

St. Stephen's CE Primary School – Catch-up Premium Strategy 2020 - 2021

Updated April & July 2021

School Overview

Number of pupils in school YR – Y6	188
Proportion of disadvantaged	33.5%
Catch-up Premium allocation received by school (No. of pupils x £80) <i>Total allocated - as detailed below</i>	£15,680 <i>£18,503</i>
Publish Date	October 2020
Review Dates	January'21, April'21, July '21
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Context of the school and rationale for the strategy

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At St. Stephen's CE Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

EEF recommended strategy : One to one and small group tuition		EEF Rationale : 'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	
Action	Cost	Success criteria	Impact/ evaluation (autumn, spring, summer)
Deployment of Y2 TA 20 minutes per day to provide phonics tuition for a group of 3 pupils.	£1003	Autumn' 20 RWI assessment - 'Ditty Group'. By the end of the academic year to be at 'Pink Group'. Significant improvement in phonic screening score from Autumn 2020 to Summer 2021.	By the end of Autumn Term 33% (1/3) is already at Pink. At the end of Summer term 33% (1/3) are beyond pink. Average score at beginning

			of Autumn is 9.7 and by the end of Autumn (3/12/20) is 13.7. Phonics screening test on 15/12/20 shows average score of 15.3. At the end of Summer 1 the average score is 28.0 and 1/3 has now passed the phonics screening. By the end of Summer 2 the average score is 30.3 and 1/3 has passed the phonics screening.
Deployment of Y2 TA 20 minutes per day to provide phonics tuition for the group of 6 pupils who will be retested in the phonics screening in June 2021.		The average score of the 6 pupils who didn't pass the screening is 20.3. This will increase over the year. 4/6 who failed will pass the retest in June 2021.	At the end of Summer 1 the average score has increased to 28.8 from 20.3. 3/6 have now passed the phonics screening. By the end of Summer 2 the average score is 32.5 and 4/6 have passed the phonics screening.
15 minutes twice per week to provide small group phonics tuition for a group of 6 Y1 pupils.	£302	86% (25/29) of the group will pass the Phonics screening at the end of Y1.	70% (21/30) have passed the internal phonics screening. 6 of those who haven't passed are within 1-3 marks of passing.
15 minutes twice per week to provide small group maths tuition for a group of 6 Y1 pupils.	£302	83% (24/29) will be at ARE by the end of Y1.	53% (16/30) are at ARE at the end of Y1. 87% have achieved at least CCU1 and 73% CCU2.
15 minutes per week 1:1 phonics tuition.	£151	Autumn' 20 RWI assessment to Summer'21 to show progress.	By the end of Summer term there has been excellent progress across RWI.
Deployment of Y2 TA 1 hour per day to provide maths tuition for a group of 3 pupils.	£3022	4 bands progress will be achieved by the end of Summer 2021.	By the end of Autumn Term 2 pupils have made 1 bands progress and 1 pupil 2 bands progress. At the end of Summer 100% have achieved CCU1 and 2. 2/3 have made 5 bands progress.

Deployment of Y2 TA 1 hour per day to provide maths tuition for a group of 8 pupils.		2 bands progress will be achieved across Summer term 2021.	Across the Summer term 88% (7/8) achieved at least 2 bands progress. Over the year 100% achieved CCU1 and 75% CCU2.
Deployment of Y2 TA 1 hour per day to provide English tuition for a group of 3 pupils.	£3022	4 bands progress will be achieved by the end of Summer 2021.	By the end of Autumn Term 2 pupils have made 1 bands progress and 1 pupil 2 bands progress in writing. In reading all 3 have made 1 bands progress. By the end of Summer in reading 100% have 2 bands, 67% CCU1 and 33% CCU2. In writing 100% have 2 bands, 67% CCU1 and 33% CCU2.
Deployment of Y4 TA 30 minutes per day to provide RWI tuition for a group of 4 pupils.	PP	Autumn' 20 RWI assessment - 'Pink Group'. By the end of the academic year to have completed RWI. The 1 pupil yet to pass the phonics screening will have passed by the end of Autumn Term 2020. Nessy programme data to show evidence of improvement in reading ability.	Beginning of Summer, 2 of the 4 have moved one colour band and the other 2 of the 4 have moved 4 colour bands. At end of Autumn Y4 bubble isolating then Spring term lockdown. At the end of Summer all children have only one level to complete of RWI. Beginning of summer 1 the 1 pupil yet to pass the phonics screening is 1 mark away from passing. At the end of Summer 1 the final pupil to pass the phonics screening has passed. The average score for the group of 4 on the phonics screening has increased from 29.25 to 35.75 out of a possible 40.
Deployment of Y3 TA 15 minutes per day to provide basic maths tuition for a group of 6 pupils.	£755	4 bands progress will be achieved by the end of Summer 2021.	By the end of Autumn Term all pupils have made 1 bands progress. By the end of the

			Summer Term 100% have made 2 bands progress and 50% have CCU1.
Deployment of Y4 TA 1 hour 15 mins per day to provide maths tuition for a group of 3 pupils.	PP	4 bands progress will be achieved by the end of Summer 2021.	By the end of Autumn Term 2 pupils have made 2 bands progress and 1 pupil 1 bands progress. By the end of the Summer Term 100% have made 2 bands progress, 100% have CCU1 and 33% CCU2.
Deployment of Y4 TA 15 mins per day to provide 1:1 maths tuition of basic skills.	£755	4 bands progress will be achieved by the end of Summer 2021.	By the end of Autumn Term the pupil have made 1 bands progress. By the end of the Summer Term 100% have made 2 bands progress.
Deployment of Y5 TA 1 hour 15 mins per day to provide maths tuition for a group of 3 pupils, 4 pupils by end of Autumn Term as a new pupil joined.	PP	4 bands progress will be achieved by the end of Summer 2021.	By the end of Autumn Term 3 pupils have made 2 bands progress and 1 pupil 1 bands progress. By the end of the Summer Term 100% have made 2 bands progress and 75% have CCU1.
Deployment of Y5 TA 1 hour 30 mins twice per week to provide RWI tuition for a group of 3 pupils, 4 pupils by end of Autumn Term as a new pupil joined. Deployment of Y5 TA 30 minutes daily to provide RWI support for a group of 4 Year 5 pupils.	PP	Autumn' 20 RWI assessment - 'Blue Group'. By the end of the Spring 1 to have completed RWI. Nesy programme data to show evidence of improvement in reading ability.	Group still on blue at end of Autumn term. By the end of the Summer Term 75% have made 2 bands progress and 75% have CCU1.
Deployment of Y6 TA 1 hour 25 mins per day to provide maths tuition for a group of 3 pupils. 2 pupils as one left Summer term.	PP	4 bands progress will be achieved by the end of Summer 2021.	By the end of Autumn Term 2 pupils have made 2 bands progress and 1 pupil no progress. By the end of Summer 1 pupil 2 bands, 1 pupil 1 band.
Deployment of Y6 TA 1 hour 15 mins per day to provide english tuition for a group of 3 pupils. . 2 pupils as one left Summer term.	PP	4 bands progress will be achieved by the end of Summer 2021.	By the end of Autumn Term 1 pupil has made 2 bands progress, 1 pupil 1 bands

			progress and 1 pupil no progress in reading. In writing all three pupils have made 3 bands progress. By the end of summer both pupils have CCU1 and CCU2 in writing. In reading 1 pupil 0 bands, 1 pupil 1 band.
Deployment of Y6 TA to provide RWI tuition 15 mins daily for a group of 3 pupils. 2 pupils as one left Summer term.	PP	The 2 pupils yet to pass the phonics screening will have passed by the end of Autumn Term 2020. Autumn' 20 RWI assessment - 'Pink Group'. By the end of the academic year to have completed RWI. Nessy programme data to show evidence of improvement in reading ability.	By the end of Autumn Term all 3 pupils have moved through 3 levels from pink to blue. 1 pupil has made 2 bands progress, 1 pupil 1 bands progress and 1 pupil no progress in reading. All the group have now passed the phonics screening. By the end of the Summer term both pupils have successfully completed the RWI programme.

EEF recommended strategy : Intervention programmes		EEF Rationale : "In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'. 'Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils'.	
Action	Cost	Success criteria	Impact/ evaluation (autumn, spring, summer)
Daily 15 minute multiplication intervention in Y5 delivered by teacher and TAs, incorporating TT Rockstars.	£755 £1218	Improvement in pass rate of multiplication check test from Autumn 2 2020 to Summer 2 2021.	Beginning of Autumn 2 assessment shows 38% of the cohort achieved full marks in the check with a class average of 19.9. End of autumn 2 assessment shows that 47% of the cohort achieved full marks in the check with a class average of

			21.2. At the beginning of Summer 1 50% of the cohort have achieved full marks in the check with a class average of 22.1. 81% (26/32) have achieved a score of >20 out of a possible 25.
Daily 10 minute phonic intervention in Y2 delivered by teacher. The revision of phonics will be continued throughout the year.	£799	89% (25/28) of the group will pass the Phonics screening in Y2 Autumn.	79% (22/28) pupils passed the screening at the end of Autumn term. By the end of Summer term 93% (26/28) of pupils have now passed the phonics screening.
Daily 15 minute phonic intervention in Y1 delivered by teacher.	£1218	86% (25/29) of the group will pass the Phonics screening at the end of Y1.	70% (21/30) have passed the internal phonics screening. 6 of those who haven't passed are within 1-3 marks of passing.
Deployment of DHT 30 minutes per week to provide Reading 'Fresh Start' support for a group of 9 Year 6 pupils. Deployment of Y6 TA 30 minutes 3X per week to provide Reading 'Fresh Start' support for a group of 9 Year 6 pupils.	PP	89% (8/9) of the group will achieve ARE in reading at the end of Y6.	At the end of Autumn term 44% of the group (4/9) are on track for ARE. At the end of Summer 67% (6/9) have achieved ARE. By the end of the Summer Term 100% have CCU1 and 89% CCU2.
Deployment of Y5 TA 30 minutes, twice per week to provide Reading 'Fresh Start' support for a group of 5 Year 5 pupils. In Spring the group now consists of 7 pupils, 2 new pupils joining the group.	£604	100% (5/5) of the group will achieve ARE in reading at the end of Y5. 100% (7/7) of the group will achieve ARE at the end of Y5.	By the end of Autumn 40% (2/5) are now on track for ARE. At the end of Summer 57% (4/7) have achieved ARE. By the end of the Summer Term 100% have CCU1 and 57% CCU2.
Deployment of Y6 TA to provide RWI intervention 30 mins daily.	PP	The 2 pupils yet to pass the phonics screening will have passed by the end of Autumn Term 2020. Autumn' 20 RWI assessment - 'Pink Group'. By the end of the academic year to have completed RWI. Nessy programme data to show evidence of improvement in reading ability.	By the end of Autumn Term all 3 pupils have moved through 3 levels from pink to blue. 1 pupil has made 2 bands progress, 1 pupil 1 bands progress and 1 pupil no progress in reading. All

			the group have now passed the phonics screening. By the end of the Summer term both pupils have successfully completed the RWI programme.
Deployment of Y4 TA 30 minutes per day to provide RWI intervention for a group of 5 pupils.	PP	80% (4/5) of the group will achieve ARE in reading at the end of Y4.	By the end of Autumn 80% (4/5) are now on track for ARE. At the end of Summer 80% (4/5) have achieved ARE. By the end of the Summer Term 80% have CCU1 and 80% CCU2.
Deployment of Y3 TA 30 minutes, 3 times per week to provide RWI intervention for a group of 7 pupils.	£907	The 2 pupils yet to pass the phonics screening will have passed by the end of Autumn Term 2020. The one pupil yet to pass will have passed by the end of Spring Term. The one pupil yet to pass will have passed by the end of Summer Term. Autumn' 20 RWI assessment - 'Pink Group'. By the end of the academic year to have completed RWI. Nussy programme data to show evidence of improvement in reading ability.	One of the two pupils has passed the phonics screening, the other pupil scored 28/32. At the end of Summer all have passed the phonics screening. By the end of Autumn Term all pupils have moved through 3 levels from pink to blue in RWI. At the end of Summer all children have only one level to complete of RWI.
Deployment of Y3 teacher 30 minutes, 3 times per week to provide RWI intervention for a group of 10 pupils.	£907	100% (10/10) of the group will achieve ARE in reading at the end of Y3.	By the end of Autumn 40% (4/10) are now on track for ARE. 100% (10/10) have now completed RWI. At the end of Summer 70% (7/10) have achieved ARE. (Of the ten pupils one has left the school)
Deployment of Y5 TA 45 minutes twice a week to provide maths intervention using Springboard resources for a group of 4 pupils.	£907	100% of the group will achieve ARE in maths at the end of Y5 (end of Spring 2020 Y4 developing -)	By the end of Autumn 50% (4/8) are now on track for ARE. This group will now be withdrawn and taught across the week by HT.
Deployment of Y5 TA 45 minutes twice a week to provide maths intervention using Springboard resources for a group of 4 pupils.	£907	100% of the group will achieve ARE in maths at the end of Y5 (end of Spring 2020 Y4 developing -)	

White Rose Maths resources purchased	£99	Additional resources to support maths intervention delivery	Purchased and used effectively. Particularly useful during periods when using Google Classrooms.
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EEF recommended strategy : Academic tutoring		EEF Rationale : 'Tuition delivered by qualified teachers is likely to have the highest impact	
Action	Cost	Success criteria	Impact/ evaluation (autumn, spring, summer)
Deployment of DHT 6 hours per week to provide English tuition for a group of 14 Year 6 pupils. Group now incorporated back into main class with Y6 teacher and 2 TAS. (2 pupils left in Summer term)	PP	71% (10/14) of the group will achieve ARE in reading and writing at the end of Y6.	At the end of Autumn term 50% of the group (7/14) are on track for ARE in reading and 64% of the group (9/14) are on track for writing. At the end of summer term 58% (7/12) achieved ARE in reading and writing.
Deployment of DHT 1 hours per week to provide Reading tuition for a group of 9 Year 6 pupils. Group now incorporated back into main class with Y6 teacher and 2 TAS. (2 pupils left in Summer term)	PP	89% (8/9) of the group will achieve ARE in reading at the end of Y6.	At the end of Autumn term 44% of the group (4/9) are on track for ARE. At the end of Summer 67% (6/9) have achieved ARE. By the end of the Summer Term 100% have CCU1 and 89% CCU2.
Deployment of HT 6 hours per week to provide Maths tuition for a group of 11 Year 6 pupils. Group now incorporated back into main class with Y6 teacher and 2 TAS.	PP	73% (8/11) of the group will achieve >ARE in maths at the end of Y6.	At the end of Autumn term 73% of the group (8/11) are on track for >ARE. At the end of Summer 82% (9/11) achieved >ARE 100% achieved CCU1 and 91% CCU2.
Deployment of HT 6 hours per week to provide Maths tuition for a group of 10 Year 5 pupils.		100% of the group will achieve ARE in maths at the end of Y5 (end of Spring 2020 Y4 developing -)	At the end of Summer term 40% of the group are at ARE in maths. By the end of the Summer Term 100% have CCU1 and 40% CCU2.

Deployment of additional teacher 3 hours per week to provide writing tuition for a group of 13 Year 2 pupils. Additional teacher now in Nursery	PP	92% (12/13) of the group will achieve ARE in writing at the end of Y2.	At the end of Autumn term 15% of the group (2/13) are on track for ARE.
Deployment of additional teacher 3 hours per week to provide maths tuition for a group of 12 Year 2 pupils. Additional teacher now in Nursery	PP	42% (5/12) of the group will achieve >ARE in maths at the end of Y2.	At the end of Autumn term 42% of the group (5/12) are on track for >ARE.
Deployment of additional teacher 3 hours per week to provide RWI tuition for a group of 12 Year 2 pupils. Additional teacher now in Nursery	PP	89% (25/28) of the group will achieve ARE in reading at the end of Y2 and 25% (7/28) will achieve >ARE in reading at the end of Y2.	At the end of Autumn term 89% of the group (25/28) are on track for ARE and 14% (4/28) on track for >ARE.
Deployment of DHT 7 hours per week to provide English tuition for a group of 15 Year 2 pupils.			At the end of Summer 100% (15/15) have achieved at least ARE in reading and 80% (12/15) have achieved at least ARE in writing.

EEF recommended strategy : Supporting pupils' spiritual, social, emotional and behavioural needs		EEF Rationale Focused time within the school day to nurture and develop social, emotional and spiritual needs.	
Action	Cost	Success criteria	Impact/ evaluation (autumn, spring, summer)
'Quiet Time' to be implemented across the school to allay Covid worries and settle children back into the 'new normal'	£0	Children to return to school happy and settled after the period of lockdown.	'Quiet time' was delivered to all year groups, across Autumn 1, which enabled children to settle successfully back into school, after the extended lockdown. 'Quiet time' explored 4 themes: 'I am safe', 'I am happy', 'I am calm' and 'I am positive'. All of which helped to nurture resilience, positivity and calm in our pupils, at this difficult time.

			<p>We have been delighted at how resilient and positive all of pupils have been, returning to school after yet another lockdown. In the Summer term, all classes have delivered the Summer term units from PSHE 'Twinkl Life', which incorporate British Values, Global Citizenship, Personal Safety, Health, RSE, Mental Wellbeing, Digital Wellbeing and more. The children have embrace the Summer term with enthusiasm, determination and joy, which has been delightful to observe.</p>
<p>Purchase I Sing Pop worship programme. 'ISingPop' to bring joy, hope and spiritual development to all children from Nursery to Year 6, in these times when we can't worship together.</p>	<p>£270</p>	<p>DHT to observe the enjoyment of 'ISingPop' through video and photographs, via Facebook. Children to articulate their enjoyment of 'ISingPop', through pupil voice, and be able to express how it fills them with joy and hope.</p>	<p>'ISingPop' has been purchased for the Autumn Term. All classes, from N-Y6, enjoyed 'ISingPop' every week across the Autumn term. Feedback from the children has been really positive, with children sharing that they 'love' to worship with 'ISingPop'. Staff feedback has also been really positive too, which is pleasing.</p> <p>'ISingPop' proved to be invaluable throughout the 2021 lockdown, as it enabled all pupils from N-Y6 to worship, whilst learning both at home and school. Children responded digitally to the weekly worships using the vehicle of Google</p>

			<p>Classrooms. The comments from children were extremely positive and endearing. Throughout the summer term, children have continued to worship with 'ISingPop' as we haven't been able to merge bubbles and worship together. 'ISingPop' has enabled all pupils across school to worship effectively whilst remaining in bubbles.</p>
<p><u>Commitment to the Mental Health Support Team programme</u></p> <ul style="list-style-type: none"> • Identified pupils to receive early help interventions from qualified Mental Health Practitioners. • Upskill staff's knowledge and understanding of mental health. • Staff training, shadowing the Mental Health Practitioner, to deliver intervention. • Mental Health Lead to engage in monthly consultations with Mental Health Practitioner to discuss the needs of pupils across school. 	<p>£200</p>	<ul style="list-style-type: none"> • Evidence based interventions will demonstrate positive impact. • All staff to engage in staff training to upskill their knowledge and understanding of mental health. All staff to articulate an increase of confidence in identifying and recognising mental health concerns. • An increase in pupils accessing effective internal and external mental health support, if required. 	<p>Identified pupils, within Y4, have started to receive an early help intervention, 'We eat elephants', from a qualified Mental Health Practitioner.</p> <p>All staff have engaged in a virtual staff meeting with our regional MHST Lead to upskill staff's knowledge and understanding of mental health.</p> <p>Year 4 TA has shadowed the Mental Health Practitioner, delivering the 'We eat elephants' intervention.</p> <p>Mental Health Lead (VS) has engaged in monthly consultations with Mental Health Practitioner to discuss the needs of pupils across school.</p> <p>Following the 2021 lockdown, Jules (MHST practitioner) revisited the WEE's intervention with Year 4. The children enjoyed completing the programme</p>

			and evaluations were very positive. Jules moved her intervention, in the Summer term, to an identified group within Year 3 and a whole class focus in Year 6. Both Y3 and Y6 completed the WEE programme and found it to be valuable. Year 6 followed the programme with a transition unit, led by the MHST, in preparation for Secondary. Sadly, this was cut short as Year 6 were required to isolate for the final week. Mrs Suddes is planned to hold a virtual meet with Jules on Wednesday 14th July to discuss the priorities for 2021-2022.
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EEF recommended strategy : Communicating with and <u>supporting parents</u>		EEF Rationale : ‘Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning’	
Action	Cost	Success criteria	Impact/ evaluation (autumn, spring, summer)
Implement Google Classrooms across school as a vehicle to empower families to access <u>catch up materials</u> at home.	£100	50% of parents/carers, across school, engage with the Google Classrooms platform to access catch up materials from home.	Our technician has created our Google Classrooms platform, creating individual ‘Classrooms’ for N – Y6.
Implement Google Classrooms across school as a vehicle to empower families to access <u>homework activities</u> at home.	£0	90% of pupils’ access Google Classrooms as a vehicle to access homework activities from home. They are able to access appropriate resources, email children’s work and upload completed tasks.	All staff and pupils have been assigned a Gmail account, which provides pupils access to the ‘Classroom’.
All staff to take part in Google Classroom training to enable them to set relevant homework and catch up tasks on the platform.	£300	By the end of the school year, all class teachers are competent and confident at setting homework and catch up activities on Google Classrooms.	D.C.C have been contacted to provide Google Classroom training for staff.

			<p>This second closure of school for all except key worker and vulnerable pupils has allowed us to move with momentum into our use of the Google Classrooms platform to support our remote learning. Teachers spent their time in the first two weeks of the Spring term on Google Classroom in-house training and on preparing teaching resources to upload onto the platform. On Monday 18th January 2021 our Google Classroom platform was launched with the children and parents. Staff are now spending their time marking / commenting upon returned work, marking paper packs at EYFS and KS1 and uploading teaching resources. Our teaching assistants are supporting the keyworker and vulnerable pupils who are in school also working on their remote learning through Google Classrooms. <u>All learning for all</u> children is available online within the platform. Paper packs are available for Early Years and Key Stage 1 to compliment the online resources and are collected / returned on a Friday. All of Key Stage 2 (except a small group of Year 4s) are fully engaged in a completely online package with no paper copies</p>
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			required. The tasks are provided, completed and returned within the Goggle Classrooms platform. We are only in the first week of use, so will provide further information at the meeting.
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Additional funding supporting provision

Our strategy for the 2020-21 academic year has been developed in light of the Covid-19 pandemic and school closure. Our Pupil Premium Strategy will work alongside this plan to support all pupils, especially the most vulnerable and disadvantaged, to mitigate the impact of the lost time in education due to closure of schools.