



## Catch-up Premium Strategy 2021 – 2022

School's name	Waterhouses C of E Primary School and Nursery	Date	September 2021 – July 2022
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School's universal catch-up premium fund (total amount)	£9,520	<input type="text"/>	Number	Percentage
Total number of pupils on roll	81 children	Pupils eligible for the pupil premium/ disadvantaged	10 Children	10 %
		Pupils eligible with SEND (funding allocations)	1	0.81%
		Pupils eligible who are LAC and/or PLAC (according to DCC criteria)	0	0%
National Tutoring Programme	Tutors - FTE= 0		Academic Mentors – FTE = 0	<input type="text"/>

### **Context:**

During the lockdown period, Waterhouses provided online learning via Class Dojo with a mixture of recorded lessons, use of White Rose and the use of Oak Academy– afternoons where possible, followed the Cornerstones Topic for the term. Engagement varied across the classes and families. During school closure in January 2021 the number of children in school rose significantly, around 50% compared to under 10% during March 2020.



Waterhouses C of E Primary School

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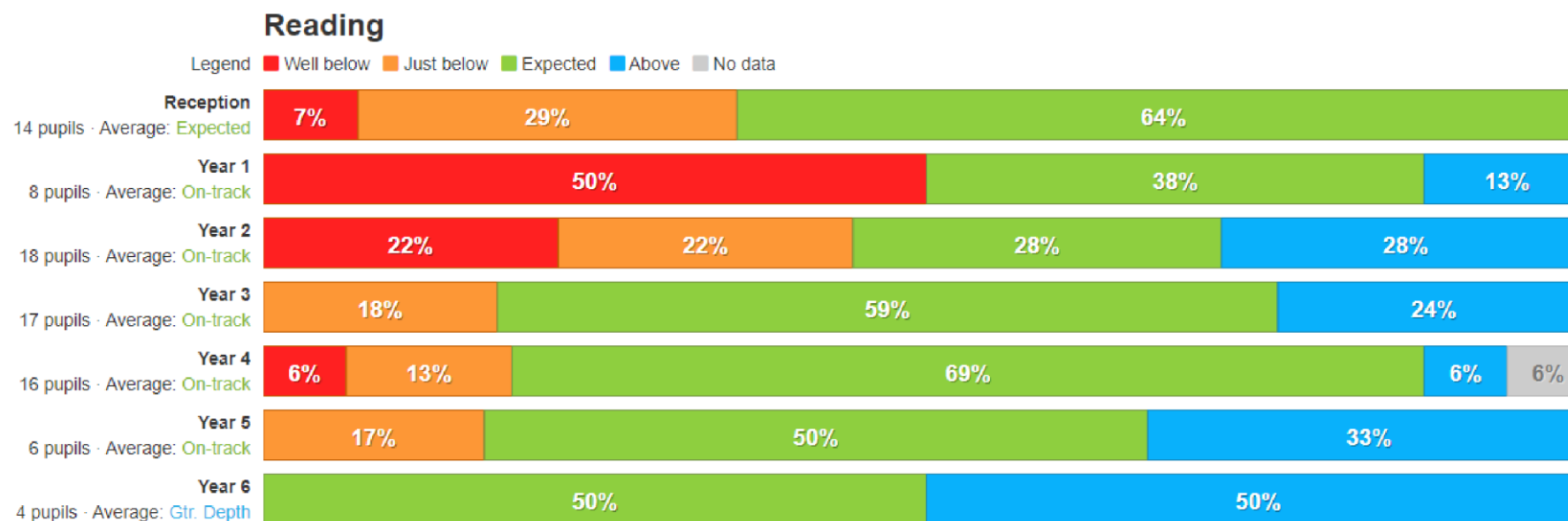
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Parents and children were contacted on a weekly basis during the lockdown period (January 2021) to provide support, listen to the children read and to try and engage the less motivated children. No % of class/school engagement was taken at the time but from speaking to staff it was broken down as follows.

- Attendance of pupils receiving Pupil Premium was very low, especially in KS2.
- The remote learning policy was written and made available to parents. A parent survey showed that remote learning was received and utilised positively.
- Teachers kept an engagement register for those pupils who were working at home. Staff contacted families where engagement was poor to see what could be done to support families. Engagement remained low for some families in school.
- Pastoral support continued via phone calls. A number of websites and supporting resources were provided for parents where appropriate.

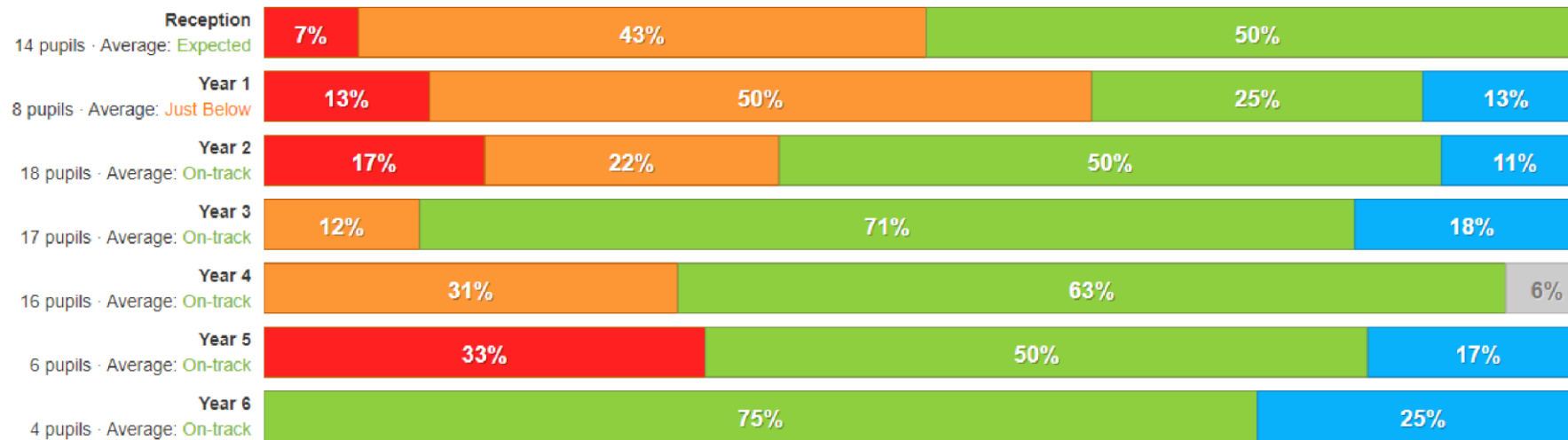
**Attainment Summer Term 2 2021 % of pupils At/Above:**





## Writing

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data





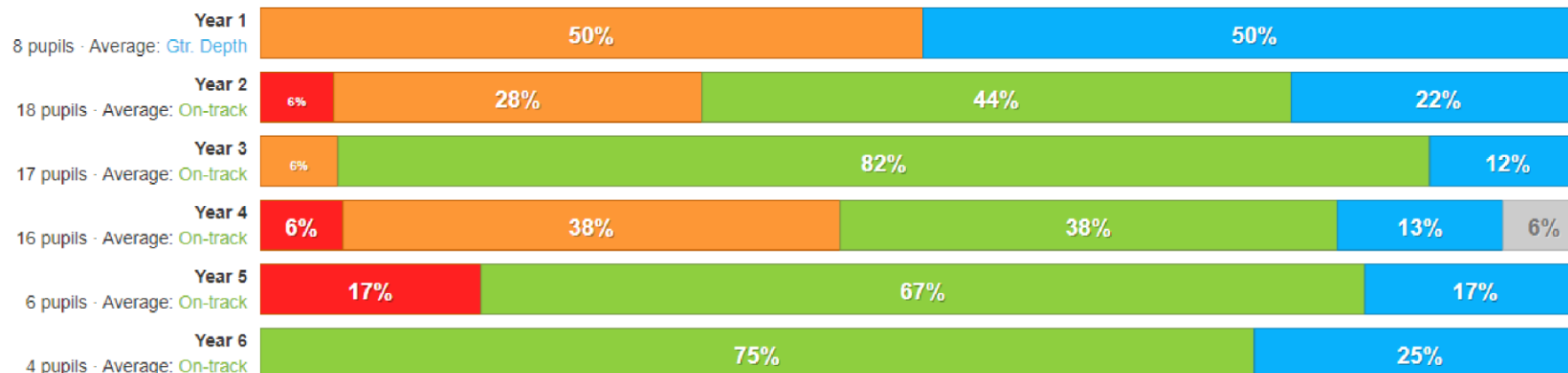
## EYFS GLD

Legend Well below Just below Expected Above No data



## Maths

Legend Well below Just below Expected Above No data



**Reading** in Key Stage 1 and the Early Years is below national expectations. For some pupils in Key Stage 2 reading has improved during lockdown. For some pupils early reading skills and phonics knowledge are impacting on their progress in reading. A group have been identified for targeted phonics intervention. Phonics teaching will need to be extended into Key Stage 2 for the current Year 2 pupils, who have missed key learning.

**Writing** has regressed in the majority of year groups. Early writing skills in the EYFS and KS1 has been affected more so than KS2. The embedding of Talk for Writing (T4W) has been hindered as well as oral skills and lower vocabulary acquisition is impacting on the writing.

**Maths** Both EYFS and Key Stage 1 as well as Year 4 have been affected with Maths fluency and basic number facts being affected the most.

Attainment comparison by groups:



- SEND pupils are behind that of Non – SEND pupils in all three areas. (Context – only 4 pupils on SEN register/1EHC pupil (6% of pupil numbers))
- Ever 6 pupils are slightly behind other pupils in all three areas. Attendance is a barrier for these pupils and PP funding is being used to address this.
- Currently there is no significant difference between boys and girls.

### Behaviour

-Pupils anxiety and resilience has been affected – Boxall Profile Assessments completed for all children – Healthy Minds & Healthy Bodies initiative introduced in February 2021 to address this. Zones of Regulation used to support. Zumos introduced by DW – limited impact so far.

### Academic Barriers

1.	<b>Reading</b> in Key Stage 1 and the Early Years is below national expectations. For some pupils in Key Stage 2 reading has improved during lockdown. For some pupils early reading skills and phonics knowledge are impacting on their progress in reading. A group have been identified for targeted phonics intervention. Phonics teaching will need to be extended into Key Stage 2 for the current Year 2 pupils, who have missed key learning.
2.	<b>Writing</b> has regressed in the majority of year groups. Early writing skills in the EYFS and KS1 has been affected more so than KS2. The embedding of Talk for Writing (T4W) has been hindered as well as oracy skills and lower vocabulary acquisition is impacting on the writing.
3.	<b>Maths</b> Both EYFS and Key Stage 1 as well as Year 4 have been affected with Maths fluency and basic number facts being affected the most.

### Behaviour and Attitudes

4.	Resilience and independence have been affected, this will have a long term effect on pupils attitudes to learning and impact on both their attainment and progress.
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### Personal development (including social and emotional health and wellbeing)

5.	There has been an increase in the number of pupils have been identified with SEMH needs following Boxall Profile assessment. Sports funding to be used to ensure pupils have greater access to swimming, ensuring pupils learn an important life skill. This time will be doubled this year and will be offered to all year groups. Lockdown has affected children's access to this. Pupils nationally have been affected by school closure due to COVID-19 with an increase in anxiety levels. It is too early to say what long term impact this will have on their mental health and wellbeing.
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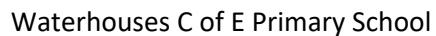
Catch-up Premium: <b>Academic</b> <b>Objective 1: To improve Reading skills in the Early Years and Key Stage 1.</b>					
<b>Reasons for the approaches taken:</b> <b>Reading</b> in Key Stage 1 and the Early Years is below national expectations. For some pupils in Key Stage 2 reading has improved during lockdown. For some pupils early reading skills and phonics knowledge are impacting on their progress in reading. A group have been identified for targeted phonics intervention. Phonics teaching will need to be extended into Key Stage 2 for the current Year 2 pupils, who have missed key learning.					
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



1	Early reading skills, in particular phonics knowledge and application has been affected. This will impact on both reading and writing long term.	<p>TARGETS EYFS, Key Stage 1 and Year 3</p> <p>Gaps in phonic knowledge are addressed.</p> <p>All staff are able to deliver high quality phonics.</p>	<p>Implement targeted phonics intervention for pupils in EYFS identified as being significantly behind.</p> <p>Train Key Stage 1/2 staff in Phonics and Pure Sounds.</p> <p>Additional texts purchased to enable phonics to be embedded in context.</p>	<p>Autumn Term 1 DD/SW</p> <p>Autumn Term 2 External CPD DD/SW have received training – to support other staff as and when required</p> <p>Training/support from across the primaries within the MAT</p> <p>Autumn 1 (MD/JH)</p>	<p>Progress review meetings. Termly review meetings with Intervention tutor (TA) to measure the impact.</p> <p>Learning walks, book scrutiny, lesson observations in line with monitoring and evaluation timetable. (MD/CP).</p> <p>National Phonics assessment/ Learning walks, book scrutiny, lesson observations in line with monitoring and</p>	<p>£3,4420 (2 TA's 1 hours per day, over 38 weeks). <b><i>Within the current school budget plan and staffing structure review.</i></b></p> <p>£20 per person (£180) for external CPD (JH to organise) £320</p> <p>£1000</p>



					evaluation timetable.	
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Catch-up premium plan: <b>Academic</b>	<b>Objective 2</b> To improve Writing outcomes across all key stages.
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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
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2	<p>Pupils grammatical and spelling knowledge are affecting their progress and attainment in writing.</p> <p>Pupils' stamina for writing is holding back progress and attainment</p>	<p><b>Targets</b></p> <p>Pupils acquire greater language skills which they can apply into their writing.</p> <p>Develop stamina for writing – provide regular opportunities for children to write at length (building the skills and confidence through T4W to enable children to become confident writers)</p>	<p>Implement NESSY spelling programme (KS2) to targeted pupils (maximum group size 10). Children Identified using NESSY quest, assessment tool. Review termly.</p> <p>Ensure 'Talk for Writing' is being taught consistently across school. Deliver T4W training for all staff who have not yet had it.</p> <p>Implement Mighty Writer programme for EYFS, Year 1, 2 and 3.</p> <p>'Catch up and keep up' training for all Key Stage 2 staff.</p> <p>Audit language rich texts taught</p>	<p>Children to be assessed Autumn 1 and assigned to programme (KS2) MD/LL</p> <p>MD</p> <p>MD/BH</p> <p>LL – training shared with staff (Summer 2)</p>	<p>Termly progress review meeting.</p> <p>Learning walks, book scrutiny, lesson observations in line with MEandT.</p> <p>Curriculum map.</p>	<p>NESSY quest assessment £175</p> <p>NESSY quest online programme £375</p> <p>T4W training £400 (to cover supply costs)</p> <p>Mighty writer £500 per set</p> <p>INSET time – CPD trainer £60.</p> <p>£1400</p>
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			throughout the curriculum.			
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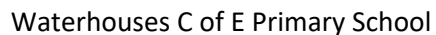
			Purchase texts to extend vocabulary in line with the curriculum plan.			
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Catch-up premium plan: <b>Academic</b> <b>Objective 3 To address the gaps in learning in Maths for pupils in EYFS, Key Stage 1 and Year 4.</b>					
<b>Reasons for the approaches taken:</b> <b>Maths</b> Both EYFS and Key Stage 1 as well as Year 4 have been affected with Maths fluency and basic number facts being affected the most.					
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



3	<p>Maths fluency; number facts and the application of the four operations has regressed.</p> <p>Pupils have missed some key mathematical teaching.</p>	80% of all children to meet end of year expectations in maths	<p>Analyse the SAT papers and assessments to identify the gaps in mathematical knowledge.</p>	<p>Termly in line with the assessment calendar LL</p>	<p>Termly progress review meeting.</p>	<p>School budget and current staffing being used to address this.</p>
			<p>Re-launch TT Rockstars.</p>	<p>Autumn Term 2 MD/LL/SW/MM</p>	<p>TT Rockstars engagement analysis</p>	<p>TT Rock stars subscription (within current school budget plan)</p>
			<p>Implement Maths enrichment days to engage and motivate pupils with a love of maths.</p>	<p>LL/MD</p>	<p>Termly progress review meeting. Book Scrutiny, Learning Walks and SATs data analysis.</p>	<p>Staff meeting time/CPD needed £500</p>
			<p>Ensure maths is applied into real life contexts – embed within the curriculum.</p>	<p>LL/MD</p>	<p>Curriculum progression map and book scrutiny.</p>	<p>TA hours - 2 hour per week (6 groups) x 38 weeks £168 <b><i>Within the current school budget plan and staffing structure review.</i></b></p>
			<p>Implement Number Stacks – booster programme.</p>	<p>LL</p>	<p>Termly progress review meeting. Book Scrutiny, Learning Walks and SATs data analysis.</p>	



**Total expenditure: £9,530**