

Wells-next-the-sea Primary & Nursery School

Catch-Up Premium Strategy Statement 2020-21

Metric	Data
Pupils in school	228
Catch-up premium allocation this academic year	£16,160 (Total spent = £15,090, this leaves a contingency of £1,070 as figures are not definite from DfE yet & we could purchase some SALT resources if needed, but we won't know this until after she's been in Autumn 2).
Publish date	28 th October 2020
Review date	28 th January 2021
Catch-up premium lead	Mrs Rachel Stroulger
Governor lead	Mr Chris Beek

Gaps in Learning

Number	Identified Gap
1	Detailed analysis of the Nursery Baseline Assessments (see separate data analysis) shows that the 100% of the children are below typical levels for Communication and Language, with 100% of boys also below typical in Physical Development & PSED too. 100% of all children, are below typical for Reading and 96% are below typical for Writing also. Support is needed for C and L in Year N.
2	Detailed analysis of the Reception Baseline Assessments (see separate data analysis) shows that only 20/29, 10/29 and 3/29 are taking risks, making links and reviewing. These are the lowest areas in the characteristics. 100% of the children have made below typical progress from the end of Nursery data window. Again, the largest % at below typical is in Communication and Language with 34% below. The largest group within this is boys with 67% below typical for C and L. 90% of whole cohort, are below typical for Reading and 79% are below typical for Writing also. Support is needed for C and L in Year R.
3	<p>Analysis of Baseline Phonics Check carried out Sept/Oct 2020, shows that: Y1 results show that: 5% children are working above the Phonics test result. 32% children are working just below the Phonics test result. 63% children are working significantly below. 73% of children are predicted to pass the Y1 Phonics test with support in place. Also analysing the Salford Reading scores shows that 67% of children in Yr1 scored a reading age of 4.5 or below.</p> <p>Y2 results show that: 50% children above the Phonics test result, 27% children are working just below the Phonics test result, 23% significantly below. Therefore 81% should pass the Phonics screening test with support in place. Y2 Salford results indicate that 48% of children have reading</p>

	<p>age of more than a year below their chronological age, with 28% of those being 2 or more years below.</p> <p>Support is needed in Years 1 & 2 to support Phonics development.</p>
3	<p>Writing stamina and test savviness was highlighted as an area of weakness across the school due to children not having completed a test for a long time and having not participated in extended writing for a period of time too.</p>
4	<p>Detailed PPMs in KS2 and NFER paper analysis of the Maths results for Years 3, 4 & 5 (see separate monitoring), shows a focus is needed on Fractions/some + and – calculations, decimals, %s and measurement.</p> <p>Year 6 SATs paper analysis shows focus needed on reasoning & fluency, arithmetic and decimal numbers. Maths support is needed in KS2.</p>
5	<p>Detailed analysis of the Calculation Audit (see separate monitoring), carried out in Sept/Oct 2020 shows that all calculations show an area of weakness. Subtraction and Multiplication are lower in Years 3, 4 and 5 with x and division is low in Year 6. Maths support is needed in KS2.</p>
6	<p>Reading NFER & SATs analysis (see separate monitoring), shows that we need to continue to focus on inference & explanations as these scores were lower with 52% achieving in Year 3, 50% in Year 4, 45% in Year 5 and 29% in Year 6. This is being addressed in Guided Reading sessions and with additional support needed in Year 6. Reading support is needed in Year 6.</p>

Strategy Aims

Aim	Outcome
Children in Years N and R will be able to develop their speech and language, so that they can access the Prime Areas of Learning better, especially Communication and Language, and ultimately increase their achievement in the specific areas of learning of Reading & Writing.	Accelerated progress across the terms to Window 1 and Window 2, will show that the support of SALT is having a positive effect on the levels of engagement and achievement in these areas, so more children are achieving typical or above typical at the next assessment windows. Aim is for 79% of Year R to achieve GLDs in 2021.
Phonics – children's progress will accelerate with additional phonics sessions and Year 1 and Year 2 estimates will be achieved. This will also be evidenced in progress in their Salford Reading scores throughout the year 2020-2021.	<p>73% Year will achieve Phonics Check in June 2021 or better.</p> <p>81% of Year 2 will achieve Phonics Check in December 2020 or better.</p> <p>Accelerated progress will be charted in Salford reading scores throughout the year and children will 'catch-up' with chronological reading ages or exceed them.</p>

Writing stamina and test savviness will improve throughout the year as children become more familiar and confident with writing extended pieces and confident when sitting tests/assessments.	Children's resilience and stamina will enable them to perform their best and achieve the estimates for them all by July 2021. The nurturing afternoon curriculum of the Autumn Term, will have enabled the children to get back into positive routines and mindset, so that they can apply transferable skills and knowledge in Maths and English. Their well-being and mental health is positive and this is evidenced in pupil interviews and learning walks around the school.
All children will be consistently applying the CPA approach and making links in calculations daily. They will be using fluency and reason skills on a daily basis. Children will have a deep conceptual understanding of Maths and will be using the 'See it, Think it, Link it, Solve it' strategy.	81% of Year 2 will achieve EXS in Maths & 27% GD. (in-line or above NA) 67% of Year 6 will achieve EXS in Maths & 23% GD. (just below NA in EXS, in-line for GD) In-line for RWM at 63% (NA at 65%). Spring 2021 and Summer 2021 calculations audits will show an increased % of children achieving answers to questions, compared to % as a baseline in Autumn 2020. Book scrutinies and pupil interviews will show an increased confidence and use of fluency and reasoning by children, compared to Autumn 2020.
All children will be able to use detailed vocabulary to enhance their conversations linked to explaining texts, as well as use language to explain their inferences – especially in Year 6.	73% of Year 6 children will achieve EXS in Reading, with 27% achieving GD or better. Detailed SATs analysis each ½ term will show an increased % of the number achieving in this area of the SATs paper, from a baseline of 29% in Autumn 1.

Catch-Up Teaching priorities for current academic year

Measure	Activity
Priority 1	Year N teacher will carry out 3.5 hours a week additional teaching in Year R and Year N classrooms to support and deliver the continuation of the SALT provision from Sally Wynne, in Spring 2021 for 11 weeks. She will be directed each week by the teacher as to a specific focus for individuals and groups.

Priority 2	Additional phonics will be taught in Years 1 & 2 by teacher 1x morning a week for 21 weeks. Focus on Year 2 phonics check until end of Autumn Term, then focus on Writing. Focus on Year 1 phonics check ready for June 2021.
Priority 3	Additional group and individual Maths teaching, focusing on highlighted areas above, for Years 3, 4, 5 and 6 for a session each week for 21 weeks, total of 8 hours a week in mornings.
Priority 4	Additional group and individual Reading teaching, focusing on highlighted areas above, for Year 6, a session each week for 21 weeks, total of 3 hours a week in afternoons.
Gaps in learning these priorities address	Communication and Language in Years N and R. Phonics for Years N, R, 1 & 2. Maths for Years 3, 4, 5 & 6. Reading in Year 6.
Projected spending	Priority 1 = £105 x 11 weeks = £1,155. Priority 2 = £105 x 21 weeks = £2,205. Priority 3 = £240 x 21 weeks = £5,040. Priority 4 = £90 x 21 weeks = £1,890. Total cost = £10,290.

Targeted academic support for current academic year

Measure	Activity
Priority 1	SALT therapist working additional 4 days in each setting, Year R and Year N during the Spring and Summer terms 2021 to deliver bespoke group and individual language teaching and support.
Gaps in learning these priorities address	This is a specific intervention that will address the specific communication and language weaknesses in Year N and Year R, whether they are associated with the highlighted areas in the strategic aims or they are pertinent to the needs of the classes at that moment in time in the week.
Projected spending	£600 x 8 days = £4,800.

Wider strategies for current academic year

Measure	Activity
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Priority 1	Additional groups/interventions are to be run in the Year 6 classroom to address highlighted areas in Reading, writing stamina/test savviness and low calculations audit results.
Priority 2	All teachers will address the need to focus on vocabulary, inference and explanations as highlighted in NFER/SATs analysis of papers (as above) and will address these in good Quality First Teaching in daily guided reading sessions.
Gaps in learning these priorities address	These will address the gaps highlighted in the gaps for learning and strategic aims, but will be managed within the current staffing ratios in all classes for Years 2-6. There is an additional TA in the Year 6 classroom already for 2 sessions a week as a priority.
Projected spending	£0 as current staffing levels are sufficient. Teachers are aware of the gaps and are addressing them within Quality First Teaching.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Space needed to carry out the interventions.	Timetables for the library and meeting room have been amended and all groups can be accommodated.
Targeted support	Making sure that the SALT is comfortable with Covid arrangements if she is moving between bubbles or if she is staying in one classroom a week.	Cleaning is carried out between bubbles as already stated in Risk Assessments. SALT is comfortable with arrangements for the children she is needed to work with, whether a group or individual.
Wider strategies	To make sure that this set up is adequate and is promoting progress within the Year 6 bubble.	Regular book scrutinies and weekly catch ups with the teacher to make sure that she is making the progress required by these children both in test scores and books. To make sure that the mental health and well-being of these children is maintained – all will have attended meditation in Autumn and onwards.

Impact Review: aims and outcomes to be completed July 2021

Aim	Outcome Actual July 2021
<p>Children in Years N and R will be able to develop their speech and language, so that they can access the Prime Areas of Learning better, especially Communication and Language, and ultimately increase their achievement in the specific areas of learning of Reading & Writing.</p>	<p>Accelerated progress across the terms to Window 1 and Window 2, will show that the support of SALT is having a positive effect on the levels of engagement and achievement in these areas, so more children are achieving typical or above typical at the next assessment windows.</p> <ul style="list-style-type: none"> • Data shows progress of the Year R cohort across the academic year. • 63% of pupils made typical or above typical progress from their starting point in September 2020. • 33% (10) children made below typical progress this year, this is a good level considering the whole Spring term lockdown and levels of engagement from those pupils. • 1 child was unmeasured due to leaving the school before the end of year assessments. • At baseline 100% of children had made below typical progress, therefore this is a huge improvement. <p>100% of Year N children increased their WellComm scores from Aut 2 to Summer 2.</p> <ul style="list-style-type: none"> • SW worked 1:1 with children and staff to create a comprehensive set of strategies to address whole class SALT interventions. • Staff felt more confident to deliver precise, considered SALT themselves therefore. • In Year R, 1 child then improved their writing because of enhanced SALT. • ALL Year R pupils now able to follow classroom instructions fully. • In Year N, 1 elective mute is now talking freely and well during chosen play due to SALT 1:1 work. <p>Aim is for 79% of Year R to achieve GLDs in 2021. 69% of Year R achieved GLD.</p>
<p>Phonics – children’s progress will accelerate with additional phonics sessions and Year 1 and Year 2 estimates will be achieved. This will also be evidenced in progress in their</p>	<p>73% Year will achieve Phonics Check in June 2021 or better. 43% achieved Phonics Check in June 2021.</p>

<p>Salford Reading scores throughout the year 2020-2021.</p>	<ul style="list-style-type: none"> • Estimate was 68% (change of children). • 3/7 intervention children achieved Phonics Check. • 7/21 SEND children wouldn't achieve anyway. 4/4 children will pass in Year 2 Autumn 2021. • 17/21 (81%) made progress from Autumn 2020 to Summer 2021. 2x 0 scores and 1 moved house, 1 new child came = very poor. • Children gained more confidence within the class, being able to join in discussions and have good knowledge of the expectation of work. Children could independently access and complete work in class. • The children are continuing to develop their understanding of a range of skills <p>81% of Year 2 will achieve Phonics Check in December 2020 or better. 85% achieved Year 2 Phonics check in June 2021 (84% in Dec).</p> <p>Accelerated progress will be charted in Salford reading scores throughout the year and children will 'catch-up' with chronological reading ages or exceed them.</p> <ul style="list-style-type: none"> • 22 children have comparable data between September 2020 and May 2021. • 64% have improved, 36% stayed the same. • 36% have made expected or above expected progress. • All children not-SEND, have made progress as expected. • SEND are in line and not decreased in progress.
<p>Writing stamina and test savviness will improve throughout the year as children become more familiar and confident with writing extended pieces and confident when sitting tests/assessments.</p>	<ul style="list-style-type: none"> • Children's resilience and stamina will enable them to perform their best and achieve the estimates for them all by July 2021. Resilience and stamina have been improving since a return to school on the 8th March – this is still to be a focus in 2021/2022. The children, after a longer, focused Summer Term, are certainly more resilient now (evidenced by pupil interviews & learning walks). • The nurturing afternoon curriculum of the Autumn Term, will have enabled the children to get back into positive routines and mindset, so that they can apply transferable skills and knowledge in Maths and English. The nurturing afternoon worked really well and a full broad and balanced curriculum has been

	<p>taught in the Summer Term 2021. Children had the space and time to talk in the pms and pupil interviews/work evidenced in books, demonstrates this.</p> <ul style="list-style-type: none"> • Their well-being and mental health is positive and this is evidenced in pupil interviews and learning walks around the school. This is evidenced in the above and from LAB monitoring too. Staff feel that the wellbeing of children and mental health has been a priority and this has been very important.
<p>All children will be consistently applying the CPA approach and making links in calculations daily. They will be using fluency and reason skills on a daily basis. Children will have a deep conceptual understanding of Maths and will be using the 'See it, Think it, Link it, Solve it' strategy.</p>	<p>81% of Year 2 will achieve EXS in Maths & 27% GD. (in-line or above NA) 62% EXS and 12% GLD.</p> <p>67% of Year 6 will achieve EXS in Maths & 23% GD. (just below NA in EXS, in-line for GD) In-line for RWM at 63% (NA at 65%). 60% EXS and 0% GD, 47% RWM.</p> <p>Spring 2021 and Summer 2021 calculations audits will show an increased % of children achieving answers to questions, compared to % as a baseline in Autumn 2020. Book scrutinies and pupil interviews will show an increased confidence and use of fluency and reasoning by children, compared to Autumn 2020.</p> <ul style="list-style-type: none"> • Small group work allowed children to acknowledge their weaknesses and receive extra support. • Children are using more efficient methods now. • No specific audit done in Summer. Book scrutinies show developing use of reasoning and this is a focus for 2021-2022.
<p>All children will be able to use detailed vocabulary to enhance their conversations linked to explaining texts, as well as use language to explain their inferences – especially in Year 6.</p>	<p>73% of Year 6 children will achieve EXS in Reading, with 27% achieving GD or better. 58% EXS and 12% GD.</p> <p>Detailed SATs analysis each ½ term will show an increased % of the number achieving in this area of the SATs paper, from a baseline of 29% in Autumn 1.</p> <ul style="list-style-type: none"> • Children were heard on a 1:1 basis. • Reading fluency has improved. • Raised expectation of reading in families.

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| | <ul style="list-style-type: none">• > 47% of children achieved marks in this area by December 2020.• Scaled scores improved from 87-95. |
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