

EVALUATED Catch-up Premium Strategy 2021 – 2022 – Key Stage 2

School's name	Chinley Primary School	Date	5/7/22
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School's universal catch-up premium fund (total amount)	£7360 (remaining from 2020-21) KS2 share = £3680		Number	Percentage
Total number of pupils on roll	222	Pupils eligible for the pupil premium/ disadvantaged	26	12%
		Pupils eligible with SEND	5	1%
		Pupils eligible who are LAC and/or PLAC	6	1%
National Tutoring Programme	3 rd Space Learning			

Barriers	
Academic	
1.	Children at risk of not reaching their expected levels of progress due to lockdown restrictions leading to gaps in learning.
Behaviour and Attitudes	
2.	Lack of home support / technology so have fallen behind during school closures.
Personal development (including social and emotional health and wellbeing)	
3.	Lost confidence in the subject resulting in a lack of engagement in lessons.
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: 10.12.21 HT, SLT and GB. Spring '22: Funding available to extend into the spring term following evaluation. Summer '22: Evaluation to assess raised attainment

Catch-up Premium: **Academic**

Objective 1: Children at risk of not reaching Age Related Expectations (ARE) due to lockdown restrictions leading to gaps in learning.

Reasons for the approaches taken: In a trial with pupils which had weekly interventions from Third Space Learning made 7 months' progress over 14 weeks.

Success criteria – raised attainment for this target group.

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: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
1 Gaps in learning and understanding.	Through the cognitive domain – pupil attainment and progress through the curriculum by looking at pre and post assessment scores.	Using Third Space Learning, pupils begin with an adaptive diagnostic assessment to establish baseline knowledge and identify individual maths gaps. Pupils receive a weekly 1-to-1 lesson with a Maths specialist tutor. Each pupil will work with their own tutor for 45 minutes each week using an online classroom. They share a virtual whiteboard and work through the questions together using a headset.	The programmes are designed to last 12 weeks. Foundation – Autumn term A 12 week intervention period designed to plug gaps, address misconceptions and tackle key concepts in target groups early in the year. Pending results, we may then invest further leading to: Consolidation – Spring Term A slightly extended 14 week intervention period. This term focuses on revising key concepts, practising applying and problem solving skills. Transition – Summer Term Prepare pupils for upcoming year group. Pupils can be rotated on and off the programme at any point, meaning that you can consistently target those pupils that are most in need.	We will be updated with weekly and termly progress reports. After every session, staff will receive a detailed summary of learning objectives covered. Children sit pre and post intervention diagnostic tests enabling us to map progress across the term. Class teachers are able to review the learning journey for each pupil and if they feel pupils don't need a particular lesson they can choose to skip it. Weekly reports give a breakdown of the steps to success covered by pupils in their lessons and indicate whether they met these objectives. There is also an outline of the pupils engagement. Termly reports are provided once pupils complete their end of programme assessment. They provide more insight into all the areas the pupil has covered throughout their programme. Clare Taylor, Maths Subject Lead will oversee progress and evaluate the success of the programme.	Autumn 2021 (12 weeks): 6 pupils x £99.50 per pupil per term = £597 4 PP pupils at reduced NTP 70% rate £29.85 per pupil per term = £119.40 Total: £716.40 ex VAT Spring 2022 (12 weeks) 10 pupils at £5.50 per pupil per term = £660 Summer 2022 (12 weeks) 10 pupils at £5.50 per pupil per term = £660

Catch –up premium plan: **Behaviour and attitudes**

Objective 2: Lack of home support during school closures

Reasons for the approaches taken:

We know that some pupils did not engage in our online lessons, regardless of multiple efforts to seek engagement. As a result, they have gaps in their understanding which other pupils in class may not. In addition, some parents were unable to offer support due to their own mathematical understanding or due to a lack of suitable technology.

Success criteria – pupils will receive constant weekly interventions which can be accessed at home as well as in school where required.

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: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
2	Lack of home support or technology so may have fallen behind during school closures.	This will be a constant for pupils. They will have weekly one-to-one lessons who is familiar to them. If another lockdown, which included school closures, was enforced, pupils will still be able to receive regular, consistent personalised support from home.	Laptops and a designated room to be booked out one afternoon a week, with no room for flexibility.	1 hour once a week. TA to be assigned to supervise pupils.	Class teacher ensure pupils arrive in a timely manner.	TA supervision of sessions 12h = £180

Catch-up premium plan: **Personal development**

Objective 3: Lost confidence in the subject resulting in a lack of engagement in lessons.

Reasons for the approaches taken:

As teachers we observe variations in our pupils' confidence and enjoyment of maths on a daily basis. Some examples may include the pupil who says they don't like maths; the ones who don't want to try when a tricky question appears; and those who tell you they are no good at maths. This affective domain can impact on pupil attainment progress in maths.

Success criteria – Pupils become more confident and engaged in their lessons.

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	Lost confidence in the subject resulting in a lack of engagement in lessons.	As we deliver 1-to-1 interventions on a weekly basis, usually for a minimum of 12 weeks, this gives us a great opportunity to see how pupils affective domain changes across that time period. To do this we ask every one of our pupils to indicate how much they agree or disagree with 13 key statements at the start and end of all of our intervention programmes. For each statement the pupil must answer on a scale from Strongly Disagree/Never (1) – Strongly Agree / Always (5). These include statements like <i>"I concentrate hard in maths"</i> , <i>"I like learning new things in maths"</i> , and <i>"If I make a mistake, I work until I have fixed it"</i> . Pre-intervention and post-intervention responses from a pupil, will show the impact on an individual pupil level.	Clare Taylor to undertake pupil interviews with children to establish their enjoyment of the intervention programme.	12 week period.	Clare Taylor to ask class teachers to report on individual attitudes to maths.	½ day non-contact time £75 to allow Clare Taylor, Maths Lead to conduct pupil voice interviews.

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.	Ac.	<i>Brief recap for each barrier.</i>	<i>Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.</i>	<i>Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.</i>
2.	BA	<i>Opportunity to close the gaps from missed learning through targeted tuition programme.</i>	<i>Outcomes in end of unit assessments. Summative assessment data Pupil attitudes towards the scheme</i>	
3.	P D	<i>Increase in confidence in mathematical concepts</i>	<i>Pupil attitudes and confidence in the subject following the programme.</i>	

Evaluation of Impact

Maths Cohort (29 children) Years 4, 5 and 6							
	Jan 2022 Cohort		Apr 2022 Cohort		July 2022 Cohort		
Year	Expected Level (Year 2 target)	Points of Progress (average)	Expected Level (Year 2 target)	Points of Progress (average)	Year	Expected Level (Year 2 target)	Points of Progress (average)
6	5/5 (5/5)	-1	4/5 (5/5)	+5			

5	4/5 (5/5)	+4	3/5 (2/5)	+22	5	2/3 (2/3)	-2
					4	3/3 (4/6)	+6

Actions Moving Forward

- Focus on current Y4 cohort (moving into Y5) to receive Third Space interventions from September 2022. Sessions moved to Wednesday afternoon due to clash with swimming lessons.
- Jonathan Williams to deliver parallel maths teaching (small group) for Y5 and Y6 one morning a week in Autumn term.
- Jonathan Williams to deliver small group maths sessions to Y6 WTS and Y4 WTS children one afternoon a week in Autumn term.