

# Annfield Plain Junior School – Catch-up Premium Strategy and Evaluation 2020 - 2021

## School Overview

Number of pupils in school YR – Y6	144
Proportion of disadvantaged	52% (Sept 2020)
Catch-up Premium allocation (No. of pupils x £80)	£10,880 (136 pupils October 2019)
Publish Date	October 2020
Review Dates	As needed
Statement created by	I.Burgess
Governor Lead	C. Hole-Reddock

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

Annfield Plain Junior School is a small, rural school with 143 pupils on roll. It is situated in an area of deprivation within the top 20% of deprived wards in the country in the Multiple Deprivation Index. Our current pupil premium is significantly higher than national at 52% (national 31%). Percentage of FSM pupils is 48%.

During lockdown, pupils were offered a combination of home-learning online and book-based learning. Timetables were set with compulsory activities – usually reading, GPS, tables and maths work. Additional activities for wellbeing and other curriculum subjects were provided. Online learning programs were also available such as: Reading Plus, Times Tables Rockstars, Gooseberry Planet (e-safety/ICT), Spelling Shed, Maths Shed, My Maths. Core subject CGP books were distributed to each child. School was open during lockdown for key workers' children and vulnerable pupils. Staff had weekly contact through a phonecall home with all pupils and vulnerable pupils had additional phonecalls. Parents could also contact school with queries around work.

Since returning to school, attendance is currently 95% (this does not include covid-related absences which is approximately another 5% non-attendance). Pupils returned to school in September well, with little anxiety. School feels this is due to the transition blocks which were offered to every child in school, before the summer break. Baseline assessments (NFER tests for Years 3,4, 5 and SATS for year 6), at the end of September, have shown that for the 60-70% of pupils, who engaged well with online learning, assessments were as expected from previous years. In Years 4 and 5, the assessment data has shown a higher retention of non-negotiables and fluency in reading. Years 3 and 6 show a lower retention of non-negotiables and fluency in reading. This term, to support pupils in catching-up, all cohorts have been studying a reduced curriculum to cater for additional English and Maths lessons, focusing on non-negotiables and reading fluency. Some foundation subjects have continued e.g. Music, PE, PSHCE, ICT, Art. Towards the end of this term staff will decide when and how to re-introduce other subjects.

From baseline September entry assessments, all year group target pupils, who are well below the school's sufficient progress points, have been identified (higher percentage of targets in Year 3 and Year 6). Identified pupils will now be targeted for catch-up, with LSAs, in the additional sessions used for Maths and English. It has been decided not to offer additional hours after school during this term for catch-up, as children are working exceptionally hard during the normal school day. Also, pupils are, at this point, showing less resilience to the length of a school day, following lockdown.

School's first priority is to provide an online learning platform which is primary friendly, easy to provide online support by staff and easy to use at home for pupils and parents. The platform school is buying is DB Primary and it is currently being built. This will continue to support pupils at home and will ensure that if another lockdown were to occur or isolation required, due to covid, home-schooling will easily be accessed through the platform. School has also purchased Spelling Zone, which like Reading Plus, provides an individual programme for pupils, following assessment. Teaching staff can also see the progress each pupil makes on their personalised pathway. Pupil wellbeing is always a priority of the school and the platform allows pupils to communicate online with staff, if needed.

School's second priority is the purchase of ten laptops, to loan to pupils who have no access to online learning at home.

School's third priority is to provide additional catch-up after school tuition in the spring term for targeted pupils. In the spring term after school maths tuition catch-up will be offered and delivered by school staff. In addition, for reading school will be accessing the National Tutoring Programme. We are using FFT (Fischer Family Trust) Lightning Squad reading support at a subsidised cost of £2,200 (Full-cost £8,800). A tutor will work full-time in school for 6 weeks to work with 40 targeted pupils (in need of additional daily reading support, on top of their daily class reading) and deliver catch-up, on a daily basis, for reading. We have chosen this provider, as reading is a priority area needed for catch-up with our pupils and we use FFT reading teaching in school. This programme also can be continued by school staff at the end of the programme if required.

## Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	<b>A</b> Further lockdowns/isolation periods may occur and for some pupils this may occur more than once.	Teachers are able to provide home-learning, which suits the needs of all pupils, through a combination of online learning and book-based work which is easy to access through an online platform.
	<b>B</b> For some pupils, home-learning is limited due to a lack of access to a laptop/tablet.	All pupils are able to access the online learning available. Loan of computers to those with no access.
	<b>C</b> Home-learning can't be accessed easily on the school website.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. This provides one point of access for online learning and is sustainable for future use, not just for lockdowns/isolation.
Targeted academic support	<b>D</b> Some pupils (approx. 20-30%, depending on year group) did not engage with the home-learning materials provided, during lockdown, despite being a combination of online and book-based learning. This has resulted in some pupils working well below their progress points.	Targeted pupils begin to catch-up in the autumn term due to both a reduced curriculum and additional non-negotiables catch-up sessions. Personalised pathways, using online programs Reading Plus and Spelling Zone, can now be accessed at home by all pupils, as well as in school.
	<b>E</b> Catch-up may take longer for pupils who did little or no home-schooling during lockdown.	Spring & Summer after-school small group tuition to be used for catch-up of targeted pupils for Maths and English.
	<b>F</b> Further absences may cause continued gaps for some pupils.	Online learning platform will allow pupils to receive targeted support whilst absent.
Wider Strategies	<b>G</b> Coronavirus lockdowns/ news/ isolation periods may cause further anxieties for pupils.	PSHCE, wellbeing activities and Relax Kids to continue to support all pupils. Continued use of the school counsellor and EWEL emotional wellbeing team to be used in school to support individuals.
	<b>H</b> Online learning being safe.	Purchase of DB primary, as school's platform, provides a safe platform for pupils to access, with links to school's other safe programs. It also includes an e-safety program within it. In addition, current use of Gooseberry Planet will continue.
	<b>I</b> Ensure parents can support their pupils with online learning.	Online learning platform DB primary will provide one point of access to all online home-learning. It is pupil and parent friendly, for primary pupils.

**Teaching priorities for current academic year & other sections.**

Barrier	Action	Desired outcome	Evidence source	Cost	Monitoring source for impact	Person responsible	Impact/ evaluation
A, C, F, H, I	<p>Training provided for staff on the effective use of the new online learning platform DB primary. Children are trained in its use and shared with parents</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p> <p>Online learning platform safe.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Safe platform, whistle-blowing available, automatic censoring, staff alert, in-built e-safety program.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Use of technology +4</p> <p>Effective parental engagement supports learning +3</p>	£2,510	<p>Pupils are using the platform and other online programs.</p> <p>Staff are requesting further training when needed, as it is ongoing.</p> <p>Home-learning is monitored by class teachers and communication with pupils/parents easier to access.</p> <p>Monitored by class teacher.</p>	ICT lead	<p>DB Primary was used throughout the second lockdown – timetables of work, links to learning sites &amp; videos and other learning sites easy to access through DB primary. DB primary's own resources also used and provided differentiated resources.</p> <p>It was used as an effective means of communication between the teacher, pupils and parents.</p> <p>Work can be uploaded so that the teacher can see it completed.</p> <p>Following lockdowns, DB primary continues to be a useful learning platform with work set for pupils when ill or isolating,</p>

<b>B</b>	Provide laptops for pupils without access to online learning.	Equality of provision ensure all pupils engage with home-learning offer.		10 laptops £3950	Pupils loaning laptops are accessing online learning. Class teachers monitoring usage.		Autumn term set-up and used to loan out to pupils.
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### **Targeted academic support**

<b>Barrier</b>	<b>Action</b>	<b>Desired outcome</b>	<b>Evidence source</b>	<b>Cost</b>	<b>Monitoring source for impact</b>	<b>Person responsible</b>	<b>Impact/ evaluation</b>
<b>D</b>	Targeted pupils receiving targeted support for individual needs through additional support in school day from LSAs.	Progress is accelerated for targeted pupils with non-negotiables.	Education Endowment Fund Teaching and Learning Toolkit:  Small Group Tuition (+4) Feedback (+8)	NA	Baseline assessments, pre and post assessments.  Reading Plus and Spelling Zone data.	SLT  Class teachers	<b>Pupils' individual needs met through small group support in each class.</b>
<b>E</b>	Spring & Summer after school tuition groups for targeted pupils for Maths.	Targeted pupils progress accelerates towards desired end of year progress.  Over-learning of non-negotiables and misconceptions addressed.	Education Endowment Fund Teaching and Learning Toolkit:  Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)		£25 x 7 =£175  £175 x 26 weeks =£4550	As above	<b>Spring &amp; Summer term</b>  <b>This did not take place due to covid restrictions for mixing bubbles.</b>
<b>D &amp; E</b>	Accessing subsidised tuition catch-up reading for targeted pupils,	Targeted pupils progress accelerates towards desired	Education Endowment Fund Teaching and Learning Toolkit:	£2,200  (Full cost £8,800 subsidised	Data prior to start and completion – assessment by tutor.		<b>40 pupils receive targeted small group support 30 minutes a day, for six weeks allowing them to catch up with reading.</b>

	through FFT Lightning Squad provision.	end of year progress.	Small Group Tuition (+4) Feedback (+8)	by government)			<b>All 40 pupils taking part (100%) met their progress targets for reading in the end of year tests.</b>
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### **Wider strategies**

<b>Barrier</b>	<b>Action</b>	<b>Desired outcome</b>	<b>Evidence source</b>	<b>Cost</b>	<b>Baseline data</b>	<b>Person responsible</b>	<b>Impact/ evaluation</b>
G	Regular focus on wellbeing through PSHCE lessons, Relax Kids and other wellbeing activities.  Continued use of school counsellors for 1 day and EWEL team for 1 day each week.	Positive impact on identified SEMH pupils' emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit:  Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	Cost from pupil premium not catch-up.	Information from class teachers, pupils, parents etc.	SENDCO  Class teachers  SLT	<b>SEMH pupils were supported through PSHCE daily support and other interventions, including 12 with school counsellors.</b>  <b>Pupils were ready to learn and could focus on tasks set.</b>

**Amount of catch-up funding: £10,880 Spend: £13,210 plus small group support**

### **Additional funding supporting provision**

School's online reading programs are not purchased with catch-up funding.  
School counsellor and EWEL team funding from pupil premium not catch-up.

## Governance – monitoring the effectiveness of the Pupil Premium Strategy

<b>Governors involved: Specialist governor: C. Hole-Reddock</b> All governors are kept up to date with the catch-up strategy. It is available for all governors to monitor.		
<b>Committee meeting dates</b>		
<b>Autumn: 15.10.20</b>	<b>Spring: 25.3.20</b>	<b>Summer: 10.6.20</b>
<b>Autumn summary</b> Governors updated on catch-up funding, rationale of why it is being spent on the three priorities of online learning platform, ten laptops to loan out to families without laptops/PCs or tablets and spring term catch-up tuition.		
<b>Spring summary</b> Governors updated with start of FFT Lightning Squad training for 40 pupils. Laptops still out being used. DB Primary very useful and child friendly online learning platform. Good feedback from parents/carers on DB primary and combination of work set onlin and paper with weekly wellbeing session.		
<b>Summer summary</b> Pupils in school and working hard with additional PSHCE taking place daily. 100% of FFT Lightning Squad students met their progress target in June tests. DB Primary continued to be used to set homework and work for children isolating/ill.		