



# Catch up- Premium Strategy Statement

## Edith Cavell Primary School

Academic Year	2021 - 2022	Total Catch up budget	Autumn 2020 - £5260	Amount of funding received per child	£80
			Spring 2021 - £6600		
Total number of Pupils eligible	254		Summer 21 - £8460	Review of PP strategy	July 2022
			Total £20,320		

### 1. Strategy Statement

Edith Cavell Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Catch up Premium funding should be available to all pupils within school who we know to have been disadvantaged through the Covid pandemic, closure of schools and restrictions of virtual learning. We are committed to 'Closing the Gap' between a pupil's level of achievement and the expected standard for their year group. The Catch-up Premium funding forms a vital part of this process.

The Government allocates three types of Catch up Funding.

- 1) Catch up Premium
- 2) Recovery Premium
- 3) School Led Premium

This report reports on the use of the Catch up Premium. The Recovery Premium is included with the Pupil Premium Grant report. The school Led premium will be reported on at the end of the 2021/2022 academic year.

These three pots of money are to be used in different ways, but to the same ultimate goal – to support identified pupils to accelerate their learning from their individual starting points, with the aim to return to and exceed age related expectations.

This funding helps to provide additional and extra tuition, opportunities and support to identified and eligible pupils to enable them to secure a firm basis of knowledge and skills on which to securely build future learning.

The governors reserve the right to allocate the Catch up premium funding to support any pupils or groups of pupils the school has legitimately identified as benefitting from additional support.

## 5. Planned Expenditure

The plan below demonstrates how we are using Catch up Premiums to improve classroom pedagogy, provide targeted support, enrichment and experiences

### Quality teaching for all

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Pupils who enter school at any stage with oracy issues and less well developed speech, knowledge and understanding of language make rapid progress to enable them to narrow the gap on achieving the expected standard in their year group	Professional development for staff Train additional staff in Sounds write programme Trained school staff will deliver Talking Success, Lift off to Language, Talk for Writing, Talk for All and Five to Thrive to children with identified speech and language issues or identified as disadvantaged. Delivery could be whole class, small group or individuals. Children assessed using Nelli tool to determine eligibility for the programme. 20 week course delivered by TA involving 5 sessions per week, 3 in a group and 2 individual.	£1,500	All staff supporting Sounds write are suitable trained to deliver the programme with fidelity Pupils with identified speech and language issues make rapid progress and the gap in achievement is narrowed between identified disadvantaged pupils and their peers. Children completing 20-week Nelli programme have developed the language, oracy, phonological awareness and vocabulary skills to successfully support their long term progress in reading comprehension.	JM/CD/LS	Spend as identified.
KS2 Pupils develop, refine and improve comprehension skills through effective homework tasks	Purchase CGP comprehension books for all KS2 pupils. Pupils complete comprehension activities at home.	£400	Pupils practise information retrieval, manipulation and inference skills along with developing the skill of precisely answering questions posed. Parents have a clearer understanding of requirements of reading activities, need for inference, deduction and prediction skills when reading.	JM/CD	GPaS <b>and</b> reading comprehension books purchased for UKS2 pupils. GPaS books purchased for LKS2 pupils.  <b>Y6 SATS:</b> 75% of pupils passed GPaS 68% pf pupils passed reading

## Targeted Support

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -																														
<p>Pupils return to at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>LKS2 – 4 nights a week – Ranstad – NTP – 70% discount– 1 hour per night – two maths and 2 English (Groups of 3)</p>	<p>£1,000</p>	<p>Identified children receive a minimum of 8 weeks of additional tutoring in English, maths or both. Specific area of need identified by class teacher and communicated to tutor. Data monitored by Catch up Champion</p>	<p>CD</p>	<p><b><u>The groups were held as follows:</u></b></p> <p><b><u>Autumn – Ranstad (after school)</u></b> E. Banks with LKS2 for 8 weeks: 2 x writing, 2 x reading (12 pupils)</p> <p><b><u>Spring – Ranstad (after school)</u></b> E. Banks with LKS2 for 11 weeks 2 x writing, 2 x maths (12 pupils)</p> <p><b><u>Summer – Ranstad (after school)</u></b> E. Banks with LKS2 for 5 weeks 1 x maths, 3 x reading (12 pupils)</p> <p><b><u>Summer – Ranstad (after school)</u></b> E. Banks with UKS2 for 5 weeks 3 x reading (11 pupils)</p> <p>Staff identified children for these booster sessions through in-class observation, end of unit/end of term assessments, marking work in books and listening to readers.</p> <p><b><u>Data Averages for LKS2</u></b> (all represent the combined data for the year group.) Where pupils attended less than 5 sessions, their data has not been included within the average.</p> <p><b>READING</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Summer 2021</th> <th>Summer 2022</th> <th>Progress made</th> <th>Number of pupils</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>2.1</td> <td>3.3</td> <td>1.2</td> <td>6</td> </tr> <tr> <td>Y4</td> <td>3.1</td> <td>4.1</td> <td>1.0</td> <td>9</td> </tr> </tbody> </table> <p><b>WRITING</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Summer 2021</th> <th>Summer 2022</th> <th>Progress made</th> <th>Number of pupils</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>2.2</td> <td>3.2</td> <td>1.0</td> <td>4</td> </tr> <tr> <td>Y4</td> <td>2.7</td> <td>3.8</td> <td>1.1</td> <td>5</td> </tr> </tbody> </table>		Summer 2021	Summer 2022	Progress made	Number of pupils	Y3	2.1	3.3	1.2	6	Y4	3.1	4.1	1.0	9		Summer 2021	Summer 2022	Progress made	Number of pupils	Y3	2.2	3.2	1.0	4	Y4	2.7	3.8	1.1	5
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	KS1 – 2 full days summer term 2021 – Autumn term – Ranstad – NTP – 70% discount– 6 English groups and 6 maths groups (Groups of 3)	£1,000		CD	Sessions were not held for KS1 in the Autumn term.															
	KS1 – 2 full days Spring term 2022 – Ranstad – NTP – 70% discount – 6 English groups and 4 maths groups (Groups of 3)	£1,000 – ended up spending £1,300			<p><b>Spring – Ranstad (in school)</b></p> <p>A. Chase with KS1 for 8 weeks (2 days a week) 14 pupils on Wednesday, 14 pupils on Thursday (9 pupils attended both days, so there were 19 pupils targeted in total.) A mix of maths and English – dependent on the group and the child.</p> <p><b>The cost for these sessions ended up being £1300, not £1000 (£300 additional spend).</b></p>															
	My maths – TA supporting summer term 2021 – 6 groups – (Groups of 3) Purchase of head phones to enable individual access to personalised programmes of lessons	£500		HC/CD	Due to other after-school commitments and availability of staff, we did not use any of the catch-up premium for this.															
	TA's supervise on line sessions and support with IT issues, questions and dismiss safely at the end of the session	£400	Pupils are supported by a familiar adult who can support, supervise behaviours and ensure collected safely at the end of the session	TA's	As above															

	Refreshments for participants prior to sessions. To aid concentration levels.	£100	Pupils receive a drink and a biscuit at end of school day and prior to starting additional study	TA's	As above																														
Identified pupils recall of basic mathematical facts is improved and can be applied in different contexts confidently.	Identified pupils undertake individual tutoring from Third space maths. – NTP discount 70% Following an initial assessment, individual tutors lead pupils through tasks and activities to develop their mathematical skills, understanding and application. Groups of 8 pupils – 4 nights a week – 32 children 2 x 15 week courses	£5,500	Participating pupils demonstrate secured learning, increased confidence and ability in class mathematics lessons resulting in improved scores in assessments	CD	<p><b><u>Autumn to Spring Cohort – Third Space (LKS2)</u></b> x 15 weeks, 2 nights a week – 16 pupils</p> <p><b><u>Autumn to Spring Cohort – Third Space (UKS2)</u></b> x 15 weeks, 2 nights a week – 16 pupils (only 15 attended)</p> <p><b><u>Spring to Summer Cohort – Third Space (LKS2)</u></b> x 15 weeks, 2 nights a week – 16 pupils</p> <p><b><u>Spring to Summer Cohort – Third Space (UKS2)</u></b> x 15 weeks, 2 nights a week – 16 pupils</p> <p><b><u>Data Averages</u></b> (all represent the combined data for the year group)</p> <table border="1"> <thead> <tr> <th></th> <th>Summer 2021</th> <th>Summer 2022</th> <th>Progress made</th> <th>Number of pupils</th> <th>Pupils with SEND</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>2.3</td> <td>3.3</td> <td>1.0</td> <td>14</td> <td>2</td> </tr> <tr> <td>Y4</td> <td>2.9</td> <td>4.0</td> <td>1.1</td> <td>18</td> <td>4</td> </tr> <tr> <td>Y5</td> <td>4.0</td> <td>4.8</td> <td>0.8</td> <td>23</td> <td>3</td> </tr> <tr> <td>Y6</td> <td>4.0</td> <td>4.9</td> <td>0.9</td> <td>8</td> <td>5</td> </tr> </tbody> </table> <p>The data shows that the pupils in each year group made, on average, at least 0.8 year's progress. In general, pupils were selected for attendance at Third Space maths sessions because teachers were concerned they may not reach their target for summer 2022. Sometimes however, the selected pupils did not have permission to attend the sessions, and replacement pupils had to be sought in order to make up the numbers. This is particularly true of Y4 – where some GDS pupils were selected for attendance. It is not really possible to compare the data of Third Space attenders with non-Third Space attenders because:</p> <ul style="list-style-type: none"> <li>Children not attending Third Space maths sessions may have been in an alternative booster session for maths;</li> </ul>		Summer 2021	Summer 2022	Progress made	Number of pupils	Pupils with SEND	Y3	2.3	3.3	1.0	14	2	Y4	2.9	4.0	1.1	18	4	Y5	4.0	4.8	0.8	23	3	Y6	4.0	4.9	0.9	8	5
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					<ul style="list-style-type: none"> <li>Children not attending Third Space sessions may have been likely to reach their target (and therefore not require additional support);</li> <li>Children not attending Third Space sessions may have been pupils with SEND – and not able to cope with the demands of the after-school sessions.</li> </ul> <p>Feedback from teachers, and individual Third Space maths session reports indicate that pupils did benefit from the sessions.</p>
	TA's supervise on line sessions and support with IT issues, questions and dismiss safely at the end of the session	£400	Pupils are supported by a familiar adult who can support, supervise behaviours and ensure collected safely at the end of the session	TA's	Y. Rahman, M. Toner, J. Donald and N. Wright covered the sessions throughout the year (not necessarily one day per adult – the support varied throughout the year.)
	Refreshments for participants prior to sessions. To aid concentration levels.	£100	Pupils receive a drink and a biscuit at end of school day and prior to starting additional study	TA's	Purchased and available for pupils throughout the year
Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions.	Siblings to Gems and breakfast club to allow attendance at boosters/tutoring for siblings – parents only need to pick up once	£400	Removing barriers to children attending catch up tutoring Identified and targeted children can attend arranged tutoring and booster groups.	CD/HC/MT	This was offered to various parents – especially those whose children are pupil premium.

### Other Approaches

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Through achieving the Useful and kind mark – the school nurtures and grows useful and kind behaviours and leadership across the whole school community.	To continue to work to the Useful and Kind school mark. To complete the Grow stage and move to the Flower stage. Useful and Kind ambassadors – to have a school council focusing on being useful and kind members of society and being good role models to the rest of the school Useful and Kind after school club Useful and Kind newspaper	£650	The school will be awarded the U&K mark Useful and Kind will become everyday words and actions being used by the whole school community	SW	Spend as identified. Children from all classes in the school were involved in the U&K club, and they met throughout the year to discuss how we could implement changes in the school to increase the profile of kindness. The U&K team also produced a newspaper which class teachers shared with their pupils.
DFE supplied devices support the ongoing teaching and learning in the school	DFE supplied devices adapted to school systems and mapped to mirror existing devices. (Laptops and ipads)	£400	Devices can be used in whole class sessions as well as to support individual research	CD/ HC Partner ship	Spend as identified. Devices have been used across the school by all children. Pupils are now more confident and competent when accessing online learning tasks. Laptops and iPads are

	Devices used to access Third space maths additional tutoring sessions				used every day to support the learning of all children, and also used for intervention sessions such as Third Space maths.
The school server efficiently supports the computing infrastructure of the school	Purchase and install a New server for the school	£2,723	New upgraded server enables efficient and improved access to the internet. Live lessons and events can be streamed simultaneously from school site	HC/ Partner ship	Spend as identified.
The WiFi system effectively supports the increased use of technology, devices and the internet to deliver home and in school learning	Upgrade school WiFi system to increase upload and download speed. Increased speed improves efficiency of 'live' lessons during lockdown and when a child is accessing in school learning while isolating at home	£1,415	Upgraded WiFi allows speedy and efficient access to the internet, successful live video calling and use of virtual parents evening software.	HC/ Partner ship	Spend as identified.
Catch up Champion closely monitors the achievement of children accessing additional tutoring.	Short term TLR awarded to member of SLT for monitoring, supporting and challenging achievement of pupils who qualify for Catch up Grant	£2,833	Achievement of children accessing additional Catch up sessions is accelerated, from their respective starting points Children achieve expected standard in their respected year groups in the core subject that they are receiving additional tutoring in.	CD	Spend as identified.
					Total Budget Cost £20,321

The total spend was **£18,621**.

**Ann Chase sessions:** Budgeted £2000. Actual spend was £1,300. This is because the sessions did not take place in the Autumn term, but did take place in the Spring term (where the cost was £1,300 not £1000 as previously quoted.)

We also did not hold mymaths sessions (£1000 of the budget.)

This £1,700 will be carried over the following year.