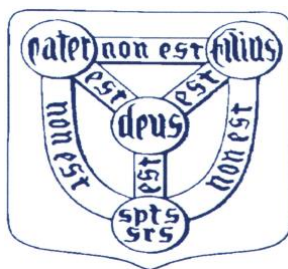


Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

CATCH-UP PREMIUM 2020-21

Catch-Up Premium is additional funding allocated to schools as a result of the unprecedented disruption to children's education due to the coronavirus (COVID-19) pandemic. The Government has allocated approximately £80 per pupil and Shellingford CE (A) Primary School has been provisionally allocated £7,680 for the academic year 2020-21. This funding is for specific activities to support pupils to catch-up for lost teaching over the previous months. Schools have the flexibility to spend this funding in the best way for their own cohort and circumstances. Shellingford CE (A) Primary School has carefully considered the Education Endowment Foundation's (EEF) research and tiered planning approach to support our pupils 'catch-up' effectively. Assessment of the pupils' wellbeing and learning needs on return to school (September 2020) has informed our decisions and intentions.

Note: some of the planned programmes have been impacted by the further COVID-19 school closures (Spring Term 2021)

EEF approach	Action / Programme	Desired Outcome	Impact / evaluation –June 2021 analysis
Teaching	CLPE - Virtual INSET Day: <i>Inspiring Writing</i>	<ul style="list-style-type: none"> Improve inclusive literacy provision and key routines for writing in order to support children as emerging writers 	INSET training to support curriculum delivery is planned for 2021-22.
	CLPE – Core Books 'Learning to Read' collections: curated booklists for each Key Stage and planning resources	<ul style="list-style-type: none"> Engage and support children to overcome difficulties in reading and to become confident and independent readers 	The school has invested in all relevant texts to deliver the Power of Reading programme which has supported high quality English teaching across all Key Stages. Levels of pupil engagement in lessons is high, and feedback is positive. 77% of pupils across all year groups met or exceeded age related expectations in Reading. 88% of pupils in the school made expected or above expected progress.
	Hamilton Trust – Maths: <i>school-wide resources to support mathematical progression</i>	<ul style="list-style-type: none"> Maintain consistency in teaching and securing key basic mathematical concepts and skills 	This structured scheme with mixed age-planning has enabled Teachers to consolidate pupils learning at KS1/2 and challenge their mathematical thinking. 70% of pupils across all year groups met or exceeded age related expectations in Maths. 92% of pupils in the school made expected or above expected progress.

	Paul Hargreaves – Education Consultant: <i>maths recovery curriculum support and professional development</i>	<ul style="list-style-type: none"> Strengthen maths outcomes and ready-to-progress criteria to support children's mastery of the primary maths curriculum 	Consultancy support on conceptual maths, use of manipulatives, visuals and modelling has developed effective teaching and learning. Further training to support curriculum delivery is planned for 2021-22.
	Early Years and Key Stage One numeracy resources: manipulatives to explore and solve mathematical problems	<ul style="list-style-type: none"> Concrete resources support children to build secure foundations and understanding of mathematical concepts 	Resources have been very popular and pupils have been keen to use them in their play and in more structured activities. 73% of all pupils in EYFS and KS1 met or exceeded age related expectations in Maths. 91% of EYFS and KS1 pupils made expected or above expected progress.
Targeted academic support	Teacher-led targeted group/individual teaching: additional tutoring sessions with specific pupils	<ul style="list-style-type: none"> Positive impact on learning outcomes and children 'catch-up' in core literacy and numeracy skills 	Pupils' confidence and self-belief has improved due to the targeted KS2 tuition in Reading and Maths. In Reading five KS2 pupils were identified. Three pupils made above expected progress and one pupil made expected progress. Two pupils met age related expectations in Reading and a further two pupils were just below 'Expected' standard. In Maths three KS2 pupils were identified, and all made expected or above expected progress. One pupil met age related expectations in Maths and one pupil was just below the 'Expected' standard. Staff report that KS1 sessions on rebuilding positive learning behaviours following lockdown has also had a positive effect on pupils.
	Jelly and Bean: structured reading scheme based on the 'Letters and Sounds' strategy	<ul style="list-style-type: none"> Phonics progression and common exception words introduced gradually and sequentially. Children's vocabulary grows and they gain confidence to read successfully 	The scheme has allowed teaching staff to further support children in their reading progress. The school now has a greater range of decodable texts which has had a positive impact on pupils reading confidence and levels of fluency. 72% of pupils in KS1 met or exceeded age related expectations in Reading. 52% of KS1 pupils made expected or above expected progress.
	Listening Books: internet-based audio books for children who have a physical or learning disability that impacts on their ability to read the printed word	<ul style="list-style-type: none"> Audiobooks help children to instill a greater understanding and enjoyment of literature 	This is an extensive resource and staff are currently reviewing ways to fully incorporate it in their teaching.

Wider strategies	Emotion Coaching: staff training on an evidence-based approach to responding to pupils' emotions	<ul style="list-style-type: none"> Children able to self-regulate their own emotions and behaviours 	Staff expertise has been strengthened for ELSA work, behaviour management and pupil well-being. This has resulted in better de-escalation of behavioural issues and the ability to develop more supportive relationships with pupils.
	Jigsaw Resilience and Engagement Toolkit: screening tool to assess children's emotional well-being	<ul style="list-style-type: none"> Specific PSHE interventions builds resilience in children and increases their learning capacity 	Toolkit to be used in the new academic year at a whole class level across the school to support a wider focus on building resilience for all pupils.
	The Friendship Formula: peer education programme designed to help Key Stage Two children with relationships	<ul style="list-style-type: none"> Good communication and conversational skills promoted and instilled in children 	This resource has been used with a group of Y3/4 pupils. Teachers report more positive relationships as pupils are able to use the skills they have learnt to resolve disagreements with more independence.
	Inclusive Classrooms: staff training on quality first teaching to meet the needs of all learners	<ul style="list-style-type: none"> Effective inclusive practice embedded. Teaching and environments more accessible to all children 	Training completed by one KS2 Teacher, the SENCo and Assistant SENCo. Staff have been supported by the SEN Team to ensure each Teacher has a range of appropriate resources to support the learning of all their pupils but particularly those with additional needs.
	Pets as Therapy - read2dogs: weekly sessions reading to a PAT registered dog	<ul style="list-style-type: none"> Reading encouraged in a relaxed environment and children's literacy skills are enhanced 	The school has registered for the read2dogs programme and is currently on the waiting list

These programmes are subject to variation and ongoing flexibility as we measure the progress the children are making, the pastoral support they require and evaluate their needs.

*** Planned programmes and support for 2020-21 may also be subject to change due to COVID-19 restrictions.*

Date written: December 2020

Review Date: July 2021

The Governing Body review this document annually and the information published on the school's website.