

**Catch-up Premium Strategy 2020-2021**

School's name	<i>Deer Park Primary School</i>	Date	12/10/20
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School's universal catch-up premium fund (total amount)	£ 27280		Number	Percentage
Total number of pupils on roll	NOR = 341	Pupils eligible for the pupil premium/ disadvantaged	26	7.6%
		Pupils eligible with SEND	17	5%
		Pupils eligible who are LAC and/or PLAC	4	1.1%
National Tutoring Programme	Tutors - FTE=0 £0		Academic Mentors – FTE = 0.42 £25,123	

Barriers	
Academic	
1.	<i>To improve children's Spelling ability in Year 1, Year 2 and Year 4</i>
2.	<i>To improve children's Writing ability in Year 1, Year 2 and Year 4</i>
3.	<i>To improve children's Reading comprehension ability in Year 1, Year 2 and Year 4</i>
4.	<i>To improve children's Maths ability in Year 1, Year 2, Year 5 and Year 6</i>
5.	<i>To improve children's Phonic Ability in Year 1, Year 2 and Year 3</i>
Personal development (including social and emotional health and wellbeing)	
6.	<i>Following the creation of an Emotional Health Committee, complete an Emotional Health Audit and complete actions from the findings.</i>
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: 9th Dec 2020 HT, SLT and GB. Spring: 24th March 2021 HT, SLT and GB. Summer: 12th July 2021 HT, SLT and GB.

**Catch-up Premium: Academic Objective 1: To improve children's Spelling ability in Years 1, 2 and 4**

**Reasons for the approaches taken: Following assessment, Pupil Success Meetings and Work Scrutiny 16% of children in Year 1, 28% of children in Year 2 and 24% of children in Year 4 are finding spelling a barrier to their overall chance of achieving Secure in Writing.**

**Success criteria** – The percentage of children achieving secure increases by 10% in Year 1, 18% in Year 2 and 16% in Year 4.

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	<p><b>Children in Year 1, Year 2 and Year 4 are finding spelling a barrier to their overall chance of achieving Secure in SPAG and Writing.</b></p>	<p>The percentage of children achieving secure increases by 10% in Year 1, 18% in Year 2 and 16% in Year 4. Assessments taken in Dec 2020, April and June 2021.</p>	<p>Small group and 1:1 first teach teaching with class teacher and academic mentor.</p>	<p>Nov 2020 – July 2021.  RW/JC/CR/ER/CR  On-going Assessments with formal assessments in Dec 2020, April and June 2021.</p>	<p>On-going Monitoring by SLT and class teacher. Pupil Success Meetings in Feb, June 2021. Evaluation July 2021.</p>	<p>Academic mentor £4652</p>

**Catch-up premium plan: Academic Objective 2: To improve children's Writing ability in Years 1, 2 and 4**

**Reasons for the approaches taken: Following assessment, Pupil Success Meetings and Work Scrutiny 18% of children in Year 1, 30% of children in Year 2 and 22% of children in Year 4 are finding letter formation, sentence construction and aspects of grammar and punctuation a barrier to their overall chance of achieving Secure in Writing.**

**Success criteria** – The percentage of children achieving secure increases by 10% in Year 1, 18% in Year 2 and 14% in Year 4.

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>Children in Year 1, Year 2 and Year 4 are finding letter formation, sentence construction and aspects of grammar a barrier to their overall chance of achieving Secure in Writing.</b>	The percentage of children achieving secure increases by 10% in Year 1, 18% in Year 2 and 14% in Year 4. Assessments taken in Dec 2020, April and June 2021.	Small group and 1:1 first teach teaching with class teacher and academic mentor.	Nov 2020 – July 2021.  RW/JC/CR/ER/CR  On-going Assessments with formal assessments in Dec 2020, April and June 2021.	On-going Monitoring by SLT and class teacher. Pupil Success Meetings in Feb, June 2021. Evaluation July 2021.	Academic mentor £4652

**Catch-up premium plan: Academic      Objective 3: To improve children's Reading Comprehension ability in Years 1, 2 and 4**

**Reasons for the approaches taken: Following assessment, Pupil Success Meetings and Early Star Literacy Assessments 18% of children in Year 1, 22% of children in Year 2 and 28% of children in Year 4 have barriers with Reading through gaps in phonics and alphabetic knowledge. This is compounded as barriers emerge with knowledge of Common Exception Words and understanding of question types (5 W's etc).**

**Success criteria** - The percentage of children achieving secure increases by 10% in Year 1, 14% in Year 2 and 20% in Year 4.

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  <b>Children in Year 1, Year 2 and Year 4 have barriers with Reading through gaps in phonics and alphabetic knowledge. This is compounded as barriers emerge with knowledge of Common Exception Words and understanding of question types (5 W's etc) which becomes a barrier to their overall chance of achieving Secure in Reading.</b>	The percentage of children achieving secure increases by 10% in Year 1, 14% in Year 2 and 20% in Year 4. Assessments taken in Dec 2020, April and June 2021.	Small group and 1:1 first teach teaching with class teacher and academic mentor.	Nov 2020 – July 2021.  RW/JC/CR/ER/CR  On-going Assessments with formal assessments in Dec 2020, April and June 2021.	On-going Monitoring by SLT and class teacher. Pupil Success Meetings in Feb, June 2021. Evaluation July 2021.	Academic mentor £4652

Catch –up premium plan: **Academic Objective 4: To improve children’s Maths ability in Year 1, Year 2, Year 5 and Year 6**

**Reasons for the approaches taken: Following assessment, Pupil Success Meetings and Work Scrutiny 18% of children in Year 1, 22% of children in Year 2 ,14% of children in Year 5 and 14% of children in Year 6 are finding place value, calculation strategies and fraction/decimal knowledge a barrier to their overall chance of achieving Secure in Maths.**

**Success criteria** – The percentage of children achieving secure increases by 10% in Year 1, 14% in Year 2, 8% in Year 5 and 8% in Year 6

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
4  <b>14% of children in Year 5 and 14% of children in Year 6 are finding place value, calculation strategies and fraction/decimal knowledge a barrier to their overall chance of achieving Secure in Maths.</b>	The percentage of children achieving secure increases by 8% in Year 5 and 8% in Year 6. Assessments taken in Dec 2020, April and June 2021.	Small group and 1:1 first teach teaching with class teacher and academic mentor.	Nov 2020 – July 2021.  RW/JC/CR/ER/CR/MD/JD  On-going Assessments with formal assessments in Dec 2020, April and June 2021.	On-going Monitoring by SLT and class teacher. Pupil Success Meetings in Feb, June 2021. Evaluation July 2021.	Academic mentor £6511

Catch –up premium plan: **Academic Objective 5: To improve children’s phonic ability in Years 1, 2 and 3**

**Reasons for the approaches taken: Following assessment, Pupil Success Meetings and Work Scrutiny 26% of children in Year 1, 38% of children in Year 2 and 14% of children in Year 3 are finding that recognising / identifying, building and blending digraphs is a barrier to their overall chance of achieving Secure in phonics.**

**Success criteria** – The percentage of children achieving secure increases by 16% in Year 1, 28% in Year 2 and 8% in Year 3.

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><b>Children in Year 1 and Year 2 are finding that identifying, building and blending digraphs is a barrier to their overall chance of achieving Secure in phonics.</b></p>	<p>The percentage of children achieving secure increases by 16% in Year 1 and 28% in Year 2.</p>	<p>Small group and 1:1 first teach teaching with class teacher and academic mentor.</p>	<p>Nov 2020 – July 2021.  RW/JC/CR/ER/CR/AH  On-going Assessments with formal assessments in Dec 2020 and June 2021.</p>	<p>On-going Monitoring by SLT and class teacher. Pupil Success Meetings in Feb, June 2021. Evaluation July 2021.</p>	<p>£4652</p>

Catch-up premium plan: **Personal development Objective 6...**

**Reasons for the approaches taken: With the need for a greater emphasis on Emotional Health of our school community following Covid19 we have created an Emotional Health Committee made up of teachers, senior management, teaching assistants, governors and pupils. They will complete and audit and subsequent Action Plan.**

**Success criteria** – The Emotional Health of our school community is fully recognised and has a high priority within the 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	
6	<b>Following the creation of an Emotional Health Committee, complete an Emotional Health Audit and complete actions from the findings.</b>	Actions from the audit ensuring that the Emotional Health needs of all pupils and staff is being met.	<ul style="list-style-type: none"> <li>• Complete the Emotional Health Audit</li> <li>• Create an Action plan and involve pupils</li> <li>• Complete the Well-Being for return Training endorsed through Derbyshire.</li> </ul>	Nov 2020 – July 2021.  TL/CB/JJ/DS	On-going Monitoring by SLT and Governors	£2157

Review of the impact of the strategy			
	How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
1.	<i>To improve children's Spelling ability in Year 1, Year 2 and Year 4</i>	<p><b>Year 1</b> 80% of all children achieved Secure or above in spelling. 100% of the PP children achieved secure.</p> <p><b>Year 2</b> 62% of all children achieved Secure or above in spelling. 50% of the PP children achieved secure.</p> <p><b>Year 4</b> 83% of all children achieved Secure or above in spelling. 100% of the PP children achieved secure.</p>	A new spelling strategy is being introduced and an investigation is being carried out in KS1 with regards to phonics in order to ascertain the reasons behind the lower score in Year 2.
2.	<i>To improve children's Writing ability in Year 1, Year 2 and Year 4</i>	<p><b>Year 1</b> 82% of all children achieved Secure or above in writing. 50% of the PP children achieved secure.</p> <p><b>Year 2</b> 86% of all children achieved Secure or above in writing. 50% of the PP children achieved secure.</p> <p><b>Year 4</b> 64% of all children achieved Secure or above in writing. 50% of the PP children achieved secure.</p>	We are looking at the teaching of writing as a priority on The School Improvement Plan for next year. The lower scores in Year 4 are mainly due to the length of the pieces of writing completed by the children. Sometimes this was difficult to achieve during periods of lockdown.
3.	<i>To improve children's Reading comprehension ability in Year 1, Year 2 and Year 4</i>	<p><b>Year 1</b> 80% of all children achieved Secure or above in reading. 100% of the PP children achieved secure.</p> <p><b>Year 2</b> 88% of all children achieved Secure or above in reading. 100% of the PP children achieved secure.</p> <p><b>Year 4</b> 81% of all children achieved Secure or above in reading. 75% of the PP children achieved secure.</p>	We will consolidate the improvements made in Reading over the next year due to the success of the Accelerated Reader program. Teaching staff are to be trained to employ the diagnostics more effectively.



4.		<i>To improve children's Maths ability in Year 1, Year 2, Year 5 and Year 6</i>	<p><b>Year 1</b> 78% of all children achieved Secure or above in Maths. 100% of the PP children achieved secure.</p> <p><b>Year 2</b> 90% of all children achieved Secure or above in Maths. 100% of the PP children achieved secure.</p> <p><b>Year 5</b> 96% of all children achieved Secure or above in Maths. 100% of the PP children achieved secure.</p> <p><b>Year 6</b> 84% of all children achieved Secure or above in Maths. 100% of the PP children achieved secure.</p>	The achievement in Maths remains high. We are looking at the delivery of Maths in Year 1.
5.		<i>To improve children's Phonic Ability in Year 1 and Year 2</i>	<p><b>Year 1</b> 86% of all children achieved Secure or above in Maths. 75% of the PP children achieved secure.</p> <p><b>Year 2</b> 96% of all children achieved Secure or above in Maths. 75% of the PP children achieved secure.</p>	During the first school closure in March 2020 the YR children (who are now Y1) continued with daily Phonics as part of their home learning on Seesaw. This included games on Phonics Play (these were free during the Pandemic), Phonics Bug and Mr Thorne's YouTube channel. A small number of children did not complete the allocated activities. Again, this year these resources have been allocated on Seesaw during closures and for the children who are isolating. Y1 and Y2 children have completed test A. All gaps have been identified and shared with their teachers for intervention work with dedicated TA. The screening for the current Y1 children is taking place in the second Autumn Term. Children who are not in school and children who fail will be tested with the Y1 children in June. Again as last year, a previous test will be used. In preparation, we will begin Phonics Bug Test B in September for the children who are border line and predicted not to pass.

6.		<p><i>Following the creation of an Emotional Health Committee, complete an Emotional Health Audit and complete actions from the findings.</i></p>	<p>Audit has been completed and an Action Plan created.</p>	<p>A policy for Emotional health has been created with contributions from all stakeholders. A number of initiatives are being looked at including:</p> <ul style="list-style-type: none"> <li>• Culture days – Africa Autumn Term 1- 2021</li> <li>• ‘Good Morning’ spoken in different languages.</li> <li>• Good Morning Classroom signs</li> <li>• Introduce a whole school routine to welcome the children at the start of the day and prepare them for learning.</li> <li>• Establish whole school class roles and responsibilities for pupils.</li> <li>• EYFS and KS1 to use Feeling Colours from Twinkl</li> <li>• Introduce emotional display / word banks into classrooms.</li> <li>• Deer Park Emotional Screen Saver</li> <li>• Classes to have names linked to the Values/ Emotions characters on the boards outside. Produce a display for the corridor.</li> </ul>
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