

Catch-up Premium Strategy Statement

School name	Paxcroft Primary School
Pupils in school	315
Proportion of disadvantaged pupils	21%
Catch-up premium allocation this academic year	£25,000 approx
Academic year or years covered by statement	20-21
Publish date	December 2020
Review date	April 2021
Statement authorised by	John Farrell
Catch-up premium lead	John Farrell
Governor leads	SCC Committee

Rationale

In response to the outbreak of COVID-19 in March 2020, the National Curriculum was suspended and schools remained open only to the children of keyworkers and those children who were deemed to be vulnerable (the criteria for these groups were set out by the government).

As a result, children and young people, nationwide, have experienced significant disruption to their education. It is recognised that those from the most vulnerable or disadvantaged backgrounds will be the hardest hit.

To support schools in addressing this learning deficit, the government are providing schools with the equivalent of £80 per child, in the academic year 2020-21, to support catch-up and to ensure that our children are not disadvantaged by the unprecedented events of the year.

Although schools have flexibility in how they use the funding, they are encouraged to use it to provide specific, targeted support to address gaps in learning that have arisen as a result of 'lost' teaching time.

There are a variety of strategies that we will be deploying to achieve recovery, some new, some an intensified version of existing and successful strategies. Our decisions have been guided by the recommendations made by the Education Endowment Fund (EEF). These relate to:

Teaching & Learning

- Sharp focus on Quality First Teaching
- Increased capacity of SEN TA support
- Additional time in curriculum for core learning recovery

Targeted Approaches

- 1:1 and small group support
- Intervention programmes to target specific areas of need
- Online tutoring in maths

Wider Strategies

- Supporting parents and carers
- Access to technology
- Social and emotional support for pupils experiencing difficulties that impact on learning

Identified Impact of Partial School Closure

Disadvantaged Learners	The most significant and immediately obvious impact has been on the widening of the gap between disadvantaged and non-disadvantaged pupils. This is evident across most early assessments undertaken in October.
Maths	Subject-specific content has not been taught, leading to considerable gaps in learning/understanding. These need to be addressed individually in each class, prior to embarking on each new module of work. Recall of basic number facts is less secure than hoped for, as this was an area that was heavily encouraged during lockdown. Some elements of prior learning have been 'forgotten' and need revisiting in greater depth, before moving on.
Reading	Children are less fluent when reading; this impacts on the children's ability to understand the text. The gap between those children who read widely and read for pleasure and those who don't has increased significantly.
GPS	Subject-specific content has not been taught, leading to considerable gaps in learning/understanding. These need to be addressed individually in each class, prior to embarking on each new module of work. Some elements of prior learning have been 'forgotten' and need revisiting in greater depth, before moving on. Recall of spelling rules and year group spellings has suffered.
Writing	Writing stamina has diminished and the children's handwriting and presentation skills are not as polished as previously. GPS-specific skills have been 'forgotten', impacting the technical quality of writing.
Foundation Subjects	As areas of the curriculum have not been taught, the children have gaps in knowledge which often form the building blocks for new learning. As a result, the children are less likely to make connections between concepts and themes within

	the curriculum. The children have also missed out on the trips, visitors etc that enhance learning across the curriculum.
Other	<p>Many children have become less resilient in their learning. Although learning behaviour remains good, some social groups are struggling to find their natural equilibrium, leading to some knock-on effects on lessons immediately following break times. This is exacerbated by the bubbles, meaning that individuals and groups who are likely to clash personalities are in closer proximity with each other than would normally be the case.</p> <p>Teachers commonly report that the children have a reduced capacity for focus during lessons and their stamina for sustained learning has become diminished, when compared to pre-lockdown levels.</p>

Catch-up Premium Action Plan

To ensure that the children are provided with the best opportunities to close these gaps, the following actions are underway. These will be evaluated and adapted as required throughout the year to ensure that children make the best progress possible and that support is targeted to individual need.

Priority 1: To identify those children most at risk of not making the progress needed to meet ARE in core subjects, in particular, disadvantaged learners; identify gaps in learning in core and foundation subjects.		
Actions	When	Cost
Carry out baseline assessments: NFER Termly Assessments (Reading, GPS, Maths), Writing Assessments, Power Maths End of Unit Assessments	End of T1	c £3,000

Priority 2: To provide targeted academic support for the academic year 20-21 To be reviewed termly following data analysis		
Actions	When	Cost
TA additional hours at start of day and afternoons to focus on leading 1:1 and small group interventions, targeting specific gaps, as identified by teaching staff in each phase.	From T1	£23,650

Wider strategies for current academic year

Aim: To identify those children most at risk of not making the progress needed due to emotional needs		
Actions	When	Cost

Focus on rebuilding learning resilience and learning stamina	Ongoing	N/A
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Monitoring and Evaluation

Monitoring & Evaluation	When	Success Criteria
Data Analysis	T2 T4 T6	<p>Data analysis will show:</p> <ul style="list-style-type: none"> • in Early Years, children have made accelerated progress from their starting points; children achieving GLOD will be in line with NA; • rapid acquisition of the phonemes needed to progress as readers • the number of children passing the Phonics Screening Test is at least in line with NA; • children have made accelerated progress, as measured by NFER standardised scores • that gaps have been plugged (Question level analysis in T4 and T6) and children are prepared for the forthcoming academic year.
Work Scrutiny	Ongoing	<p>Work Scrutiny will show:</p> <ul style="list-style-type: none"> • coverage of gaps in learning as identified in planning; • opportunities for children to rehearse and embed key skills.

Review (April 21):