

Scholes J & I School – Catch Up Premium Report

STRATEGY STATEMENT

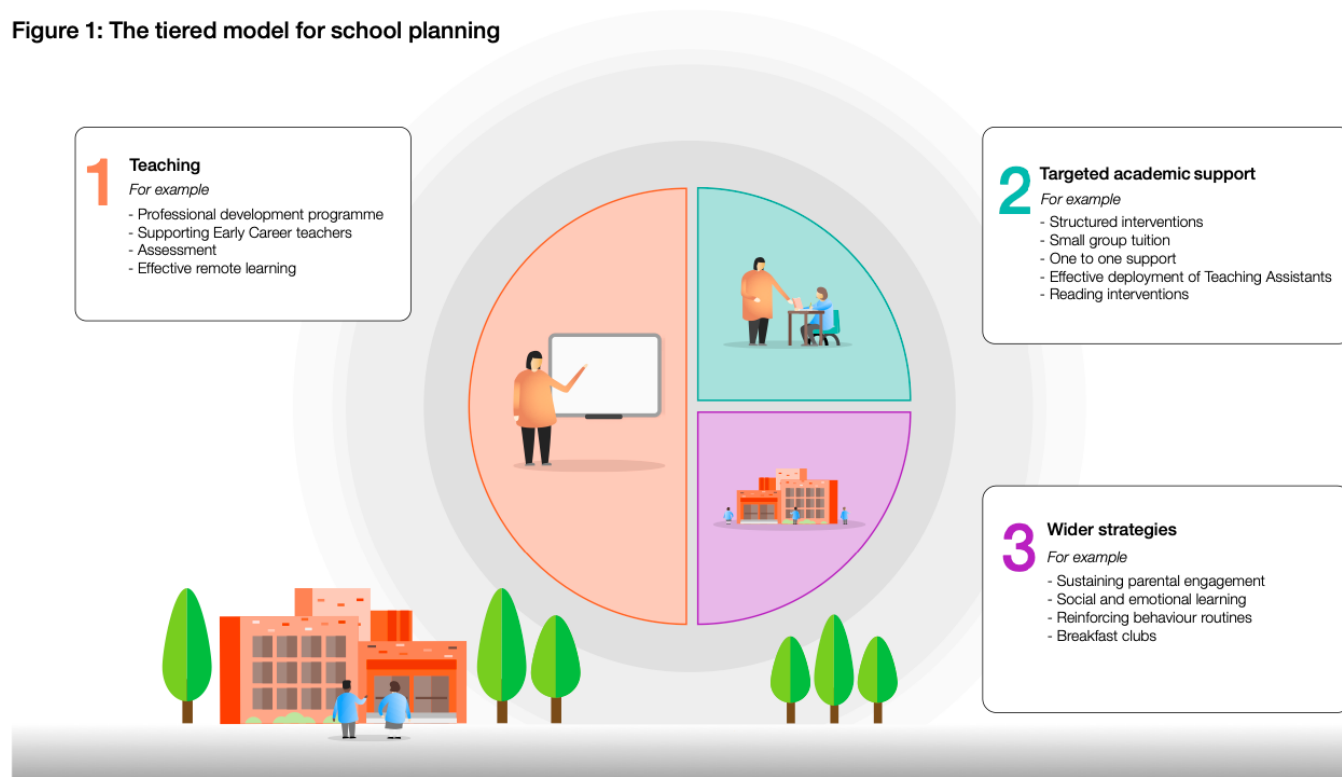
Brief overview of Scholes J & I School Catch-Up Premium Strategy

• Catch-Up Priorities:

- Ensure teachers and staff are confident and have the necessary tools to support children's catch up through high-quality learning, teaching and assessment
- Ensure that gaps/missed knowledge and misconceptions are addressed through the curriculum and basic skills approach
- Re-establish the positive behaviour and learning routines that have been the foundations of the school
- Ensure that the welfare and well-being of the children, staff and local community is at the forefront of our integration back into school
- Continue with the work around family engagement to support both parents and children

• Core approach: EEF – A Tiered approach

Figure 1: The tiered model for school planning



The evidence and rationale for our choices: DfE's Catch-up premium guidance and EEF's COVID-19 support guide for schools

Summary Information:

Total number of pupils:	208	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,640		

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Teachers and other staff need a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and COVID-19.
B	Gaps/missed skills and knowledge and misconceptions could limit attainment and progress of all children in Reading, Writing and Maths
C	Children's resilience and self-confidence is lower than pre-COVID, which could result in weak progress and attainment.
D	Children's reading ages may be lower than expected at the start of Autumn 2020.
E	Children in KS1 and EYFS will have gaps in their phonological knowledge, which could result in fewer children passing the Phonics Screening Test at the end of the Autumn Term 2020.
F	Variability in home learning engagement will result in missed knowledge and future misconceptions.

ADDITIONAL BARRIERS

External barriers:

G	Children have been away from school for a significant and sustained period of time, which could result in poor mental health, well-being and issues around social and emotional behaviours.
H	Possible low attendance and/or punctuality.
I	Variability in parental engagement

Planned expenditure for current academic year

Teaching					
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
To ensure that teachers and staff are confident and have the necessary tools to support children's catch-up through high quality learning, teaching and assessment	<p>Pre-assessments, mini quizzes etc to assess prior-knowledge on a regular basis</p> <p>Baseline assessments will provide current reading attainment/reading ages using Reading Test for phonics in KS2</p> <p>Baseline assessment will provide current maths attainments using WRM/NFER unit and end of term tests</p> <p>Children's metacognition will improve their learning. They will be more conscious of their thinking and more aware of their strengths and strategies that are useful to their own learning.</p>	<ul style="list-style-type: none"> • Pupil Voice • Work Scrutinies • Termly Data Analysis • Keystage Meetings 	<p>HT</p> <p>Reading/ Phonics Lead</p> <p>Maths Lead</p> <p>HT</p>		<p>December 2020</p> <p>April 2021</p> <p>June 2021</p>

Targeted Academic Support

Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
Daily additional Phonics teaching for all children identified through baseline data and tracking: Years 1 - 6	Accelerated progress will ensure that results are at least in line with national for the phonics screening tests in Autumn 2020 and Summer 2021. 100% of children in Year 2 & 3 identified will pass the phonics re-sit test by Autumn 2021 and Summer 2021	<ul style="list-style-type: none"> Internal data tracking Entry and exit phonics score Entry and exit reading ages Pupil progress meetings Provision Mapping 	HT		December 2020 April 2021 June 2021
To provide 1:1/2/3 Maths tuition for children who have been identified through baseline data and tracking through the NTP.	Attainment and progress in Maths will be accelerated and any gaps caused by Covid consequences will be narrowed or closed.	<ul style="list-style-type: none"> Internal data tracking Entry and exit data Feedback & Tracking from NTP Partner 	Maths Lead		December 2020 April 2021 June 2021
To provide 1:1/2/3 Reading tuition for children who have been identified through baseline data and tracking through the NTP.	Attainment and progress in Reading will be accelerated and any gaps caused by Covid consequences will be narrowed or closed.	<ul style="list-style-type: none"> Internal data tracking Entry and exit reading ages Entry and exit scaled scores Pupil Progress Feedback & Tracking from NTP Partner 	Reading Lead		Dec 2020 April 2021 June 2021
To provide 1:1/2/3 Writing tuition for children who have been identified through baseline data and tracking through the NTP.	Attainment and progress in Writing will be accelerated and any gaps caused by Covid consequences will be narrowed or closed.	<ul style="list-style-type: none"> Internal data tracking Pupil Progress Feedback & Tracking from NTP Partner 	Writing Lead		Dec 2020 April 2021 June 2021

<p>To provide small group tuition for children in Reception/ Y1 identified through baseline data and internal tracking through Nuffield English Language Intervention project.</p>	<p>Accelerated progress will be made in children's speech and language so that at least national figures are met +/-5% in July 2021 in CLL</p>	<ul style="list-style-type: none"> • Internal data tracking • Entry and exit data • Feedback & Tracking from NELI 	<p>EYFS Lead</p>		<p>Feb 2021 April 2021 June 2021</p>
<p>To provide additional 20 mins small group weekly phonics tuition for targeted children in Y4/5/6 with the Headteacher and subsequently with trained ETA</p>	<p>Attainment and progress in reading and writing will be accelerated through a better understanding of phonics.</p>	<ul style="list-style-type: none"> • Internal data tracking • Entry and exit data • Pupil Progress • Provision Mapping 	<p>HT & DHT</p>		<p>Dec 2020 April 2021 June 2021</p>
<p>Class based ETAs to provide 1:1 Precision Teaching and Paired Reading on a daily basis throughout school as appropriate</p>	<p>There will be accelerated progress in targeted children's reading ages and speed of reading (wpm) e.g. +6mths from each assessment point</p>	<ul style="list-style-type: none"> • Internal data tracking • Entry and exit reading speeds • Entry and exit reading ages • Entry and exit scaled scores • Pupil Progress • Provision Mapping 	<p>DHT</p>		<p>Dec 2020 April 2021 June 2021</p>

Wider Strategies					
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Cost	When will you review this?
<p>To have regular contact with Parent/Carers to support with concerns and issues that they may be experiencing, including providing support from and signposting of relevant services</p>	<p>The previous good work done around family engagement to support both parent/carers and children is re-established.</p> <p>Parent/Carers confidence in returning to school will improve.</p> <p>Attendance, punctuality and PA will be maintained and will at least be in line with national figures</p>	<ul style="list-style-type: none"> • Parent Voice • Half Termly Attendance analysis 	<p>DSL, SEND Lead, BSWs & Learning Mentor</p>		<p>Sept 2020</p> <p>Jan 2021</p> <p>April 2021</p>
<p>To identify and implement a new online remote learning platform where staff/children/parents are confident in its use to support, develop and extend children's remote learning at home.</p> <p>To ensure that the school applies for laptops from the Government laptop initiative for eligible children where necessary.</p>	<p>DB Primary Learning Platform is used consistently by Staff/Parents and children.</p> <p>Class Dojo is effectively used by Staff/Parents and children.</p> <p>Home learning and communication with parent/carers is enhanced and the percentage of engagement with home learning through Class Dojo will increase from 47%.</p> <p>Laptops will be loaned to families if necessary or paper copies of work activities will be produced and delivered.</p>	<ul style="list-style-type: none"> • Parent Voice • Pupil Voice • Staff CPD • Monitoring of teaching and learning via Class Dojo 	<p>HT</p> <p>HT</p>		<p>Sept 2020</p> <p>Jan 2021</p> <p>April 2021</p> <p>Sept 2020</p>
<p>To liaise with staff regularly to ensure that their wellbeing is monitored and looked after.</p>	<p>All staff are aware of the services offered by HR and use this to support their own well-being as and when needed</p>	<ul style="list-style-type: none"> • Staff Voice 	<p>HT</p>		<p>Sept 2020</p>

<p>To re-establish the positive behaviour and learning routines, as well as reinforcing the school's values (Kindness, Independence, Nurture, Determination).</p>	<p>All staff consistently follow the school's behaviour policy</p> <p>Class Dojo awards are used consistently across school to reward children's positive behaviours</p> <p>All behaviour incidents are consistently logged on CPOMs to ensure a more accurate picture of negative behaviour incidents can be attained and support analysis</p> <p>All children will be able to talk about the school's values.</p>	<ul style="list-style-type: none"> • Assemblies • Pupil Voice • Behaviour Analysis 	<p>Keystage Leaders, HT AHTs</p>		<p>Dec 2020 Feb 2021 April 2021 June 2021</p>
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ADDITIONAL INFORMATION

- Our proportion of disadvantaged pupils across the school currently stands at 20% (40 FSM + 2 PLAC children) compared to the national picture at 18.2% (Kirklees School Profile 2019 - 2020).
- Our proportion of pupils with an EHC plan/Statement is currently 1.4% (November 2020) compared to 1.77% nationally (Kirklees School Profile 2019- 2020)
- Just over 50% of children from Reception to Year 6 regularly engaged with the online learning that the school provided during LOCKDOWN.
- Upon re-opening on 8th September 2020 we had a good response to children coming back to school. Attendance has been stable across all year groups upon return - Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance from 8th September – 13th November stands at 97.9%.
- Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed teachers to come back in Autumn 2020 feeling refreshed and ready to take on what is turning out to be a very challenging term.
- As a staff we discussed the need for the use of consistent baselines for Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We agreed that these baselines would be carried out by the end of October 2020. Pupil progress meetings would take place at the beginning of November. At this point we discussed as a staff what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and then SMT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identify children to catch up in their areas of identified need. Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:
- Overall 2020/2021: £16,640 (These amounts are based upon £80 per child with 208 children on roll from Reception to Year 6).

This Catch-up Premium Report is made in conjunction with the school's Recovery Curriculum and Pupil Premium Statement