



Catch up- Premium Strategy Review Statement

Edith Cavell Primary School

Academic Year: 2022 - 2023	Total Catch up budget	National Tutoring Programme Budget: £10,530.00 (figure found on a published document online)	Amount of funding received per child	NTP: £162 per PP child (estimated)
		Recovery Premium Budget: £10,875.00 (estimated – based on this year’s PP figures)	Review of PP strategy	RP: £145 per PP child July 2023

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 pots of money to support pupils. These are:

1. National Tutoring Programme Funding (a ring-fenced grant funding allocated directly to schools for in-school tutoring)
2. Pupil Premium (Per-pupil funding to help raise attainment for disadvantaged pupils)
3. 2022/23 Recovery Premium (an additional boost to Pupil Premium to help pupils recover lost learning)

This report focuses specifically on the first and third allocation of funds.

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.

National Tutoring Programme (NTP) Funding and Recovery Premium (RP) Funding

Planned Expenditure

The plan below demonstrates how we are using the NTP and RP incomes to provide targeted support, enrichment and experiences to pupils who may have been disadvantaged by the impact of school closures on learning opportunities.

Targeted Support

Desired Outcome	Chosen Action/Approach	Cost (NTP)	Cost (R.P)	Success Criteria	Staff Lead	Review -
<p>1. Targeted pupils return to at least the standard of attainment they achieved at the end of the previous year and key stage;</p> <p>2. Those who have 'fallen behind' make accelerated progress in order to close the gap between their current attainment level, and their expected attainment level.</p>	<p><u>E. Banks Small Group Tutoring Sessions</u></p> <ul style="list-style-type: none"> Autumn 24 x £25.00 (based on 3 x a week) Spring 30 x £25.00 (based on 3 x a week) Summer 30 x £25.00 (based on 3 x a week) 	£1,260.00	£840.00	<p>Identified children receive a minimum of 8 weeks of additional tutoring in English, maths or both.</p> <p>Specific area of need identified by class teacher and communicated to tutor.</p> <p>Data monitored by Catch up Champion</p>	C.D/J.M	<p>Groups were held as planned. E.B worked with UKS2 (Year 5) children only, until the last few weeks of Summer '23 when pupils in LKS2 were selected for additional tutoring. The sessions were held on a Monday, Tuesday and Wednesday for one hour at a time after school.</p> <p><u>Year 5 Data Headlines for E. Banks Small Group Tutoring Sessions</u></p> <ul style="list-style-type: none"> 8/36 pupils in Year 5 (22%) were involved in small group tutoring sessions for English (reading) Of these 8 pupils, 4 made a year's progress from July '22 to July '23, 3 made more than a year's progress, and one pupil was a new starter mid-way through the year (so no July '22 data.)
<p>1. Identified pupils' recall of basic mathematical facts is improved and can be applied in different contexts confidently.</p> <p>2. Pupils understanding of reasoning problems is improved.</p> <p>3. Pupils can use mathematical language confidently to explain how they arrived at an answer.</p>	<p><u>Third Space Maths TA Cover</u> <i>TA's supervise on line sessions and support with IT issues, questions and dismiss safely at the end of the session</i></p> <ul style="list-style-type: none"> Autumn 24 x £10.50 (based on 2 TAs each doing 12 sessions in the term) Spring 24 x £10.50 (based on 2 TAs each doing 12 sessions in the term) Summer 24 x £10.50 (based on 2 TAs each doing 12 sessions in the term) 	£453.60	£302.40	<p>TAs support children to access the Third Space learning platform. TAs organise refreshments for the children and can dismiss at the end of the sessions to parents/carers. TAs advise and support with technology issues (e.g. headphone connectivity) as and when they arise.</p>	C.D	<p>Sessions were covered by M.T and J.D on Monday evenings and Tuesday evenings. Sessions went ahead as planned. In the Summer term, the Monday evening group was moved to a Wednesday morning.</p>

	<p>Third Space Tutors Following an initial assessment, individual tutors lead pupils through tasks and activities to develop their mathematical skills, understanding and application.</p> <p>Autumn 16 pupils x £230 Spring 16 pupils x £230 Summer 16 pupils x £230</p>	£6,624.00	£4819.20	<p>Identified children receive 12 weeks of additional tutoring in maths (1:1)</p> <p>Specific area of need identified by class teacher and communicated to tutor.</p> <p>Data monitored by Catch up Champion</p> <p>Participating pupils demonstrate secured learning, increased confidence and ability in class mathematics lessons resulting in improved scores in assessments.</p>	<p>Pupils were chosen for the sessions based on teachers identifying gaps in learning. Pupils were chosen from across LKS2 and UKS2.</p> <p>Autumn Term – 10 weeks (delay in starting as a result of collating parent permissions and short-staffed in the school office.)</p> <ul style="list-style-type: none"> x 8 pupils from LKS2: 78/80 sessions attended (98% attendance) x 8 pupils from UKS2: 66/80 sessions attended (83% attendance) <p>Spring Term – 11 weeks (short term – could not fit 12 weeks in.)</p> <ul style="list-style-type: none"> x 11 pupils from LKS2: 91/118 sessions attended (77% attendance)* x 5 pupils from UKS2 44/50 sessions attended (88% attendance) <p>*Started with an UKS2 pupil who left the school – replaced with a LKS2 pupil for the final 6 weeks</p> <p>Summer Term – 11 weeks</p> <ul style="list-style-type: none"> 16 pupils from LKS2: 156/176 sessions attended (89% attendance) <p>Reasons for missed attendance</p> <ul style="list-style-type: none"> Delay in parent responses, meaning alternative pupils had to be sought, delaying the start date; Pupil illness; Parents not bringing pupils in on time (Wed a.m. session); Commitments after school; Extra-curricular events, e.g. camping
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Data Key Headlines – Third Space Maths Tuition

Year 3:

- **18/28** (64%) of pupils in Year 3 completed a set of Third Space maths sessions in the year 2022 – 2023.
- **3/18** (17%) of pupils who **did** Third Space maths made more than a year’s progress, compared to **1/10** (10%) pupils who did **not** do Third Space maths.

Year 4:

- **17/34** (50%) of pupils in Year 4 completed a set of Third Space maths sessions in the year 2022 – 2023.
- **6/17** (35%) of pupils who **did** Third Space maths made more than a year’s progress, compared to **4/17** (24%) of pupils who did **not** do Third Space maths.

Year 5:

- **10/36** (28%) of pupils in Year 5 completed a set of Third Space maths sessions in the year 2022 – 2023.
- **3/10** (33%) of pupils who **did** Third Space maths made more than a year’s progress, compared to **6/26** (23%) of pupils who did **not** do Third Space maths.

Only two Year 6 pupils were involved in Third Space Maths sessions.

<p>Booster sessions for eligible and targeted Year 6 pupils to support, reinforce learning and develop assessment craft in preparation for Y6 SATs.</p>	<p>After-School Boosters for Y6 pupils Teacher-led targeted group booster sessions focus on identified areas for development. This will ensure that identified gaps in knowledge and understanding are addressed so that pupils may feel confident in their knowledge and skills when approaching Y6 SAT tests.</p>	<p>£2152.80</p>	<p>£1,435.20</p>	<p>Targeted pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated progress to improve on the previous year/KS1 position.</p>	<p>Sessions went ahead as planned – with pupils being selected for the sessions to support their knowledge in either reading or maths. Year 6 pupils only.</p> <p>The following sessions were held:</p> <ul style="list-style-type: none"> • Mr Parks (maths) • Mr Chorley (maths) • Miss Martin (reading) • Mrs Fowler (reading) <p>Teachers held between 13 – 15 SATS booster sessions over the course of the year. They generally ran from the end of November '22, and ran until (and through) SATS week in May '23. Aside from a couple of pupil movements, groups of children stayed the same throughout the year.</p> <p><u>Data Key Headlines – Teacher After-School Booster Sessions for Year 6</u></p> <p>Maths:</p> <ul style="list-style-type: none"> • 13/40 (33%) of pupils in Year 6 completed a set of teacher-led maths boosters in the year 2022 – 2023. • 6/13 (46%) of pupils who did in-school maths boosters made more than a year's progress, compared to 10/27 (37%) of pupils who did not do an in-school maths booster. <p>Reading:</p> <ul style="list-style-type: none"> • 14/40 (35%) of pupils in Year 6 completed a set of teacher-led reading boosters in the year 2022 – 2023. • 6/14 (43%) of pupils who did in-school reading boosters made more than a year's progress, compared to 1/26 (4%) of pupils who did not do an in-school reading booster.
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Other approaches

Desired Outcome	Chosen Action/Approach	Cost (NTP)	Cost (R.P)	Success Criteria	Staff Lead	Review -
KS2 pupils develop, refine and improve maths and English skills through effective homework tasks.	Purchase CGP GPaS books for all KS2 pupils. Pupils complete activities at home.	N/A	£401.50	Pupils will be able to answer GPAS-style questions correctly, and will be able to apply grammar, spelling and punctuation skills to their writing across all subjects.	C.D/J.M/Finance department	As planned.
Pupils receive a drink and a biscuit at end of school day and prior to starting additional study.	Refreshments for participants prior to sessions in order to aid concentration levels.	N/A	£300	Refreshments available for pupils attending after-school sessions.	C.D/TAs	As planned.
Catch up Champion closely monitors the achievement of children accessing additional tutoring. Catch-up champion supports with the organisation and running of extra-curricular sessions.	Short term TLR awarded to member of SLT for monitoring, supporting and challenging achievement of pupils.	N/A	£2,833	Achievement of children accessing additional Catch up sessions is accelerated, from their respective starting points. Children achieve the expected standard in their respected year groups in the core subject that they are receiving additional tutoring in.	C.D	As planned.

National Tutoring Programme Budget: £10,530.00

Our predicted NTP spend: £10,490.40 (underspend by £39.60)

Recovery Premium Budget: £10,875.00

Our predicted RP spend: £10,931.30 (overspend by £56.30)