

**Catch-up Premium Strategy 2021/2022**

<b>School name</b>	The Park Schools Federation		<b>Date</b>	2021 - 2022
School's universal catch-up premium fund (total amount)	Infant £14640 Junior £20480  Total £35120		Number	Percentage
Total number of pupils on roll	NOR = Oct 2020 Y1/Y2 = 124 Junior = 256	Pupils eligible for the pupil premium/ disadvantaged	59 Infant 80 Junior	48% Infant 31% Junior
		Pupils eligible with SEND	18 Infant 41 Junior	15% Infant 16% Junior
		Pupils eligible who are LAC and/or PLAC	1 Infant 8 Junior	0.8% Infant 3% Junior
National Tutoring Programme	Tutors - FTE=  £35120		Academic Mentors – FTE =  £	

Academic - Majority of pupils have fallen behind in reading, writing and maths due to the irregularly access to the home learning provision.	
1.	<b>Pupils have fallen behind with their mental arithmetic and their application of mathematical strategies.</b>
2.	<b>Pupils have fallen behind with their learning of phonics and early reading, lack of promoting use of fine motor skills have affected letter and number formations, especially in in EYFS, KS1 and Lower KS2.</b>
3.	<b>Majority of pupils have significant gaps in their knowledge due to missing whole units of work and additional curriculum experiences.</b>
Behaviour and Attitudes	
4.	<b>Pupils' stamina, attention and focus has been effected by the lack of routines and attending regular school.</b>
5.	<b>Pupils in KS1, particularly, have less social skills in terms of being able to work together and share. Likewise, communication difficulties is a specific barrier for many of the younger children.</b>
Personal development (including social and emotional health and wellbeing)	
6.	<b>Pupils presented with a wider range of implications related to their mental health and well being (physically, emotionally and academically), including a lack of resilience and low self-esteem.</b>
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: HT, SLT and GB. Spring: HT, SLT and GB. Summer: HT, SLT and GB.

**Catch-up Premium: Academic**
**Objective 1: Pupils have fallen behind with their mental arithmetic and their application of mathematical strategies.**
**Reasons for the approaches taken:**

NB- there were several children who failed to regularly access the home learning provision. This was despite us providing ICT and routers as well as delivering by hand paper-based materials. These were amongst our hardest hit and most deprived families.

**Impact of lockdown-**

- Content in particular subjects has been missed leading to gaps in learning.
- Tables- recall of number facts and calculation strategies.
- Confidence in applying their mathematics strategies has also been affected.
- Lack of rehearsal of items that were not embedded have meant that we have had to review prior learning. \This is reflected in all arithmetic assessments carried out in September 2020 and ongoing assessments.

There is also some evidence that children are confused where they have been taught a different method at home because sometimes adults in the efforts to support at home have taught them dates strategies or even strategies that do not work.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
<b>1</b> <b>Maths</b> Impact of lockdown- <ul style="list-style-type: none"> <li>➤ Content in particular subjects has been missed, leading to gaps in learning.</li> <li>➤ Lack of recall of number facts and calculation strategies.</li> <li>➤ Confidence in applying their mathematics</li> </ul>	Missing content taught and assessments will identify if gaps have been closed.  Regular times tables arithmetic sessions improve fluency and recall of facts. Monitoring through Insight system.	Engage with Tutoring programme for years 1-2 3-4 5-6  Daily, timetable arithmetic sessions.  Engage with overview of maths from previous year	Autumn 2  Spring 2  Summer 2  Assessment points and all tracked data available on Insight.  Tracked by HT, DHT, Phase	Use of Keep Up plans to monitor and evaluate both quality first teaching and tutoring programmes. Monitored by SLT  Reviewing assessment data for the impact and providing a graduated response to provision. (Teaching staff)	

<p>strategies has also been affected.</p> <ul style="list-style-type: none"><li>➤ Lack of rehearsal of content that was not embedded have meant that we have had to review prior learning. This is reflected in all arithmetic assessments carried out in September 2020 and ongoing assessments.</li></ul> <p>There is also some evidence that children are confused where they have been taught a different method at home because sometimes adults in the efforts to support at home have taught them dates strategies or even strategies that do not work.</p>		<p>to ensure content is covered.</p>	<p>Team leaders and Assessment lead.</p>		
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**Catch-up premium plan: Academic**  
**Objective 2: Pupils have fallen behind with their learning of phonics and early reading, lack of promoting use of fine motor skills have affected letter and number formations, especially in in EYFS, KS1 and Lower KS2.**

**Reasons for the approaches taken:**

Impact of lockdown-

**Writing**

- Lack of rehearsal of basic skills.
- Lack of writing practice and feedback from professionals to develop.
- Most children have regressed with their writing skills.
- Handwriting has generally deteriorated.
- Children's ability to concentrate for extended periods of time and the children suffer from writing fatigue.

**Reading**

- Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input.
- Children are less fluent
- Wider gaps between those that continued to read and others that did not.
- Some children have less interest in reading.
- Some children have maintained their phonological knowledge, however, the use of this as a strategy for encoding reading or writing is less evident.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
2 <b>Writing</b> <ul style="list-style-type: none"> <li>➤ Lack of rehearsal of basic skills.</li> <li>➤ Lack of writing practice and feedback from professionals to develop.</li> </ul>	Children rehearse basic skills and more time is given to the teaching of writing specifically to allow them to regain age appropriate expectations.	Read Write Inc scheme training package to be purchased and implemented across the Infants school, as well as for children identified and	Regular training of staff and monitoring of phonics, reading and writing skills each half term by A. Mills and class teachers.	Half termly assessments for phonics, as well as termly assessments for reading and writing.  Phonics lessons monitored by reading	

<ul style="list-style-type: none"> <li>➤ Most children have regressed with their writing skills.</li> <li>➤ Handwriting has generally deteriorated.</li> <li>➤ Children’s ability to concentrate for extended periods of time and the children suffer from writing fatigue.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>➤ Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input.</li> <li>➤ Children are less fluent</li> <li>➤ Wider gaps between those that continued to read and others that did not.</li> <li>➤ Some children have less interest in reading.</li> <li>➤ Some children have maintained their phonological knowledge, however, the use of this as a</li> </ul>	<p>This will be measured through the school writing non-negotiables and TAF/NC/Birth to 5 matters framework, alongside writing moderation.</p> <p>Children will be able to write for extended periods of time, built up across the year.</p> <p>Children are able to use their phonological knowledge to read new words and develop into fluent readers. Use of RWI half termly assessments to evaluate and measure this process, and this is then used to adapt planning for next half term to target key areas. Children’s interest in reading has been enhanced again. Pupil questionnaire to assess this.</p>	<p>assessed in the junior school to support development of both reading and writing skills.</p> <p>Staff training to take place for this scheme across the Federation.</p> <p>Half termly monitoring to ensure targeted to specific needs and barriers.</p> <p>Tutoring for Reading and writing in years 1-2, 3-4 and 5 - 6</p> <p>Tutoring intervention RWI training for identified TA’s and sessions daily for those with wider gaps in knowledge/skills.</p> <p>Purchase of the Tardis and launch of reading rewards linked to borrowing and winning books from the Tardis to</p>	<p>Team leaders and assistant heads to review this each term and review related interventions.</p>	<p>lead to assess impact of training.</p> <p>Reading lead to evaluate assessments and discuss next steps with class teachers for phonics.</p> <p>Class teachers to review impact of tutoring at the end of each block and evaluate the success and plan the next block accordingly.</p>	
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	strategy for encoding reading or writing is less evident		encourage reading at home and ensure purchase of high quality books the children want to read.			
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**Catch-up premium plan: Academic Objective 3: Majority of pupils have significant gaps in their knowledge due to missing whole units of work and additional curriculum experiences.**

**Reasons for the approaches taken:**

There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. The children’s cultural capital has been impacted upon because as well as missing out on curriculum experiences e.g. trips, visitors and school events such as writing day, they have also missed developing their knowledge during lessons. Children have also missed out on singing, instrument tuition and regular timetabled physical education as well as the Daily Mile and break/lunchtime physical activities.

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3 <ul style="list-style-type: none"> <li>➤ Inconsistent engagement in remote education.</li> <li>➤ Gaps in Learning.</li> <li>➤ Children appear to have regressed slightly with their fine motor skills e.g. cutting</li> <li>➤ Time to fit in missed learning from previous year groups as well as the current year’s content.</li> </ul>	<p>Strong remote learning offer is in place using ClassDojo.</p> <p>Missed content identified and addressed through an analysis of curriculum coverage.</p> <p>All subjects will be planned carefully with consideration for how prerequisite knowledge will be taught alongside new learning, so that knowledge gaps can be</p>	<p>Training provided for Teachers to provide effective remote education for pupils.</p> <p>Training in effective feedback and communication strategies to support home learning.</p> <p>Additional online learning resources will be purchased, such as Spelling Shed and Times Tables Rockstars.</p>	<p>Staff training during transition.</p> <p>Staff training during the Autumn term.</p>	<p>HT/DTH to monitor usage</p>	

		<p>reduced. Some areas will be re-sequenced.</p> <p>Teachers ensure that there is a balance in lessons between catch up and teaching current year group objectives following whole school plan.</p>	<p>Additional Team Planning time to ensure consistency of planning, feedback and assessment.</p> <p>Once restrictions allow additional curriculum experiences to enhance cultural capital.</p>	<p>Following each unit review content taught.</p>		
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**Catch –up premium plan: Behaviour and attitudes - Objective 4: Pupils’ stamina, attention and focus has been effected by the lack of routines and attending regular school.**

**Reasons for the approaches taken:**

Professional discussions with staff have found that there are many other implications from the children not attending school. These include a lack of resilience (physically, emotionally, and academically), stamina and growth mindset. Children’s focus and attention.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
<p>4</p> <p>Lack of social interaction with peers meaning children have not had practice in maintaining social contact and extended discussions with peers.</p> <p>Lack of engagement with physical activity and extra-curricular interests.</p> <p>Minority of pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to existing behavioural or emotional issues, COVID 19 and lack of structured learning experiences since March 2020 add to this.</p>	<p>Pupils’ social interactions return to the footing they were on prior to the covid lockdown. Outcomes measured through staff observations and interactions with pupils.</p> <p>Pupil engagement in physical activities is improved to match or exceed levels seen prior to covid lockdowns. Measured through staff observations and numbers of pupils taking part in extra-curricular activities during break times and after school.</p> <p>Pupils who have found the return to normal class routines become settled.</p>	<p>Time set aside, particularly early in the new term for children to carry out transition and team building activities with their class and year groups (bubbles permitting) to help settle in and provide opportunities for interactions.</p> <p>Children to complete Magic Mile regularly to improve levels of physical fitness; improved physical fitness has demonstrable links with improved concentration and ability to settle and stick at a task.</p> <p>Opportunities for pupils to engage in extra-curricular</p>	<p>Autumn 1 half term. Year group teams to plan sessions. AH / TL to ensure in place and done.</p> <p>Ongoing. AH/TL and PE Coordinator to monitor.</p> <p>Ongoing. PE Lead. Forest</p>	<p>Check completed by AH/TL at end of Aut 1 HT.</p> <p>Monitored through phase team meetings. Feedback issued to PE Lead.</p> <p>Feedback provided to PE</p>	

		<p>Monitored through staff observations and feedback from pastoral lead/ Exec Head / Deputy Head, where they have worked with specific children.</p>	<p>activities – eg. Sports, PE, activity days, forest schools.</p> <p>Specific programmes / support put in place tailored to individual need.</p>	<p>schools staff. AH / TL.</p> <p>Teaching staff / pastoral lead to identify individuals. Monitored by EH/DH/Pastoral Lead.</p>	<p>Lead and AH/TL each term.</p> <p>Pastoral lead to review provision with SLT termly.</p>	
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**Catch –up premium plan: Personal development (including social and emotional health and wellbeing)**  
**Objective 5 Pupils in KS1 need to focus on their social skills, due to the lack of socialising during lockdown and not being able to meet with others for an extended period of time. This includes a particular focus on communication and language.**

**Reasons for the approaches taken:**

Pupils in KS1, particularly, have less social skills, in terms of being able to work together and share, although this has also been identified in pockets of groups across the school. Likewise, communication difficulties is a specific barrier for many of the younger children, as well as specific children that have been identified by staff on the return to school.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar	
5	<p>Many children have not had normal levels of social interaction for several months meaning they are 'out of practice' with social interactions.</p> <p>Some families / pupils continue to be anxious about normal level of social interactions due to continued existence / prevalence of covid 19.</p> <p>Lack of social interaction may have had a negative impact of pupils speech and language skills, particularly younger children and those with pre-existing difficulties.</p>	<p>Improve the language skills of reception children through targeted support for oral language. Measured through staff observations.</p> <p>Speech and language difficulties are identified early and appropriate support put in place.</p> <p>Children engage in social interactions with the regularity and at an age-appropriate level of development equal to or better than observed prior to covid lockdowns.</p>	<p>Class keep up plans for those most deprived and those hit hardest by the lockdown.</p> <p>Nuffield Early Language intervention programme Training for staff release time</p> <p>Purchase additional speech and language specialist (TN) hours to assess children and train staff in delivering targeted interventions.</p>	<p>Catch up provision delivered by teaching staff in class and through specific interventions identified on Keep Up Plans. AH/TL to check plans in place for phase teams.</p> <p>Training to be delivered Autumn half term if possible. AH/TL to identify key staff.</p> <p>Ongoing. Begin in Autumn half term. DH/SENDCo.</p>	<p>Keep up plans reviewed termly by phase teams. Feedback provided to EH/DH/SENDCo.</p> <p>Effectiveness of training evaluated by staff attending. Phase teams to monitor impact of interventions stemming from training.</p>	

			<p>Opportunities for play involving social interactions created by staff as often as time permits.</p>	<p>Ongoing. Phase teams to continue to plan opportunities and review termly.</p>	<p>S &amp; L provision reviewed termly. Pupils removed from programme where sufficient progress made with any additional pupils identified and added to programme.</p> <p>Phase teams to review effectiveness termly.</p>	
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**Objective 6 – To investigate the Jigsaw scheme in school, as well as an additional focus on mental health and wellbeing and the implications related to this, including lack of resilience and low self-esteem, and how to implement this to target these key areas.**

Reasons for the approaches taken:

Pupils have returned to school and presented with a wider range of implications related to their mental health and well-being (physically, emotionall and academically), including a lack of resilience and low self-esteem.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
<p>6</p> <p>Pupils may be reluctant to engage with social interections to rebuild peer relationships. (due to large amounts of time spent not in contact with peers).</p> <p>Non-attendance at school from March to September means pupils have gotten out of the habit of accepting feedback during lessons (eg. When getting questions wrong). This may make them more susceptible to having a negative view of school.</p> <p>Having gotten out of the habit of attending school, some pupils may be unwilling/reluctant to return to usual levels of attendance.</p> <p>A lack / lower level of physical activity for some pupils may</p>	<p>Pupil self-esteem and resilience is improved. Measured through staff interactions and observations of pupils.</p> <p>Increase motivation and focus at home and the desire to learn independently</p> <p>Making sure children are fed and are in safe, warm homes if of paramount importance. This is a particular issue in the event of further lockdowns.</p>	<p>Purchase in ICT support for those hardest to reach if further work from home is necessary.</p> <p>Training for the children in their Metacognition and self-regulation strategies.</p> <p>Organise hardship fund to support our most vulnerable families.</p> <p>Liaise with the food banks.</p>	<p>Autumn term. EH/DH/IT support.</p> <p>Begin in Autumn term. EH/DH assemblies. Ongoing.</p> <p>Autumn term. EH/DH/Buisness manager.</p> <p>Pastoral Lead.</p>	<p>Review at end of Autumn term. Any families still needing equipment identified.</p> <p>Effectiveness reviewed termly by EH/DH and Phase teams.</p> <p>End of Autumn term.</p> <p>Ongoing.</p>	

<p>lead to reluctance or inability to engage with PE and other sports activities. This may also affect pupil ability to maintain focus in lessons if levels of physical fitness have dropped.</p> <p>In the event of further lockdowns, pupils may find it difficult/be unwilling to engage with home learning, especially if parents are at work or unable to offer support. This could result in worry/anxiety that they are missing out.</p>		<p>Staff to identify pupils with particular difficulty and provide feedback to pastoral lead/SLT for specific, tailored interventions.</p> <p>Sports coaches employed to provide opportunities for physical activities for as wide a number of pupils as possible.</p>	<p>Pupils initially identified in Autumn term by teaching teams, particularly during first two weeks back. Pastoral lead to source</p> <p>PE Lead to source coaches during Autumn term. Coaching staff to work in schools within parameters of Covid guidance.</p>	<p>Pastoral Lead to review provision for individuals. Phase teams review which pupils are accessing provision on a termly basis.</p> <p>PE Lead to review termly.</p>	
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