

Catch-Up Premium Statement (primary) 2020-21

1. Summary information				
School	Seaford Primary School			
Academic Year	2020-21	Total catch up budget	£38,240	September 2020
Total number of pupils	447		Date for next internal review of this strategy	February 2021

Current attainment			
	Key Stage 2 SATs July 2019	<b>Key stage 2 projected outcomes (Maths and Reading data also gained from Internal Testing in March 2020 before COVID lockdown)</b>	Key Stage 2 SATs July 2021
<b>% achieving in reading, writing and maths</b>	61.7% (National 64.2%)	<b>63%</b>	
<b>% achieving national standard in reading</b>	73.3% (National 73.2%)	<b>80%</b>	
<b>% achieving national standard in writing</b>	85% (National 78.5%)	<b>79%</b>	
<b>% achieving national standard in maths</b>	71.7% (National 78.7%)	<b>79%</b>	
<b>Reading progress score</b>	-0.5	<b>NA</b>	
<b>Writing progress score</b>	0.2	<b>NA</b>	
<b>Maths progress score</b>	-2.4	<b>NA</b>	
	Key Stage 1 SATs July 2019	<b>Key Stage 1 projected outcomes last reviewed in March</b>	Key Stage 1 SATs July 2021
<b>% achieving national standard or above in reading</b>	75% (National 74.9)	<b>75%</b>	
<b>% achieving national standard or above in writing</b>	71.7% (National 69.2%)	<b>67%</b>	
<b>% achieving national standard or above in maths</b>	76.7% (National 75.6%)	<b>75%</b>	
	EYFS Profile July 2019	<b>EYFS Profile July 2020-projected outcomes by the end of year most recently reviewed in March 2020</b>	EYFS Profile July 2021
<b>% achieving a good level of development.</b>	75% (National 71.8%)	<b>NA</b>	
<b>Average point score</b>	37.7 (National 34.6)	<b>NA</b>	

2. Barriers to future attainment (all pupils)

Data used to reach the judgements below: Initial teacher assessments in term 1 during full reopening of school in September. Staff used a range of formative and summative assessments including Sounds Write, previous SATs papers, White Rose unit assessments, Key number fact assessments and language link assessments to ascertain the gaps in learning. All teachers met with leaders to set out priorities for tutoring.

Barriers to prgo (issues to be addressed in school, such as poor oral language skills)

A.	Pupils vulnerable to reaching end of year expectations have missed key phases of phonics. There is particular need to address phase 5 phonics with children in lower KS2 who were not part of the eligible year groups who returned in the summer term. Some Y2 children require further support where they remained out of school for longer periods of time.
B.	There are gaps in pupils' reading fluency in lower-key stage two. These children missed key face to face learning
C.	Some of our upper key stage pupils need further support with skills linked to inference and deduction as well as word retrieval.
D.	Across the school we have identified gaps in pupils' knowledge of key number skills, particularly the Key addition facts bridging ten and quick recall of times tables. Pupils in upper key stage now require further catch up with regards to their knowledge of key mathematical terminology as well as deciding on the most efficient methods they can use to decode and solve multi-step problems.
E.	Pupils' emotional and social wellbeing is of high priority on return to school.

External barriers (issues which also require action outside school, such as low attendance rates)

F.	Pupil self-isolations due to the ongoing pressures of the Pandemic remain a barrier to progress alongside the accessibility to devices to support home learning.
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils' gaps in phonic phase five will be resolved enabling them to read confidently and decode new, ambitious words effectively. We are currently transitioning to using the Sounds Write scheme to teach phonics and one of our recently employed tutors is trained in Sounds Write. Tutor input will be monitored by gaining a base-line score of performance and comparing this with final assessments at the end of the tutoring period.	Pupil performance in phonics testing (termly and at the end of the year in Y1 and Y2) shows that they are making good progress. Sounds write phonics code improvement-pupils recognise 5 more codes in addition to improvements of at least 10 marks in phonics screening check assessments.
B.	Improved reading fluency and comprehension skills at the end of KS1 and across lower KS2 meaning that children reach or exceed the end of year expectations/are in line with age-related expectations. Progress/the narrowing of gaps will be measured in the comparison of entry and exit reading ages on accelerated reader (for KS2). For KS1 reading ages or average words per minute scores will be used as a measure of progress.	Pupils in KS1 will show progress by increasing reading speed (words per minute shows an improvement of at least ten words). Teachers report that there is recognisable reading for pleasure as the children become more independent in their choice of books (teacher conversation post tutoring support).  In lower KS2 pupils continue to improve outcomes in their Star Reader Assessments on accelerated reader.
C.	Improve comprehension skills across KS2 enabling pupils to infer and deduce from the text. Pupils reach age-related expectations in reading or exceed these. This will be evident in the type of responses pupils provide to questions which specifically request them to deduce and infer.	In lower KS2 pupils continue to improve outcomes in their Star Reader Assessments on accelerated reader. In formal assessments, pupil attainment improves by at least 10 marks.
D.	Improvements in pupils' fluency skills across both key stages means that pupils know the key addition facts and times tables relevant to their age-related expectations. They reach or exceed their targets and outcomes are in line with national expectations/national averages.	Pupils make progress with their number facts, improving their fluency by ten facts/a learned times table per period of tuition.

	Record of progress and attainment will be managed through our internal number fact assessment documents and the times table heat maps and outcomes assessments on Times Table Rockstars.	
E.	Pupils continue to be supported with their mental health and well-being in response to the Pandemic and the personal impact it has had on them. Pupils will continue to attend school happily and outcomes in their learning are in line with those set out at the beginning of the year.	Pupils regulate emotions/anxiety meaning that they are able to access their learning effectively and reach end of year expectations.
F.	Pupils attend school regularly. Online questionnaires enable SLT to identify pupils who are able to access remote learning. Learning will be provided for these pupils in an alternative format or via use of loaned devices.	Pupil attendance remains high and above our target of 96.4%

4. Planned expenditure						
Academic year	2020-2021					
i. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Pupils' gaps in phonic phase five will be resolved enabling them to read confidently and decode new, ambitious words effectively.	Small group tuition for pupils led by trained teachers with expertise in KS1 initially in Y2 and moving on to Y1 in the Spring term. Pupils will access Sounds Write materials to enable them to make progress with particular graphemes	<b>The Education Endowment Foundation has produced guidance around the most beneficial resources to support children's catch up. They say that 'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.'</b>	Tutors to liaise with teachers and SLT about Pupil progress. Baseline assessments at the start of the tutoring period will be made, targets set and summative assessments gained.	DHT	February 2021 (first internal review).	Tutor costs combined for all of the targeted areas.  Tutor 1 4 hours x 4 times per week x 29 weeks <b>£16,240</b>  Tutor 2 4 hours x 3 times per week x 29 weeks <b>£14,268</b>

<p>Improved reading fluency and comprehension skills at the end of KS1 and across lower KS2 meaning that children reach or exceed the end of year expectations/are in line with age-related expectations.</p>	<p>Small group tuition and 1:1 tuition for pupils in Y3 and Y4 focusing on reading fluency and comprehension. Some of these pupils will also receive additional phonics tuition using Sounds Write. Tuition being led by a qualified teacher trained in Sounds Write.</p> <p>Additional learning for Y4 pupils in reading will also be delivered in small groups before school</p>	<p>With regards to extending the school day with wrap around tuition the EEF says, 'In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour.</p>	<p>Tuition entry and exit date. Targets for achievement set will be measureable.</p>	<p>DHT</p>	<p>As above</p>	<p>As above</p>
<p>Improve comprehension skills across KS2 enabling pupils to infer and deduce from the text. Pupils reach age-related expectations in reading or exceed these.</p>	<p>Small group tuition in Years 5 and 6 focusing on specific reading skills starting with inference and deduction and word retrieval. This provision will take place before school and during the course of the morning and will be delivered by a qualified teacher.</p>	<p>As above</p>	<p>As above</p>	<p>DHT</p>	<p>As above</p>	<p>As above</p>

<p>Improvements in pupils' fluency skills across both key stages means that pupils know the key addition facts and times tables relevant to their age-related expectations. They reach or exceed their targets and outcomes are in line with national expectations/national averages.</p>	<p>Small group and 1:1 Tuition provided by trained teachers from Y2 up to Y6 across each term. This tuition will be provided before school and during the morning sessions across the school week.</p> <p>The interventions provided will focus on the key addition facts and times tables. Interventions will be bespoke, responding to the needs of the children.</p> <p>The tutors will also be teaching the session delivered in class, but to a smaller group of pupils.</p>	<p>The EEF recognises the importance of good quality interventions Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>Tutors will also be delivering the learning that occurs within the lessons to smaller groups of pupils. This is to ensure that pupils receive their bespoke tuition but do not fall behind with the content taught in class</p>	<p>As above</p>	<p>DHT</p>	<p>As above</p>	<p>As above</p>
<p>Pupils continue to be supported with their mental health and well-being in response to the Pandemic and the personal impact it has had on them. Pupils will continue to attend school happily and outcomes in their learning are in line with those set out at the beginning of the year.</p>	<p>Interventions are put in place in response to the children's emerging needs. What we have found is that anxieties linked to the Pandemic have not presented themselves so much in the first term of return to school. They are, however, becoming more apparent in term 2.</p> <p>Pupils can access the following support:- Nurture classroom YMCA dialogue</p> <p>To assist with mental health and wellbeing.</p>	<p>Providing pupils access to support related to mental health, supports them in their ability to regulate emotions and, therefore, will be able to access learning and reach their end of year targets.</p>	<p>Pupil voice and feedback from providers. The Boxall assessment will also be used to measure entry and exit impact.</p>	<p>DHT</p>	<p>As above</p>	<p>Central costs for this are presented on the PP plan for 2020-2021.</p>

<p>Pupils attend school regularly. Online questionnaires enable SLT to identify pupils who are able to access remote learning. Learning will be provided for these pupils in an alternative format or via use of loaned devices.</p>	<p>Regular monitoring of attendance in line with the procedures costed in the PP plan.</p> <p>Pupils who have problems accessing the internet through lack of device will be lent one to use (see PP plan costings)</p>	<p>Regarding the use of technology the EEF says Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</p>	<p>Monitoring pupil submission of work on Class Dojo or Google Classroom.</p> <p>Monitoring pupil access to My Maths and Times table Rockstars.</p>	<p>DHT</p>	<p>As above.</p>	<p>Cost for this is linked to the PP plan and not ascertained from the catch up budget.</p> <p>Remaining catch up funding to be considered for devices <b>£7,732</b></p>
<p>Total budgeted cost</p>						<p><b>£38,240</b></p>