



Iveson Primary School - Catch up Premium Report

Introduction

In response to covid-19 the government announced £1 billion of funding to support children and young people to catch up. This included a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools' allocations were calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to year 11. Though funding has been calculated on a per pupil or per place basis, the allocation can be used as a single amount from and schools have the flexibility to spend their funding in the best way for their cohort and circumstances. The funding should be used for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Funding amount

Iveson Primary school will receive £33,137

Focus of funding (the needs we have identified)

Following a period of assessment and baselining we have identified the following needs:

- a) **To close gaps in core subjects to secure combined age- related data**
- b) **To improve the standards of writing across the curriculum**
- c) **To develop, embed and evaluate strategies to support quality first teaching re catch -up**
- d) **Targeted interventions with a specific focus on Pupil Premium children catch-up**

How funding will be allocated and how we will review the impact

Planned Expenditure		
a) To close gaps in core subjects to secure combined age- related data		
Desired Outcome	Chosen action/approach	How will you monitor impact?
All children reach combined target by Summer Term 2022 All classes meet combined data target (minimum of 65% combined)	Analysis of data identifies areas children need gap closing in Increase flexibility in staffing to allow for pre- teach/ misconceptions to be addressed through targeted support in and out of the classroom setting	Pupil progress meetings Pupil progress dialogue sessions – in depth discussion re targeted children Lesson observations Work scrutiny Teacher Appraisals
All staff are familiar with and effectively use FFT tracking and target software to identify and address gaps	CPD to all teaching on use of FFT and data analysis	Audit of FFT use Pupil Progress Meetings
Total budgeted costs	£9,500	Costs involve increasing teaching staff to support in class and through targeted interventions Cost to release staff for Pupil Progress Dialogue sessions
<p>Evaluation: Combined data at the end of 2021-22 was as follows Y6 -73% (well above National), Y5-82%, Y4- 71%, Y3-63% (impacted by mobility 7 in year arrivals), Y2-55% (in line with National), Y1-65% and EYFS 56% (20% SEN in EYFS cohort) on balance targets were met. End of Keystage attainment was very strong for Y6 and in line with national for Y2. This indicates the impact of staffing and challenge, it is important to note the factors re mobility and SEN that impacted on Y3 and EYFS, Y3 data without the 7 new arrivals would have been 69%. All staff have been trained in and are familiar with the FFT platform and can use this to identify progress and attainment for different groups of children; this is part of ongoing CPD as FFT continue to evolve and develop their product.</p>		

Planned Expenditure

b) To improve the standards of writing across the curriculum

Desired Outcome	Chosen action/approach	How will you monitor impact?
Percentage of children reaching age related and above in writing increases	Cross County L3 approach to identify best practice, carry out shared CPD and evaluate impact. Staff training sessions re Project and Talk into Writing Coaching model re staff development	Lesson Observation Feedback from coaching/training Data Analysis Pupil Progress Meetings
Gaps resulting from the pandemic are addressed impacting on the quality of writing and ability to adopt the appropriate style for purpose become increasingly well-embedded	Staff training on improving and editing writing	Lesson Observation Work scrutiny Case Studies – Including work samples over time.
Total budgeted costs	£1,500	Release time for Project Lead Cover for coaching/observation and feedback

Evaluation: L3's, book scrutiny and lesson observations indicate improvements in the quality and standards of writing, by the end of the year there had been a clear shift in focus from quantity to quality as children and staff used the editing approach. Children are now more familiar with the different styles of writing and this led to a whole school audit looking at acquisition of skills and how these build overtime.

Planned Expenditure

c) To develop, embed and evaluate strategies to support quality first teaching re catch -up

Desired Outcome	Chosen action/approach	How will you monitor impact?
Children’s long-term memory improves Learning becomes embedded	3 x Staff Training sessions on long term memory theory and principles Implementation and embedding of memory starters and termly quizzes	Progress Measures in Maths – PUMA data Entry and exit data Autumn to Summer Two Outcomes from termly quizzes.
Technology is effectively used to support catch-up, target support and revision.	Staff training on use of technology to deliver pre-recorded intervention support. Development of strategies to enable pupils to access quality revision resources To enable increased flexible learning in school and at home through a suite of online support materials delivered by school staff.	Entry/Exit questionnaires Observation re use of technology in the classroom/intervention group Analysis of pupil/parent independent access of resources beyond the school day
Total budgeted costs	£2,137	Lead release time for coaching and developing project Resources to support access to interventions i.e. headphones

Evaluation: Use of long term memory strategies is well embedded in practice as evidenced through progress in Maths at the end of Year 6 with this being significantly above national. Analysis by Year group will be presented at T&L committee meeting. L3’s and drop-ins indicate that memory recall is well-embedded in practice across the wider curriculum with this now referenced in lessons as a matter of course. This continues to form part of the schools SDP to ensure that links are made across the curriculum in terms of memory and recall.

Use of Google classroom is embedded re homework and the school has increased the number of ipads and laptops it has with long term plans to ensure all children have either a tablet or laptop for their own use. The maths lead has researched and purchased Complete Tutor enabling children to further develop their Maths skills by accessing an online programme that differentiates work according to need. Staff make increasingly effective use of resources to support children who are new to English.

Planned Expenditure		
d) Targeted interventions with a specific focus on Pupil Premium children catch-up		
Desired Outcome	Chosen action/approach	How will you monitor impact?
Targeted interventions impact on closing the gap for those children not on track to reach are with a specific focus on pupil premium children	Focused English/Maths based interventions for children to ensure combined age related is attained within the set timescale	Termly data PIRA / PUMA test outcomes SLT review of data Teacher progress discussions
Total budgeted costs	£20,000	Costs involve additional HLTA staff to allow for targeted interventions
<p>Evaluation: FFT data for the end of Y6 indicates Pupil Premium children at Iveson make better progress than non-Pupil Premium children nationally. Data by year group indicates Pupil Premium children at Iveson make progress better than or equal to Non Pupil Premium children this is impacting on a closing of the gap on attainment.at end of Y6. This is achieved by careful analysis of gaps in learning and targeted support to enable children to address these impacting on combined data.</p>		

For many children, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. Therefore, the above will be spread across a range of different children in response to their individual specific needs, supported by the schools belief that Quality First Teaching is essential in supporting children to negate the negative impact of the school closures.