion of disadvantaged pupils (11.3%) compared to national. During the summer term 79% of pupils engaged regularly with home learning with a small proportion 21% engaging sporadically or not engaging at all with home learning, in some cases due to access to suitable technology. From 15th June 2020, 77% of pupils returned to school in Nursery, Reception, Year 1 and Year 6 – there were 7 pupils attending regularly from other year groups who were children of Key workers or who the school considered vulnerable. 44% of disadvantaged pupils attended school during the summer term. Across the summer term, access was given to all pupils across the school to home learning via the Seesaw online learning platform and class teachers continued to teach elements of the summer term curriculum both in English and maths and across the foundation subjects. Upon the whole school return in September, all pupils were assessed and results indicated that in the main pupil attainment had remained similar to that of March 2020 or had regressed – areas which had regressed in particular were arithmetic, grammar and writing.</p>	

Barriers to future attainment		
	Barrier	Desired outcome
Teaching priorities	A	Staff require CPD to develop a greater understanding of children’s mental health needs.
	B	A minority of pupils have difficulty accessing the Seesaw app home learning platform - current home learning platform. To develop teaching materials that can be used in the classroom as well as for home learning via Seesaw app or website. Home learning particularly for disadvantaged pupils is limited due to the current
		Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily/ weekly teaching in the autumn term.
		A strong remote learning offer is in place. A wider range of ways to access home learning activities enables all pupils to continue learning at home. Weekly homework activities are uploaded and feedback to pupils given accordingly.

		platform used and can be developed further to improve access to learning at home for all pupils.	
	C	Early years children have had limited access to specialist provision over the summer term. This has resulted in some pupils entering nursery/school below ARE, particularly in the prime areas.	Staff are better informed and have greater clarity about how to support children in developing in CLL, PD and PSED across all areas of learning. This is a focus on daily teaching in the autumn term.
Targeted academic support	D	Mixed engagement with the online learning materials provided for Maths during the summer term. This has resulted in some pupils working below ARE particularly in arithmetic and basic number skills.	Pupils make accelerated progress in arithmetic from their starting points at the beginning of the autumn term.
	E	Some pupils had limited access to reading materials, teacher input due to some pupils not engaging with online learning materials during the summer term and therefore, their phonological knowledge is lower than expected.	Reading skills are much improved and rapid progress in phonological awareness is demonstrated on a termly basis.
	F	Mixed engagement with the online learning materials provided for English during the summer term and exposure to grammatical terms and techniques. This has resulted in some pupils working below ARE particularly in grammar.	Pupils make accelerated progress in grammar from their starting points at the beginning of the autumn term.
	G	Mixed engagement with the online learning materials provided for extended writing during the summer term and over support from adults at home. This has resulted in some pupils working below ARE particularly in writing.	Pupils make accelerated progress in writing from their starting points at the beginning of the autumn term.
Wider Strategies	A	Staff require CPD to develop a greater understanding of children's mental health needs.	Mental health champions/ first aiders in school are better informed and have greater clarity about how to identify and support children with mental health needs.

Teaching priorities for current academic year							
Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
A	All staff to receive CPD in relation to Covid well-being and recovery	All staff are equipped for early recognition of children's	Covid well-being and recovery programme shown to improve pupils' engagement.	Staff meeting time	Determined from pupil surveys	SENDCO	Increased PHSE activities throughout the Autumn term. Pupils identified who may have well-being issues upon return to school. Staff used programme to

	programme for schools.	mental health needs. The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.	Social and Emotional Learning (EEF +4)				identify strategies to support these pupils.
B	Purchase of Seesaw plus package. Parents/carers are made aware of the platform and how it can support home learning. Purchase technology to enable identified pupils to access Seesaw app and other online learning materials at home.	The additional tools are in place enabling staff to assign home learning activities quickly and efficiently. Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys) All pupils have the ability to access the online learning platform and associated online	Seesaw as learning platform – Digital Technology (EEF +4). Effective parental engagement supports learning (EEF +3) Digital Technology (EEF +4)	Seesaw Plus - £740 11 Chromebooks @ £200 each - £2200	Parental/ staff questionnaire re technology and engagement with online learning platform. Parental/ staff questionnaire re technology and engagement with online learning platform.	HT	Majority of pupils using the Seesaw app for remote learning – increase of 11% seen in Spring 2021 with 91% of pupils actively engaging with Seesaw online learning. (Paper based learning was provided for pupils who found the learning platform difficult to utilise). Seesaw enabled teaching and learning activities to be assigned during periods of school lockdown and self-isolation – curriculum followed as closely as possible to ensure pupils continued to access the curriculum for their year group. App enabled teachers to provide feedback. Technology purchased to enable 100% of pupils to access remote learning online.

		resources at home.					
C	CPD for EYFS staff	EYFS staff are equipped to provide enhanced provision in the prime areas.	Education Endowment Fund Teaching and Learning Toolkit: Early Years Interventions (+5)	Back on Track (early writing development) - £180 New to EYFS - £210 RQT Programme £280	Baseline assessments on entry to nursery and reception.	HT	Staff attended training. Strategies to develop gross and fine motor skills building required muscle strength implemented across nursery and reception. CPD for staff new to EYFS and RQT programme developed knowledge and understanding of developing prime areas within EYFS.

Targeted academic support							
Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
D	Baseline data from maths assessment identify children in need of support. Daily 1:1 and small group interventions for all identified pupils – arithmetic and basic skills. Targeted 1:1 and small group support from class teachers.	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) 1:1 Tuition (+5) Feedback (+8) Teaching Assistants (+1)	Year 1 – 30 mins per day teacher - £50 per week. Year 3 - 30 mins 2 x per week covered by TA - £13 Year 4 – 30 mins 1 x per week covered by TA - £13 Year 5 - 1 hour 2 x per week class teacher covered by supply - £82.50	Determined from assessments made at the start of the autumn term.	Maths lead	Years 2 -6 made better than expected progress across the year in maths. Small group and 1:1 tuition delivered by class teachers and TAs enabled support to be tailored to needs of pupils and adapted where necessary based upon work carried out in class.

				Year 6 – 1 hour 2 x per week class teacher covered by supply - £82.50			
E	<p>Baseline data from phonics tests identify children in need of support.</p> <p>Daily 1:1 and small group interventions for all identified pupils – phonics.</p>	<p>Phonics check Results to improve to be inline or better than that of previous years.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Small Group Tuition (+4) Teaching Assistants (+1) Phonics (+4)</p>	<p>Year 1 – 30 mins per day teacher - £50 per week x 11 weeks - £550 Year 2 – 2 hours per day Teaching assistant - £26 x 5 x 11 weeks - £1,430</p>	<p>Determined from assessments made at the start of the autumn term.</p>	<p>English lead</p>	<p>91% of Year 2 pupils passed the phonics check in Autumn 2020.</p> <p>91% of Year 1 pupils reached the expected standard in phonics in Summer 2021 – In school assessment using past phonic check materials.</p>
F	<p>Baseline data from grammar assessment identify children in need of support.</p> <p>Daily 1:1 and small group interventions for all identified pupils – basic skills.</p> <p>Targeted 1:1 and small group support from class teachers.</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) 1:1 Tuition (+5) Feedback (+8) Teaching Assistants (+1)</p>	<p>Year 3 - 15 mins 2 x per week covered by TA - £6.50 Year 4 – 15 mins 1 x per week covered by TA - £3.25 Year 5 – 1/2 hour 2 x per week class teacher covered by supply - £41.25</p>	<p>Determined from assessments made at the start of the autumn term.</p>	<p>English lead</p>	<p>Years 3 -6 made better than expected progress across the year in maths. By the end of the academic year, the majority of pupils were working at age related expectations.</p> <p>Small group and 1:1 tuition delivered by class teachers and TAs enabled support to be tailored to needs of pupils and adapted where necessary based upon work carried out in class.</p>

				Year 6 – 1/2 hour 2 x per week class teacher covered by supply - £41.25			
G	<p>Baseline data from writing assessment identify children in need of support.</p> <p>Targeted 1:1 and small group support from class teachers.</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) 1:1 Tuition (+5) Feedback (+8) Teaching Assistants (+1)</p>	<p>Year 1 – 30 mins per day teacher - £50 per week.</p> <p>Year 3 - 30 mins 2 x per week covered by TA - £13</p> <p>Year 4 – 30 mins 1 x per week covered by TA - £6.50</p> <p>Year 5 – 1/2 hour 2 x per week class teacher covered by supply - £41.25</p> <p>Year 6 – 1/2 hour 2 x per week class teacher covered by supply - £41.25</p>	<p>Determined from assessments made at the start of the autumn term.</p>	<p>English lead</p>	<p>100% of PP pupils made at least expected progress by the end of KS2 in writing.</p> <p>100% of middle and higher prior attaining PP pupils made at least expected progress by end of KS2 in writing.</p> <p>94% of pupils made good or better progress in writing across Year 6.</p> <p>90% of pupils made good or better progress in writing across Year 5.</p> <p>79% of pupils made good or better progress in writing across Year 4.</p> <p>60% of pupils made good or better progress in writing across Year 3.</p> <p>All year groups made good progress, however Years 2, 5 and 6 made better than expected progress across the year in writing.</p> <p>Small group and 1:1 tuition delivered by class teachers and TAs enabled support to be tailored to needs of pupils and adapted where necessary based upon work carried out in class.</p>

Wider strategies

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
H	<p>Youth Mental Health First Aid CPD attended by two members of support staff.</p> <p>Place2Be Mental Health Champions Foundations Programme.</p>	<p>Quick identification of pupils who may be affected by mental health issues.</p> <p>Positive impact on identified SEMH pupils' mental health and emotional wellbeing.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Metacognition and Self-Regulation (+7)</p> <p>Place2Be CORC Report 2018 – Child Outcomes Research Consortium.</p>	<p>£300 x 2 online course</p> <p>MHFA England online training</p> <p>Place2Be free training for staff</p>	<p>Increase in anxiety issues in recent years</p>	<p>SENDCO</p>	<p>Two members of support staff trained in Youth Mental Health First Aid.</p> <p>These staff members were able to support pupils across the academic year particularly with anxiety issues not necessarily Covid-19 related.</p>