

Catch-up premium plan & impact report

Catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	440 (400.5 eligible)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,040		

129466	355 Salford	3553803 Primrose Hill Primary School and Children's Centre	Community school	LA Maintained	400.5 £	80 £	32,040 £	8,010
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STRATEGY STATEMENT

The Catch-Up Premium At Primrose Hill

The catch-up premium is an allocation of additional funding provided to schools to support children who have been impacted on following the national closure of schools in March 2020. The money has been given for schools to combat learning loss and tackle any subsequent underachievement. It is our aim to use this funding to accelerate progress and raise attainment in the areas of Reading, Writing and Maths (in particular number).

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

The funding we receive will be used in the following ways:

- To provide intervention programmes for children who have been affected by school closures – particularly those who are deemed to be underachieving pupils and those with SEN (Special Educational Needs).
- To provide intervention for children who have fallen behind.
- To employ additional support staff to help provide a targeted level of support to some of our most vulnerable children so they can make the progress expected of them, particularly in Reading, Writing and Maths.
- To provide one-to-one tuition and/or speech and language therapy for some pupils.
- To provide short term intervention programmes for under achieving pupils and those with SEN so our most vulnerable children can make the progress expected of them and to also help many exceed the progress expected of them. The phrase 'Catch up, Keep up and Get ahead' will be used to identify this aspect of our work.

Our catch-up priorities are:

- To ensure pupils safe, settled and secure returning to school, with nurture and mental-health needs at the core of our curriculum
- To ensure pupils make rapid progress and catch up on lost learning in core subjects, with a clear focus on reading writing and maths
- To reduce the attainment gap between all pupil groups and their peers
- To ensure robust plans are in place for future remote-learning should any further disruption occur

Barriers to learning

Our school's typical barriers to learning have been:

- Socio-economic disadvantage i.e poverty
- Broken family structures – family stress and low resilience
- Poor health and diet and/or high level of medical needs
- Parents with stressful occupations who work long hours or away from home for long periods of time.
- The behaviours of other children in the class.
- Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading modelled to them. The children may not have adequate support for homework.
- Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
- Social and emotional issues resulting in low confidence and self-esteem.
- Attendance: Some children's attendance is low which will impact on their learning.
- Language delay or difficulties as identified by a Speech and Language therapist. This leads to social communication difficulties, and issues with reading and writing
- Low parental engagement/parenting skills
- Safeguarding and welfare issues which may lead to Social Services involvement
- Loss and bereavement
- Trauma and other mental health issues in the family and/or child
- Special educational needs and disabilities

It must be noted that these barriers are barriers we know need to be overcome – they will never be used as excuses for poor attainment or lack of progress.

Since closedown, new barriers presented to us are:

- Non-attendance and low engagement with remote learning tasks has resulted in some previously mid-attaining pupils falling behind
- A reduction in self-motivation and ability to engage for sustained periods
- Increased anxiety and reduction in personal well-being
- Inconsistent attendance of some groups due to partial closures of phases and year groups as a result of confirmed COVID-19 cases
- Reluctance from some families to engage in extra-curriculum lessons, making some catch up plans more challenging

How we will use the Catch-up premium to address these new barriers to learning

As a school we have agreed that the catch-up funding will be used to address the following key barriers:

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Pupils will have significant gaps in their learning due to lost teaching time.
B	Prolonged school closures has negatively impacted pupils social, emotional and mental health
C	Staff may not have the knowledge of mental health required to support pupils who have been adversely affected by school closures.
D	Uncertainty over sustained access to daily face-to-face education if there are confirmed cases of COVID-19 in school

ADDITIONAL BARRIERS

External barriers:

D	Low attendance due to parental anxiety about returning to school.
E	Home learning environments may mean remote learning may not be accessible

Planned expenditure for current academic year (20/21)

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Estimated cost
All staff to receive ongoing CPD regarding building a nurturing curriculum with a focus on mental health and trauma informed return to school.	Staff will be confident supporting pupils with mental health needs. They will identified staff to turn to.	The EEF COVID-19 Support Guide for Schools states that setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.	Identification of mental well-being lead for pupils and staff Mental health programme implemented across school	S Franks S El-Ghaly	£2000
	Staff will be skilled in early recognition of mental health needs. The profile of PSHE is raised across the school. Pupils will become more skilled in recognising the importance of looking after their own well-being and have a range of strategies to support their mental health needs.	The Trauma-Informed Transition back to school guidance states that the return to school is likely to involve significant changes to young people's routines and daily experiences whilst they have been at home. The guidance suggests that staff being prepared to deal with these changes and having strategies to use support pupils will enable pupils to feel safe and secure.	Introduction of on-site counselling service, provided by Place-2-Be and the NHS Whole staff briefings and INSET on mental well-being, nurture and trauma informed transitions. Changes made to class timetables to enable strategies to support pupil's mental health to be in place. Timetables will be amended to encourage confidence and increase levels of stamina Recovery curriculum in place for all year groups. Training for identified staff to develop nurture groups. Interventions in place to support SEMH.	S Franks SLT SLT L Ashton N Marshall SLT	

<p>All staff to receive ongoing and relevant CPD to ensure high-quality teaching for all pupils, including remote learning.</p>	<p>Teachers will be able to rapidly address gaps in learning through high-quality AFL and feedback.</p> <p>Google classroom is set up and all pupils can access.</p> <p>Staff will be confident in delivering remote-learning using Google Classroom.</p> <p>School has a bank of devices ready to distribute in times of school closure</p>	<p>The EEF COVID-19 Support Guide for Schools states that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p> <p>The DFE guidance for the full reopening of school states that: Remote-learning, where needed, is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p>	<p>Ongoing CPD for staff on effective AFL and feedback.</p> <p>Remote learning policy in place and shared with school community.</p> <p>CPD for staff on using Google Classroom.</p>	<p>L Ashton N Marshall H Clarke-Gauld A Rawat J Samuel</p>	<p>£500</p>
Total funding amount:					£3000
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Estimated cost

<p>Reading, Writing and Maths baseline assessments in September inform targeted intervention.</p> <p>Identify in-school staff to run a series of after-school interventions in order to help reduce gaps in learning.</p> <p>TERM ONE : Reading TERM TWO : Number TERM THREE : Writing</p>	<p>Identify pupils who need additional support and invention.</p> <p>Pupils make accelerated progress and the majority of pupils catch up to ARE by summer 2021.</p> <p>25% of pupils are identified each half term to participate in after-school tuition classes.</p>	<p>The EEF COVID-19 Support Guide for Schools states that targeted intervention focusing on a specific need has the greatest impact on pupil learning.</p>	<p>Staff training on structured interventions for literacy and Maths.</p> <p>Monitoring of interventions planned and their delivery</p>	<p>SLT</p> <p>All school staff who are able to run a tuition group</p>	<p>£250</p> <p>£5000 per term – this covers staffing tuition costs and any materials/books used in the tuition sessions</p>
<p>Employ academic mentors through the NTP to deliver 1:1 tuition with a focus on phonics and reading in KS1.</p> <p>More reading support materials are purchased to help with this</p> <p>Employ a p/t KS1 teacher to support the pupils in Y1 and Y2</p> <p>Employ a p/t teacher in Reception to help accelerate learning in Reception pupils and also help free EYFS lead to monitor the teaching of phonics</p>	<p>Pupils will make rapid progress in phonics and reading.</p> <p>All pupils in year 2 will pass the phonics screening by the end of the 20/21 academic year</p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy</p>	<p>Create a three-way relationship between tutor, teacher and pupils, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p>	<p>A Rawat</p>	<p>£5000</p> <p>£2000</p> <p>£4000 contribution</p> <p>£4000 contribution</p>

Participate in the Nuffield Early Language Intervention.	Pupils in reception will make rapid progress in the language acquisition.	NELI is a high-quality, evidence- based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and smallgroup language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average threemonths of additional progress compared to children in the comparison group.	Staff release time for training	H Clarke-Gauld	£500
Total :					£30,750
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Estimated cost

<p>Identified pupils will be provided with access to technology in order to engage with remote learning.</p>	<p>Pupils from all backgrounds will have access to high quality remote learning in the event of isolation or closures.</p> <p>Continuity of education is achieved for all pupils, regardless of background.</p>	<p>The EEF COVID-19 Support Guide for Schools states that as all pupils return to schools, technology is valuable. Some schools might find it helpful to invest in additional technology.</p>	<p>Loan agreements in place for pupils to borrow a school device in the event of isolation or closures.</p> <p>Additional Chromebooks purchased for pupils to use at home.</p>	<p>J Samuel</p> <p>L Ashton</p>	<p><u>School budget to be used for this</u></p>
					<p>Total: £0</p>
					<p>Total budgeted cost: £33,750 (£1350 to come from school budget)</p>

ADDITIONAL INFORMATION

How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed:

Attainment will be assessed across the school using moderated end of year Teacher Assessments. These will be supported by SAT results and book scrutinies.

EEF COVID-19 Support Guide for Schools https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

DFE Coronavirus Catch Up Premium <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Trauma Informed Transition to School <https://www.emotionallyfriendly.co.uk/resources/posts/2020/june/transitioning-children-back-into-school/>

ONE TO ONE TUITION / SECURING STANDARDS OVERVIEW : AUTUMN 2020

Tutor groups comprised of TEN HOURS of extra tuition for each child. The focus for this group was READING. Children who were previously at, or near to achieving, age-expected standards but who had fallen behind due to the closure of schools, were identified and invited to attend these sessions.

Class	Number of children invited to attend a tutor group	Number of parents who gave their consent for their child to attend the tutor group & whose child attended one or more of these sessions	Number of children who attended 90% or more of the tutor group sessions	Number of adults who supported the tutor groups
Barn Owls	8	7	7	2
Ravens	12	12	12	3
Kestrels	12	12	12	3
Starlings	8	8	6	2
Kingfishers	8	7	7	2
Eagles	9	8	8	2
Wrens	10	10	7	2
Ospreys	12	12	12	3
Housemartins	8	8	8	2
Woodpeckers	11	11	9	3
Red Kites	12	12	12	3
Jackdaws	8	8	8	2
Falcons	0	0	0	0
	118	115	108	29
Total number of pupils in Y1 to Y6: 339	35% of pupils in Y1 - Y6	34% of pupils in Y1 to Y6	32% of pupils in Y1 to Y6	£8,7000 staffing cost

ONE TO ONE TUTORION / SECURING STANDARDS OVERVIEW : SPRING 2021

Tutor groups comprised of TEN HOURS of extra tuition for each child. The focus for this group was NUMBER. Children who were previously at, or near to achieving, age-expected standards but who had fallen behind due to the closure of schools, were identified and invited to attend these sessions. Due to the closure of schools in Jan 2021, this did not take place until March 2021. Previous to this, teachers posted online securing standards/revision & recap video for children to work through at home. In total, 21 tutor videos were uploaded covering both English and Maths. Pupils could send their work directly to the teacher who had posted the videos. This work was then marked remotely and feedback given back to the pupil.

Class	Number of children invited to attend a tutor group	Number of parents who gave their consent for their child to attend the tutor group & whose child attended one or more of these sessions	Number of children who attended 90% or more of the tutor group	Number of adults who supported the tutor groups
Ravens	9	9	9	2
Kestrels	12	12	12	3
Starlings	8	8	6	2
Barn Owls	8	7	6	2 (Dave and Helen)
Kingfishers	8	7	7	2
Wrens	8	8	6	2
Jackdaws	8	8	5	2 (Nathalie and Jon)
Ospreys	8	8	8	2
Housemartins	8	8	8	2
Woodpeckers	12	12	10	3
Red Kites	8	8	8	2
Falcons	0	0	0	0
TOTALS	97	95	86	24
Total number of pupils in Y1 to Y6: 337	29% of pupils in Y1 to Y6	28% of pupils in Y1 to Y6	26% of pupils in Y1 - Y6	£7,200 staffing cost
				£1,200 staffing cost for video production and remote tutoring support.

NB: In addition to this, 12 pupils across Y2 are currently receiving tutoring support via the NTP for Phonics/Reading. It is hoped that this offer will be extended to pupils I Y3 and Y4, however this is dependent on suitable tutors being found.

ONE TO ONE TUITION / SECURING STANDARDS OVERVIEW : SUMMER 2021

Tutor groups comprised of TEN HOURS of extra tuition for each child. Depending on the nature and level of need of pupils in each year group, teachers were able to choose a focus of either reading, writing or maths. Children who were previously at, or near to achieving, age-expected standards but who had fallen behind due to the closure of schools – or those who were identified as slower-moving on already vulnerable due to being in receipt of the PPG, were identified and invited to attend these sessions. In addition to this, NTP sessions were delivered to pupils in Y2 AND Y3.

Final Summary Data:

Y1 cohort 60 pupils 26 PPG	July 2021	
Reading	By the end of the year there was an increase of +26% in the number of PPG students working at ARE+, compared in an increase of +18% across the cohort	
Writing	By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +24% across the cohort Will need to be looked at further in 2021-22 due to end of year figures being over 5% lower than whole-school target for 2020-21	
Maths	By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +30% across the cohort	
Combined	By the end of the year there was an increase of	

	+35% in the number of PPG students working at ARE+, compared in an increase of +28% across the cohort Will need to be looked at further in 2021-22 due to end of year figures being over 5% lower than whole-school target for 2020-21	
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Y2 cohort 57 pupils 26 PPG	July 2021	
Reading	By the end of the year there was an increase of +47% in the number of PPG students working at ARE+, compared in an increase of +35% across the cohort	
Writing	By the end of the year there was an increase of +24% in the number of PPG students working at ARE+, compared in an increase of +12% across the cohort Will need to be looked at further in 2021-22 due to end of year figures being over 5% lower than whole-school target for 2020-21	
Maths	By the end of the year there was an increase of +65% in the number of PPG students working at ARE+, compared in an increase of +51% across the cohort	
Combined	By the end of the year there was an increase of +46% in the number of PPG students working at ARE+, compared in an increase of +42% across the cohort	

Y3 cohort 50 pupils 27 PPG	July 2021	
Reading	By the end of the year there was an increase of +51% in the number of PPG students working at	

	ARE+, compared in an increase of +29% across the cohort	
Writing	By the end of the year there was an increase of +51% in the number of PPG students working at ARE+, compared in an increase of +48% across the cohort	
Maths	By the end of the year there was an increase of +51% in the number of PPG students working at ARE+, compared in an increase of +38% across the cohort	
Combined	By the end of the year there was an increase of +40% in the number of PPG students working at ARE+, compared in an increase of +34% across the cohort	

Y4 cohort 60 pupils 39 PPG	July 2021	
Reading	By the end of the year there was an increase of +33% in the number of PPG students working at ARE+, compared in an increase of +30% across the cohort	
Writing	By the end of the year there was an increase of +40% in the number of PPG students working at ARE+, compared in an increase of +32% across the cohort	
Maths	By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +30% across the cohort	
Combined		

	By the end of the year there was an increase of +41% in the number of PPG students working at ARE+, compared in an increase of +41% across the cohort Will need to be looked at further in 2021-22 due to end of year figures being over 5% lower than whole-school target for 2020-21	
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Y5 cohort 60 pupils 38 PPG	July 2021	
Reading	By the end of the year there was an increase of +36% in the number of PPG students working at ARE+, compared in an increase of +35% across the cohort	
Writing	By the end of the year there was an increase of +30% in the number of PPG students working at ARE+, compared in an increase of +38% across the cohort	
Maths	By the end of the year there was an increase of +36% in the number of PPG students working at ARE+, compared in an increase of +49% across the cohort	
Combined	By the end of the year there was an increase of +29% in the number of PPG students working at ARE+, compared in an increase of +45% across the cohort Will need to be looked at further in 2021-22 due to end of year figures being lower than whole-school target for 2020-21	

Y6 cohort ;	July 2021	
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FULL cohort 51 pupils 27 PPG		
Reading	By the end of the year there was an increase of +37% in the number of PPG students working at ARE+, compared in an increase of +33% across the cohort	
Writing	By the end of the year there was an increase of +49% in the number of PPG students working at ARE+, compared in an increase of +50% across the cohort	
Maths	By the end of the year there was an increase of +29% in the number of PPG students working at ARE+, compared in an increase of +45% across the cohort	
Combined	By the end of the year there was an increase of +49% in the number of PPG students working at ARE+, compared in an increase of +45% across the cohort	

Y6 Cohort minus 9 SEND special provision pupils - 42 pupils 23 PPG	July 2021	
Reading	By the end of the year there was an increase of +44% in the number of PPG students working at ARE+, compared in an increase of +39% across the cohort	
Writing	By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +36% across the cohort	

Maths	By the end of the year there was an increase of +57% in the number of PPG students working at ARE+, compared in an increase of +51% across the cohort	
Combined	By the end of the year there was an increase of +57% in the number of PPG students working at ARE+, compared in an increase of +54% across the cohort	

Possible Considerations for 2021-22 after looking at impact data:

Writing project or extra tuition in Y2 and Y3

Project focussing on COMBINED DATA for Y2, Y4, Y5 and Y6 to ensure that combined scores match the high individual scores in R, W and Ma