



## Preston Candover CE Primary School – Catch- Up Premium Report

The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.

Amount of catch-up premium received per pupil	£80
Total number of pupils	111
Total catch-up premium budget	£ 10,960.00 20/21 £8,800 21/22

### Overall aims

- Attainment outcomes for all year groups at the end of the academic year are in line with those pre-Covid
- The mental health and wealth needs of the pupils are met by the school

### PRIORITY AREAS FOR CATCH UP FUNDING

#### **Priority 1: Academic recovery**

- Phonics catch up interventions for pupils in years 2, 3 and 4
- Spelling interventions for pupils in KS2
- Basic mathematics calculation catch up interventions for pupils in years 3-6
- Writing years 1, 2

#### **Priority 2: Social emotional recovery**

Emotional coaching for all pupils through staff training in managing emotions through language



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<b>Catch-Up Funding Initiatives</b>			
<b>Action</b>	<b>Who</b>	<b>Expected Improvement</b>	<b>Success Criteria (evidence)</b>
<b>Priority 1: Academic Recovery. i. &amp; ii. phonics and spelling</b>			
Assess phonics knowledge retained from previous year in years 2 and target pupils in years 3 and 4 and compile list of pupils for intervention groups	KM, DB, JP	<ul style="list-style-type: none"> <li>Correct pupils are targeted for interventions</li> </ul>	<ul style="list-style-type: none"> <li>Targeted pupils reach ARE targets in reading in years 2, 3 and 4. Improvement in children at expected attainment at end of term/year.</li> </ul>
Set up daily short phonic interventions in Year 2 delivered by teacher and LSA	Delivered by JP, DB, AC, VM Monitored by MC	<ul style="list-style-type: none"> <li>Pupils make rapid progress in learning and retaining phonic knowledge and are able to apply effectively</li> </ul>	<ul style="list-style-type: none"> <li>75%+ of year 2 pupils will pass the phonics screening check in term 1</li> <li>90% of year 2s passed check in term 1</li> <li>75%+ pupils will reach expected + in key stage 1 SATs</li> <li>Due to ongoing Covid lockdown situation, KS1 SATS have been suspended this year</li> </ul>
Weekly intervention combining phonics recognition and application through reading books for pupils with gaps in phonic knowledge in years 3 and 4	Delivered by DB, VM, KM, KB Monitored by MC	<ul style="list-style-type: none"> <li>Targeted pupils in years 3 and 4 make good progress in reading, supported by a comprehensive phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>All targeted pupils pass a phonics screening check</li> <li>85% of pupils meet ARE</li> <li>SEN pupils make progress from post Covid starting points</li> <li></li> </ul>
Assess spelling knowledge retained from previous year in KS2 pupils and compile a list of pupils for intervention in class or in groups	Delivered by DB, VM, KM, KB, RM, JV Monitored by MC	<ul style="list-style-type: none"> <li>Correct pupils are targeted for filling the gaps and interventions (No Nonsense Spelling/Precision Teaching)</li> </ul>	<ul style="list-style-type: none"> <li>Targeted Pupils reach their ARE targets in spelling in years 3, 4. 5 and 6</li> </ul>



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Action	Who	Expected Improvement	Success Criteria (evidence)
<b>Priority 1 Academic Recovery: iii. basic mathematical calculations</b>			
Invest in assessment for gap analysis. NFER assessments and software £6400 (3200 per year)	Delivered by all class teachers	<ul style="list-style-type: none"> <li>Accurate gap analysis for planning next steps in learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have a clear understanding of curriculum gaps they need to teach</li> </ul>
Increase LSA hours in year R (3 hours a week) and KS2 (4 hours a week) £5000	In EYS KS2	<ul style="list-style-type: none"> <li>Target pupils who need language input following lockdown last year</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will make progress and reach ELG in summer 21</li> </ul>
Assess multiplication gaps in year 5 (cohort who would have taken multiplication check), carry out baseline assessments and put in place catch-up interventions where needed	Delivered by RM, JV, KM, KB Monitored by DB	<ul style="list-style-type: none"> <li>Targeted pupils will confidently be able to recall all multiplication tables and use for calculations and reasoning</li> </ul>	<ul style="list-style-type: none"> <li>pupils will pass multiplication check test administered in Summer 21</li> <li>Evidence in book looks shows confident application of multiplication knowledge</li> </ul>
Implement regular targeted multiplication interventions in years 3, 4 to support comprehensive tables knowledge	Delivered by DB, VM, KM, KB Monitored by DB	<ul style="list-style-type: none"> <li>Targeted pupils will have an increasingly confident grasp of multiplication tables</li> <li>Pupils will be equipped to meet ARE in their year group</li> </ul>	<ul style="list-style-type: none"> <li>year 4 will reach ARE in multiplication check in Summer 21</li> <li>year 3 know named tables for year group confidently</li> </ul>
Carry out baseline assessment to highlight pupils in years 4, 5 and 6 whose calculation knowledge demonstrates gaps. Weekly interventions will address these gaps	Delivered by DB, KM, RM, VM, KB, JV Monitored by DB	<ul style="list-style-type: none"> <li>Pupils in years 4, 5 and 6 will have confident calculation knowledge to access relevant year's AREs</li> </ul>	<ul style="list-style-type: none"> <li>pupils in years 4 and 5 and 6 can calculate to Age Related Expectations by the end of the academic year</li> </ul>



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Action	Who	Expected Improvement	Success Criteria (evidence)
<b>Priority 1 Academic Recovery: iii. basic mathematical calculations (cont'd)</b>			
Invest in assessment for gap analysis. NFER assessments and software Cost: as above	Delivered by all class teachers	<ul style="list-style-type: none"> <li>Accurate gap analysis for planning next steps in learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have a clear understanding of curriculum gaps they need to teach</li> </ul>
Invest in visualizers for each classroom  Google Classroom support and Wonde £300 approx	Delivered by all class teachers	<ul style="list-style-type: none"> <li>All pupils need to revisit good learning through reviewing and acting on feedback</li> <li>Use of visualizers to be able to analyse examples of good work to identify where mistakes are or improvements made – for remote learning and also in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in children at ARE/GDS at the end of term/and year</li> </ul>
FFT Aspire £200 software £125 training	Delivered by all class teachers	<ul style="list-style-type: none"> <li>Analysis to identify progress and gap analysis for groups/cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that all pupils make expected or more progress at the end of the term/year</li> </ul>
<b>Priority 3: Emotional literacy</b>			



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All staff to receive managing emotions through language training from Educational Psychologist (HIEPS)	Delivered by CJ Monitored by CT	<ul style="list-style-type: none"> <li>All staff to use consistent language to support pupils managing emotions</li> </ul>	<ul style="list-style-type: none"> <li>All staff will feel confident supporting pupils managing emotions</li> </ul>
Action	Who	Expected Improvement	Success Criteria (evidence)
All staff will use emotional language consistently throughout the school to support all pupils	Delivered by all staff across the school Monitored by CT	<ul style="list-style-type: none"> <li>Managing emotions language training shows impact across the school.</li> <li>Language embedded and used consistently by all staff across the school</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will become more able to discuss emotions</li> <li>Pupils will have strategies to manage emotions</li> </ul>
An ELSA will be recruited (trained if required) 2 afternoons per week £500	ELSA recruited by SLT trained and supervised by HIEPS	<ul style="list-style-type: none"> <li>pupils who are finding the disruption in education and return to school difficult are supported</li> </ul>	<ul style="list-style-type: none"> <li>less pupils will need group/1:1 emotional support</li> </ul>
Additional			
Targeted CPD for teachers as identified by need Emma Tarrant Sarah Sedgwick	HIAS	<ul style="list-style-type: none"> <li>Curriculum meets the needs of all children and gaps are closed</li> </ul>	<ul style="list-style-type: none"> <li>To ensure all pupils make expected or more progress at the end of the term/year</li> </ul>
Teacher to work across the school with targeted groups in Maths and Literacy £12491	Booster teacher	<ul style="list-style-type: none"> <li>Catch up pupils will make accelerated progress</li> </ul>	<ul style="list-style-type: none"> <li>To ensure all pupils make expected or more progress at the end of the term/year</li> </ul>



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Adaptation of curriculum plans to provide extra opportunities to develop reading, Maths skills as well as improve stamina for writing	SLT, subject leaders and teachers	<ul style="list-style-type: none"><li>Curriculum meets the needs of all children and gaps are closed</li></ul>	<ul style="list-style-type: none"><li>Ongoing review of the curriculum to ensure all pupils make expected or more progress at the end of the term/year</li></ul>
Total cost: £25016 £19760 funded from Catch Up Provision £5256 funded from main school budget			