



St James CE Primary School

Catch Up Premium Impact Statement 2020/21

Overview

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. School received **£34,400**. This outlines the impact of the funding that we used in the academic year 20-21, but does not assess the impact of the funding that has been carried forward into the 21-22 year.

What did we do to help pupils catch up?

1	1. High Quality Teaching				
2. First and foremost, we believe most children will catch up swiftly with high quality, inclusive teaching within the classroom. As part of our CPD programme for the 2021-22 academic year, a significant amount of time will be spent training teachers to be the best teachers that they can be, using research led and evidence based practices to guide practice within the classroom and remotely when needed. Teachers will use direct instruction (incorporating modelling and scaffolding), alongside high quality assessment and feedback, and independent practice to support learning and to help children catch up.					
	Strategy	Intended impact	Impact measure	Cost	IMPACT
	<ul style="list-style-type: none"> Quality first teaching supported by evidence informed CPD for teachers and support staff. Upskill all staff in the use of assessment and 	Teachers will have high quality assessment information about children’s learning which they can	Data will be used from Rising Stars assessments to measure progress in Reading,	Associated resources eg. Rosenshine books/Teaching Walk Thrus: £200	<p>Teaching quality was prioritised and this supported the used of assessment information teachers used to support learning.</p> <p>As a result, the vast majority of children continued to make at least expected progress from their starting points. In school progress data:</p>



<p>feedback and support with appropriate technology for use with remote learning.</p> <ul style="list-style-type: none"> • A broad and engaging curriculum that focuses on vocabulary acquisition. • Development of a maths mastery approach supported by leader within school and external mastery specialist. • Frequent low stakes testing using retrieval to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge. 	<p>use to support learning journeys.</p> <p>Children will make progress in their learning of key concepts and core knowledge and will make gains in their learning. Assessments will show that children are making progress in key areas and attainment improving.</p>	<p>Writing and Maths.</p> <p>In KS1, data from phonics assessments will be used to track progress.</p>		<table border="1" data-bbox="1357 323 2031 770"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Good+</th> <th>Accelerated</th> <th>Good+</th> <th>Accelerated</th> <th>Good+</th> <th>Accelerated</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>90%</td> <td>10%</td> <td>88%</td> <td>12%</td> <td>80%</td> <td>20%</td> </tr> <tr> <td>Year 2</td> <td>74%</td> <td>9%</td> <td>77%</td> <td>14%</td> <td>81%</td> <td>16%</td> </tr> <tr> <td>Year 3</td> <td>100%</td> <td>0%</td> <td>96%</td> <td>4%</td> <td>83%</td> <td>17%</td> </tr> <tr> <td>Year 4</td> <td>81%</td> <td>19%</td> <td>91%</td> <td>9%</td> <td>81%</td> <td>19%</td> </tr> <tr> <td>Year 5</td> <td>83%</td> <td>17%</td> <td>83%</td> <td>16%</td> <td>83%</td> <td>17%</td> </tr> <tr> <td>Year 6</td> <td>95%</td> <td>30%</td> <td>100%</td> <td>46%</td> <td>96%</td> <td>40%</td> </tr> </tbody> </table> <p>Data submitted to the local authority shows that by the end of Year 6, children made above average progress and significantly so when compared to Local Authority averages.</p> <table border="1" data-bbox="1357 1007 2031 1155"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>St James</td> <td>+2.32</td> <td>+4.25</td> <td>+2.35</td> </tr> <tr> <td>LA</td> <td>-0.5</td> <td>-0.23</td> <td>-0.74</td> </tr> </tbody> </table> <p>Data from PIRA/PUMA assessments also showed children made gains in the learning over the space of the year as a result of high quality teaching, with all year groups showing improvements in</p>		Reading		Writing		Maths		Good+	Accelerated	Good+	Accelerated	Good+	Accelerated	Year 1	90%	10%	88%	12%	80%	20%	Year 2	74%	9%	77%	14%	81%	16%	Year 3	100%	0%	96%	4%	83%	17%	Year 4	81%	19%	91%	9%	81%	19%	Year 5	83%	17%	83%	16%	83%	17%	Year 6	95%	30%	100%	46%	96%	40%		Reading	Writing	Maths	St James	+2.32	+4.25	+2.35	LA	-0.5	-0.23	-0.74
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2 Targeted Academic Support
 For children who need additional support to catch up or for those with the most significant gaps in key concepts and knowledge, further targeted academic support will be put in place using the methods outlined below.

Strategy	Intended impact	Impact measure	Cost	IMPACT
Nuffield Early Language Intervention (NELI): <ul style="list-style-type: none"> NELI involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language 	Several EEF trials have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress	Entry and exit assessments of children who have completed the programme will be used to assess progress.	Funding will be used to release staff to be trained in delivering the intervention £200	Following the NELI intervention, results showed: Reception Class 1: 10 children received the NELI program intervention. The majority of the children were amber (just below their age), 2 were red (well below their age), therefore 0% were green and not working at expected in communication and language. After the intervention was received, 90% achieved green were working at the expected standard for communication and language. Reception Class 2: 10 children received the NELI intervention. 0% of children were green and after the intervention, this rose to 60% . The remaining 40% were red (well below their age) at baseline and now are ‘amber’ meaning that they are now working just below in communication and language.



	<p>support. Children who would benefit from NELI are identified by an initial app-based assessment of pupils' oral language, called LanguageScreen. The intervention is delivered over 20 weeks by trained school staff, such as a teaching assistant.</p>	<p>compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England.</p>			
	<p>Small group tuition delivered by experienced teacher:</p> <ul style="list-style-type: none"> An experienced teacher will 	<p>Children will benefit from the additional focused tuition of an experienced teacher in key</p>	<p>A range of assessments will be used to gather information and assess</p>	<p>Intervention teacher: £21,256.</p>	<p>An experienced teachers supported small group work and conducted a range of activities including retrieval practice and strengthening work linked to in-class learning. She also supported group work alongside the teachers in class and supported whole class learning also.</p> <p>Impact in different year groups:</p>



	<p>deliver small group tuition and interventions in key year groups (2, 5 and 6) where gaps have been identified. Interventions will be closely matched to children's needs.</p>	<p>areas of reading, writing and maths.</p> <p>Children will make rapid gains in their learning and attainment will be improved.</p>	<p>the impact of tuition.</p> <p>Entry and exit assessments will be completed to measure progress.</p> <p>Results from standardised tests and others will be used to measure impact (PIRA, PUMA, phonics assessment).</p>		<p>Year 5: Times table retrieval sessions were delivered to support recall and fluency. 100% of children made improvements in their entry and exit data, with 50% making 10% or more and 40% making 25%+.</p> <p>Year 6: Small groups within lessons were supported and separate retrieval, catch up and pre-teach sessions were delivered. This had a positive impact in Y6 outcomes in standardised assessments and mock SATS results.</p> <p>PIRA Reading results:</p> <table border="1" data-bbox="1137 754 2029 1046"> <thead> <tr> <th>Year</th> <th>Classes</th> <th>Standardised Score Paper 1 (Baseline assessment in Sept/Oct)</th> <th>Standardised Score Paper 2 (Dec)</th> <th>Standardised Score Paper 3 (March 21 post lockdown 2)</th> <th>Standardised Score Paper 4 (Summer 21)</th> </tr> </thead> <tbody> <tr> <td>YEA</td> <td>6H</td> <td>98.5</td> <td>94.1</td> <td>95.2 ↑</td> <td>106.6 ↑</td> </tr> <tr> <td>R 6</td> <td>6M</td> <td>102.8</td> <td>98.2</td> <td>97.7</td> <td>111.5 ↑</td> </tr> </tbody> </table> <p>PUMA Maths results:</p> <table border="1" data-bbox="1137 1086 2029 1375"> <thead> <tr> <th>Year</th> <th>Classes</th> <th>Standardised Score Paper 1 (Baseline assessment in Sept/Oct)</th> <th>Standardised Score Paper 2 (Dec)</th> <th>Standardised Score Paper 3 (March 21 post lockdown 2)</th> <th>Standardised Score Paper 4 (Summer 21)</th> </tr> </thead> <tbody> <tr> <td>YEA</td> <td>6H</td> <td>98.5</td> <td>97.3</td> <td>95.6</td> <td>103.9 ↑</td> </tr> <tr> <td>R 6</td> <td>6M</td> <td>99.1</td> <td>97.6</td> <td>96.8</td> <td>112.5 ↑</td> </tr> </tbody> </table>	Year	Classes	Standardised Score Paper 1 (Baseline assessment in Sept/Oct)	Standardised Score Paper 2 (Dec)	Standardised Score Paper 3 (March 21 post lockdown 2)	Standardised Score Paper 4 (Summer 21)	YEA	6H	98.5	94.1	95.2 ↑	106.6 ↑	R 6	6M	102.8	98.2	97.7	111.5 ↑	Year	Classes	Standardised Score Paper 1 (Baseline assessment in Sept/Oct)	Standardised Score Paper 2 (Dec)	Standardised Score Paper 3 (March 21 post lockdown 2)	Standardised Score Paper 4 (Summer 21)	YEA	6H	98.5	97.3	95.6	103.9 ↑	R 6	6M	99.1	97.6	96.8	112.5 ↑
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<p>After school lessons:</p> <p>For those children who need it most, weekly after school lessons will be run</p>	<p>Additional teaching time will enable children with the greatest gaps in their learning extra</p>	<p>Results from standardised tests and other assessments will be used to measure</p>	<p>Paying staff to deliver additional lessons after school.</p>	<p>Children were given additional after school small group sessions over a period of 8 weeks:</p> <p>Phonics in Year 1: All children made at least expected progress. 78% of children made +3+months progress in 8 weeks and 22% made 4 months progress.</p>																																					



<p>by teachers or teaching assistants to help close gaps in key concepts and skills.</p> <p>These sessions will be run as small groups and will target core knowledge and skills.</p> <p>These lessons will be:</p> <ul style="list-style-type: none">• Learning-focused and well-planned (extra time in school on its own won't be effective)• Aligned with learning that's going on	<p>time to help them gain back lost learning time.</p> <p>Children will make rapid gains in their phonics knowledge in KS1 and the proportion of children reaching age related expectations will increase.</p> <p>In KS2, children will improve in their reading fluency and comprehension skills.</p>	<p>impact (including phonics assessments).</p>	<p>Cost of overtime: £2000</p>	<p>Year 5: 100% children made improvements from entry and exit assessments.</p>
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	<p>during the rest of the day, not an add-on. Pupils should feel like it's an extension of the classroom and expectations are the same, and they shouldn't see it as a "fall-back" option</p> <ul style="list-style-type: none">• Focus on reading and phonics.				
	<p>Accelerated Reader:</p> <ul style="list-style-type: none">• Accelerated Reader (AR) is a reading management	<p>Children will make improvements in their fluency and comprehension (KS2).</p>	<p>STAR assessments and results from AR programme.</p>	<p>Cost of licences and training for 1 year: £6,109.20</p>	<p>Due to the lockdown, the roll out of AR was delayed in the 2020-21 academic year so was carried forward into the 21-22 academic year.</p> <p>AR has now been rolled out and STAR assessments show improvements in the percentage of children working at or above benchmark and in NRSS, scaled score and fluency throughout year groups from baseline assessments. The improvement in average</p>



	<p>and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.</p>	<p>EEF study found pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p>		<p>chronological age is +4 months (in a 2-3 month screening window). There was an average of +4 months progress for disadvantaged children made in the same period.</p>
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3	Wider Strategies School will use a range of other strategies to support catch up including supporting parents and carers but also ensuring children who receive support with reengaging with school and the associated systems, routines and expectations.				
	Strategy	Intended impact	Impact measure	Cost	IMPACT
	Supporting home learning through the purchasing of resources: <ul style="list-style-type: none">• Good quality workbooks to be purchased and sent home to children who have no access to wifi and cannot access the remote learning that others can on Microsoft Teams. CGP resources to be used when appropriate and high quality work packs prepared, along with stationery for children.	Children who do not have access to good quality wifi are not adversely impacted and can continue to learn remotely using good quality resources.	Engagement of children with home learning.	£500	CGP resources were distributed where needed and this enabled children to continue to access high quality resources outside of school.