



## Castleside Primary School – Catch-up Premium Strategy 2020 - 2021

### School Overview

Number of pupils in school YR – Y6	96 (Last Census Data)
Proportion of disadvantaged	13%
Catch-up Premium allocation (No. of pupils x £80)	£7760
Publish Date	September 2020
Review Dates	December 2020 March 2021
Statement created by	Mrs A Spence
Governor Lead	Mrs J Robson/Mr A Pearson

### Context of the school and rationale for the strategy

#### **School Context:**

- Castleside Primary is a smaller than average primary school with 97 pupils (Sept 2020)
- There is a significant variation in size of year group, resulting in mixed age groups in most classes.
- FSM 9%; 5 Ethnic minority groups; 3 languages spoken; EAL 8%; SEND 12%; EHCP 2%
- When children start in Reception, their attainment is broadly average but in reality, there is a wide variation in development, due to children attending a number of different EYFS settings.

#### **Engagement with home learning during the summer term:**

YR 90%

Y1 69%

Y2 82%

Y3 60%

Y4 86%

Y5 75%

Y6 58%

**Attendance from summer re-opening date:**

YRec 80%

Y1 72%

Y6 0%

The high number of Key Worker families impacted on the return to school numbers.

**Assessment Data:**

Assessments carried out on the return to school have focussed on basic skills initially and highlighted any gaps in learning.

Initial teaching from September is focussed on key objectives missed from Summer 2020. By addressing gaps quickly, we aim to move learning on as swiftly as possible

**Barriers to future attainment**

		<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b>	Staff require training/updates to develop a greater understanding of children's mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily/ weekly teaching in the autumn term.
	<b>B</b>	Home learning is not always accessible to all pupils due to current provision and can be developed further to improve engagement.	A strong remote learning offer is in place. A new and improved consistent package is in place and all staff provide effective support and guidance to home learners. Weekly homework activities are uploaded and feedback to pupils given accordingly.
<b>Targeted academic support</b>	<b>C</b>	A proportion of pupils (approx 20%) had little engaged with the home/online learning materials provided during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.

	<b>D</b>	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
Wider Strategies	<b>E</b>	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons.

### Teaching priorities for current academic year

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Staff to receive support in relation to Mental Health and Well-being. Therapeutic Writing and Lego Therapy sessions restart where possible	All staff are quipped for early recognition of children's mental health needs.  The profile of PSHE is raised throughout	Methods employed throughout school result in better engagement and understanding of emotional status resulting in enhanced Social and Emotional learning. Weekly Wellbeing	Free Virtual College  Anna Freud Research Material  TA intervention time	Parental concerns at the onset of return to school regarding children's anxiety and mental well-being. (Aug survey)	SENDCO PHSCE lead HT	<b>Autumn 2020</b>

		school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.	Lessons delivered across the school. (Social and Emotional learning +4 EEF Toolkit)	responds to need. Approximate cost £533 per intervention			
<b>B</b>	<p>Resources are provided to support home learning. Support is provided for staff on the effective use of the online learning platform. Children are trained in its use.</p> <p>Parents/carers are able to access home learning material and utilise it to support children.</p>	<p>Class Dojo is fully utilised to support children and parents. Home learning package is in place to support with online and paper based exercises where required. Staff, pupils and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced. (parent/ pupil surveys)</p>	<p>Class Dojo as learning platform (EEF +3)</p> <p>Effective parental engagement supports learning (EEF +3)</p> <p>CGP paper based materials in place Y1-Y6</p>	<p>CGP books £880</p>	<p>Parental survey Aug 2020 highlighted some difficulty accessing online resources at times.</p>	<p>HT/Class teachers</p>	<p><b><u>Autumn 2020</u></b></p>

## Targeted academic support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
C	<p>Maths/Reading assessments made identify children in need of support. (Test Base)</p> <p>Daily interventions for all identified pupils – basic skills.</p> <p>Targeted support from experienced teacher to provide 1-1 tuition (KS2)</p>	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	<p>Education Endowment Fund Teaching and Learning Toolkit: 1-1 tuition (+5) Small Group Tuition (+4) Feedback (+8)</p>	<p>Test base subscription £150</p> <p>Cost of additional teaching support 1 x pm (initially) £2544</p>	Assessment carried out at the beginning of term	Maths/Eng Lead Class T	<b>Autumn 2020</b>
D	<p>Lunchtime 1:1 Reading/Maths Intervention with identified Y6 pupils.</p> <p>Afternoon interventions based on an assessment.</p>	ARE in line or above Spring 2020 data capture.	<p>Education Endowment Fund Teaching and Learning Toolkit: Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	TA costs £533 per targeted intervention	Assessment carried out at the beginning of term	Maths/Eng lead/ Class T	<b>Autumn 2020</b>

## Wider strategies

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
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E	<p>Zones of Regulation support delivered in house. Zones of Regulation actions implemented and evident in all classrooms across the school.</p> <p>Emotional Well-being team employed and sessions deployed to address individual needs</p>	Positive impact on identified SEMH pupils' emotional wellbeing.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p>	(Cost determined by individual need)	Parental concerns at the onset of return to school regarding children's anxiety and mental well-being. (Aug survey)	SEND/CO/HT	<u>Autumn 2020</u>
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<p><b>Governors involved:</b> Pupil Premium Governor to review and monitor in conjunction with PP Strategy.</p>
<p><b>Meeting dates:</b>  <b>Autumn:</b> December 2020                      <b>Spring:</b>                      <b>Summer:</b></p>
<p><b>Autumn summary</b></p>
<p><b>Spring summary</b></p>

**Summer summary**