



Hinton St George C of E Primary School

Catch Up Premium Strategy 2020-21



‘Let your Light Shine’ (Matthew 5:16)

We are a family school at the heart of the community, providing an education of the highest quality within the context of Christian values, belief and practice. We aim to ensure that children flourish and leave the school fully equipped to go out and shine as lights in the world!

SUMMARY INFORMATION			
Total number of pupils:	54		
Total catch-up premium budget:	£4320.00	Amount of catch-up premium received per pupil:	£80.00

CATCH UP PREMIUM STRATEGY STATEMENT

Hinton St George Primary School is committed to supporting all the children's SEMH (Social, Emotional, Mental Health) needs and ensuring the recovery of the education for the children within our school. The teaching and learning team will support pupils in line with the guidance on curriculum expectations for the next academic year.

Catch Up Premium is a nationally funded grant to support children with any gaps in their learning as a result of COVID-19 and school closures. After assessment of our pupils since their return to school, our catch-up priorities are as follows:

- Phonics in years 1, 2 and 3
- Fluency in Maths in Key Stage 1 and Key Stage 2
- Writing stamina in year 2 and Key Stage 2

Our main approaches are:

- Greater curriculum time for Maths and English skills, whilst still ensuring pupils have a broad and balanced curriculum.
- Individual and small group intervention work using high quality resources

The overall aim of our catch-up premium strategy

- To reduce the attainment gap between disadvantaged children
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Some pupils are demonstrating lower levels of literacy, specifically phonics (compared to potential attainment without school closure).
B	Some pupils are demonstrating lower spelling skills (compared to potential attainment without school closure).
C	Some pupils are demonstrating a lower stamina particularly when it relation to writing (compared to potential attainment without school closure).
D	Some pupils are demonstrating lower maths fluency skills (compared to potential attainment without school closure).

ADDITIONAL BARRIERS

E	Some pupils are demonstrating a decrease of independent learning skills.
F	Some pupils are demonstrating lower confidence in their learning and academic ability.
G	Some pupils have returned to school following closure with additional SEMH needs.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Whole school accelerated phonics approach	<p>Year 1/2 pupils to pass phonics check.</p> <p>All children to make good progress in reading from their individual starting points.</p>	<p>We identified that phonics teaching needed greater consistency and structure to improve outcomes. We have carried out training with all staff and purchased good quality phonics and reading resources for whole class teaching and intervention.</p> <p>The Education Endowment Foundation (EEF) Literacy document supported our approach on this.</p>	Continued Professional Development (CPD) Regular monitoring and assessment.	JB	<p>Spring 2021</p> <p>Summer 2021</p>
Increased focus on Maths fluency	Pupils make good or better progress in maths	Internal evidence highlighted this gap in learning.	Monitoring and assessment	AC	<p>Spring 2021</p> <p>Summer 2021</p>
Total budgeted cost:					£750.00

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Accelerate Phonics/Spelling/Reading through 1:1 intervention.	Pupils make accelerated progress in phonics, spelling and reading	1:1 is an effective approach to personalise teaching. Most of the interventions will be carried out by class teachers (supply cover will be used) – this is supported by the EEF who state that 'Tuition delivered by qualified teachers is likely to have the highest impact'.	Monitoring and assessments	JB/AC	Informally at staff meetings Formally - Summer second 2021
Small group Writing and Maths Intervention	Pupils make accelerated progress in maths	Small targeted intervention groups work well at our school to support pupils in filling specific gaps. As stated above this will be carried out by class teachers and is supported by EEF evidence.	Monitoring and assessments	JB/AC	Informally at staff meetings Formally - Summer second 2021
Nuffield Early Language Intervention	Pupils develop their language skills to access more learning opportunities	This is a national funded strategy that will provide targeted provision to support children in EYFS who are behind in their language skills	CPD Regular assessments	JB	Spring 2021 Summer 2021
Total budgeted cost:					£3570.00

ADDITIONAL INFORMATION

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>