

## Byerley Park Primary School – Catch-up Premium Strategy 2020 - 2021

Updated July 2021

### School Overview

Number of pupils in school YR – Y6	211
Proportion of disadvantaged	22.3%
Catch-up Premium allocation (No. of pupils x £80)	£16,880
Publish Date	February 2021
Review Dates	<b>April 2021</b> July 2021
Statement created by	Mrs Rebecca Pattison
Governor Lead	Mrs Jenny Allison and Mr Harold Howe

### Context of the school and rationale for the strategy

We are a one-form entry, average-sized primary school, with a total number on roll as at January 2021 of 211. The school continues to thrive with most classes full. Children come from a wide range of socio-economic backgrounds with very little ethnic diversity (there are a small number of EAL children, but almost all children are white, British). The school has a lower than National percentage of children who are known to be eligible for free school meals. Many of our families have either part time or low paid jobs, which mean they do not qualify for additional benefits. Many families find life is exceedingly challenging as financial demands are placed upon them. Again, the impact of Covid19 has worsened this as some parents are furloughed or have lost their jobs. The census data shows the rise in pupils qualifying for FSM over the last three years:

Spring Census 2019: 8 FSM pupils

Spring Census 2020: 22 FSM pupils

Spring Census 2021: 47 FSM pupils

When the school reopened in June 2020 for specific year groups, we welcomed back 5/30 YR pupils, 10/30 Y1 pupils, 15/30 Y6 pupils and 14 Key Worker children. The pupils at home were sent three lessons to complete a day set out on a weekly timetable.

## Teaching and whole school strategies

Action to deliver and sustain approaches	Desired outcome (What is expected)	Cost	Person responsible	Impact/ evaluation (autumn, spring, summer)
Introduce online resources to support staff in planning work and catering for home learning (White Rose Maths).	<p>i) Children at home and school can access the same work.</p> <p>ii) Children at home can access high quality teaching part of lesson.</p>	<p>White Rose Maths £120 (increased seat count 12.04.21) New cost: £160</p> <p>Classroom Secrets £299.24</p>	RP	<p>Increased seat count in April 2021 for new staff members. All staff are very positive about the resource so will look to moving all Maths over to this resource from Autumn 2021.</p> <p>Staff are positive about the White Rose Maths resource and as a school it is a scheme we are adopting from September 2021. Staff training will be booked for the Autumn Term. Subscription will continue to this resource.</p> <p>Classroom Secrets is being used to supplement White Rose. We will continue the subscription for 2021-2022 and review it after then to see if staff are still using it.</p>
<p>CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use.</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p>	All children have access to high quality teaching and effective feedback when they are working remotely and there is a positive impact on progress.	<p>Teams- £0</p> <p>DB Primary £0</p> <p>Seesaw £4.40 per student per year £928.40 (Cheaper to pay for two years so changed and ordered 12.4.21) £1755.60</p>	AG RP LP SD	<p>Teams and DB Primary training was given to staff. Staff did not feel that either resource met our needs and did what we wanted it to do. Will continue to look.</p> <p>Jan 2021 the country immediately went into lockdown. Staff continued to provide work for pupils via email and feedback given that way. SLT looked at Class Dojo but there were concerns from the LA over how data is used by the company so SLT are currently investigating Seesaw. KS2 Staff are using Teams to meet with pupils weekly.</p> <p>Staff INSET on 26.03.21 was based around Seesaw with the aim being that the platform is set up in the first weeks back after the Easter holidays and used by staff, pupils and parents that term.</p> <p>Staff and pupils used Seesaw to set homework during the first half of the summer term so that everyone was proficient with its use in the event of bubble closures. Three bubbles closed at the end of</p>

				<p>the summer term and seesaw was used to set daily work for the pupils at home. Staff were positive about the interaction it gave them between themselves and their pupils. TAs were able to help Ts with the marking and assessment element of the home learning. Staff are also using Seesaw to communicate with parents and to share photographs of what is taking place in school. Parents are very positive about this means of communication and we will continue with it.</p>
<p>Introduce online reading books so that all pupils have access to high quality reading materials targeted at their ability (Bug Club).</p>	<p>Pupils are able to continue to develop their reading skills through access to high quality texts and corresponding activities.</p>	<p>Bug Club £1187.30</p>	<p>RP SD CP</p>	<p>Bug Club enabled the pupils to receive quality texts set at their ability during lockdown. In that respect, the product was a success.</p> <p>The use of Bug Club now that all pupils are back in school is variable. KS2 staff have decided to adopt this as the way pupils receive their reading books weekly/fortnightly. The standard of work completed by the pupils is a work in progress. Staff feel the opportunity for the pupils to engage in some form of comprehension activity is of benefit to the pupils and will therefore continue to be used.</p> <p>This resource was useful again in the summer term when three bubbles were closed. We will not subscribe to it after this time as the general consensus from parents is that they prefer books to be sent home.</p>
<p>Introduce online resources to enable pupils to learn spellings and retain number facts (Spelling Shed and Maths Shed).</p>	<p>Pupils are able to access a different way of learning a weekly set of spellings and access a 'lesson' associated with the spelling rule to enable pupils to remember spelling patterns. Pupils are given a different way of revising</p>	<p>Spelling and Maths Shed £316.50</p>	<p>RP LP</p>	<p>Feedback has been positive for the resource. After the Easter holidays, HT to reward the class with the most points each week to encourage use.</p> <p>Spelling Shed and Maths Shed are a popular resource and we have added to the subscription to include Literacy Shed Plus to aid the teaching of Reading in KS2. This subscription will continue.</p>

	number facts so that these are remembered.			
Buy laptops for TAs and SBM.	<p>During lockdown, TA laptops were not fit for the role we asked the TAs to provide. Laptops have been purchased to improve this issue and to enable TAs to work more effectively in school and in the event of another lockdown or bubble closure.</p> <p>The SBM's laptop struggled in the same way, especially with Teams meetings. Laptop purchased to enable the SBM to work from home during lockdowns or bubble closure and to easily access Teams meetings.</p>	<p>9 laptops @ £547.80 each</p> <p>£4930.20</p>	RP	<p>These laptops have been an invaluable resource. When three bubbles closed, TAs were able to use their laptops at home to support the Class Teacher in the marking and assessment of the home learning. The SBM also had to isolate for a period of time and she was able to fulfil most of her role from home using her laptop.</p>
Purchase iPads for each year group (not needed in YR) to enable easy implementation and use of Seesaw.	<p>Staff will be able to use class iPads to upload photographs and comments onto Seesaw to forge stronger links with parents especially at a time when parents cannot come into school to view the work of their child.</p>	<p>£2543.10 (price is for 7 iPads plus cases)</p>	RP LV	<p>See above for the use of Seesaw.</p> <p>The iPads have made the use of Seesaw manageable and effective when sharing information with parents and pupils.</p>
<b>Total spend:</b>				<b>£11,192.14</b>

## Targeted academic

Action	Desired outcome	Cost	Person responsible	Impact/ evaluation (autumn, spring, summer)															
Targeted pupils receive speech and language support using a ten week programme (Nuffield Early Language Intervention Program).	Improved language acquisition.	£0 25 hrs training for 3 staff members Pupils: 3x30 mins weekly in group, 2x15mins weekly 1:1	DB CD	<p>Eleven YR pupils were identified in the Autumn Term to start the program in the Spring Term.</p> <p>NELI programme was going to take place during Spring Term with two groups of YR pupils. Due to lockdown and limited pupils being in school, the programme is still taking place with one group of 6 pupils. Remaining 3 pupils will be targeted upon their return to school.</p> <p>This continued throughout the summer term and will progress into Y1 for the small number of pupils who did not complete the course. NELI will be run next academic year in the spring term. The table below shows the results of the targeted group at the start and end of the programme. Figures show number of pupils. Two are still completing the programme in Year 1 so data is not added for them. Every child moved up one or two banding apart from one who stayed within the same banding but made progress within that band. This child is currently undergoing assessments from external agencies for SEND.</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>After completing the programme</th> </tr> </thead> <tbody> <tr> <td>Much below average</td> <td>2</td> <td></td> </tr> <tr> <td>Below average</td> <td>6</td> <td>3</td> </tr> <tr> <td>Average</td> <td>1</td> <td>4</td> </tr> <tr> <td>Above average</td> <td></td> <td>2</td> </tr> </tbody> </table>		Baseline	After completing the programme	Much below average	2		Below average	6	3	Average	1	4	Above average		2
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Group of up to eight pupils identified from class work and formal assessments in the Autumn Term to take	Pupils receive a standardised score of 100 or more in Reading, Maths and GPS Tests.	£3675 (13 weeks of 12.5 hours per week)	RP GF CR	<p>8 pupils identified. Pupils identified had a standardised score of between 94 and 99 in assessments in November 2020.</p> <p>Due to lockdown and cancellation of all formal assessments in 2021, the booster sessions are not taking place. Instead once the</p>															

part in booster work towards Y6 SATs.		Will speak to staff member to increase by three hours per week to 15 hours per week.		<p>pupils have returned, support will be provided for Y1 pupils and Y5 pupils.</p> <p>Catch up sessions took place 3 mornings a week for 8 Y5 pupils and Y1 pupils had extra 1:1 or small group Phonics sessions from the Class Teacher one day a week.</p> <p>Year 5 - The table below shows the percentage of pupils in the identified group achieving the expected standard in the Spring Term and the Summer Term after the intervention took place (Writing data shows working within the expected standard).</p> <table border="1" data-bbox="1205 614 2002 762"> <thead> <tr> <th>Subject</th> <th>Spring Term</th> <th>Summer Term</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>0%</td> <td>75%</td> </tr> <tr> <td>Reading</td> <td>50%</td> <td>62.5%*</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>100%</td> </tr> </tbody> </table> <p>*Two pupils who achieved the expected standard in Spring did not in Summer.</p> <p>Year 1 – See assessment data. At the end of the intervention, 70% of the class had achieved the ‘pass’ score for the Phonics Screening. Three pupils are disapplied. A group of pupils who are close to achieving the standard have been identified and will be receiving extra intervention in the Autumn Term 2021 from the Y1 teacher.</p>	Subject	Spring Term	Summer Term	Maths	0%	75%	Reading	50%	62.5%*	Writing	0%	100%
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<b>Total spend:</b>			<b>£3675</b>													

### Wider strategies

Action	Desired outcome	Cost	Person responsible	Impact/ evaluation (autumn, spring, summer)
Write to each family of pupils.	Positive impact on pupils’ emotional wellbeing. Aim to keep connected to school.	Postcards - £19.25 Stamps - £69.55	RP	Some families contacted school to show their appreciation for the postcards. Definitely a worthwhile action.

Purchase a virtual performance of a pantomime.	Pupils normally watch a pantomime in school at the end of the Spring Term. To encourage pupils to feel connected to each other and to have a positive impact on their emotional well-being.	£99	RP	Feedback from pupils was positive and many thanked the HT.
Involvement in the Trailblazers program.	To have a positive impact on identified pupils' mental health and well-being.	£0	RP LP	Commencing 14.04.21. Class sessions took place with all of the KS2 pupils during the Summer Term with the Y6 pupils taking the majority of the time. The MHST gave information about 1:1 specialised work for a number of pupils and some parents have taken up the offer of classes for themselves to support their child. The MH worker in school has also helped us find the appropriate support for an individual child who is struggling in school.
Whole school to take part in drama workshops.	To provide activities to act as a stimulus for writing and inspire love of reading.	£450	RP and all staff	Workshops booked for 28 <sup>th</sup> and 29 <sup>th</sup> June 2021.  Staff and pupils were positive about the experience. Due to when the sessions were booked, they were more of an experience rather than something that fed into writing, but they were definitely enjoyed by the pupils and acted as inspiration for reading.
Farm visit to school.	To provide wider experiences for the pupils that they will have missed due to Covid 19 restrictions.	£542.41	RP and all staff.	Visit booked for 15.07.21.  The children thoroughly enjoyed this day and learnt a great deal from it. We had three bubbles working from home on the day of the visit, so we have booked again for summer 2022 to enable all of the pupils to have the experience. It is something we will probably book every year.
Purchase of laptop trolley.	To have a laptop trolley to house and charge DfE	£776.31	LV	Trolley purchased and used.

	laptops while in use in school.			
<b>Total cost:</b>				<b>£1886.97</b>

## Summary Report

<b>What is the overall impact of the spending?</b>	
<p>We aimed to ensure the spending impacted the pupils academically but also with their mental health and well-being. We wanted to provide opportunities for the pupils that they may have missed over the past 18 months due to Covid and we have been pleased with how we have achieved this. The results from the catch up work in Y1 and Y5 are pleasing and give us a clear focus for where to continue supporting those cohorts next year. The funding allowed us to purchase resources that we would not normally have been able to buy and enabled us to provide a more robust remote offer</p>	
<b>How will changes be communicated to parents and stakeholders?</b>	
<p>Parents were informed of any changes through newsletters, Seesaw and email. Communication between Catchup Premium Governors and the HT has been regular through email correspondence any time the document has been updated. Governors have been very supportive of the work of the school. This document is available on the school website.</p>	
<b>Final Comments</b>	
<p>The premium has been beneficial to school as it has enabled us to try resources and activities that we would not have done before and many of these will now be built into our common practice. The catch up sessions it has enabled us to run in school have been vital in the work to help specific groups of children recoup the lost learning that may have happened as a result of national lockdowns.</p>	
<b>Final Spend:</b>	<b>£16,754.11</b>