

Catch-up Premium Strategy 2021-2022

School's name	Little Eaton Primary School	Date	1.11.21
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School's universal catch-up premium fund (total amount)	£16960		Number	Percentage
Total number of pupils on roll	NOR = 217	Pupils eligible for the pupil premium/ disadvantaged	16	7.5%
		Pupils eligible with SEND	13	6.0%
		Pupils eligible who are LAC and/or PLAC	1	0.5%

Barriers	
Academic	
1.	<i>Gaps missing in EYFS curriculum for new reception children (key areas of learning) due to Covid lockdown of preschool.</i>
2.	<i>Phonics, reading, vocabulary, writing and maths in Year 2.</i>
3.	<i>Writing and reading in LKS2. UKS2 RW.</i>
Personal development (including social and emotional health and wellbeing)	
4.	<i>Lack of capacity to address the emotional needs of the children post pandemic.</i>
5.	<i>Lack of an environment to meet the needs of children undertaking emotional and wellbeing programmes.</i>
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: Dec 2021 HT, SLT and GB. Spring: March 2022 HT, SLT and GB. Summer: July 2022 HT, SLT and GB.

Catch-up Premium: Academic Objective 1: Ensure GLD are in line with previous years						
Reasons for the approaches taken: After consultation with preschool providers we realised many children had missed a great deal of preschool time. It was also apparent that we had several new starters with physical and behavioural difficulties.						
Success criteria - what will tell you that you have overcome the barrier?						
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	
1	<i>Gaps missing in EYFS curriculum for new reception children (key areas of learning) due to Covid lockdown of preschool.</i>	<i>GLD performance in July matches previous year's and exceeds national</i>	<ol style="list-style-type: none"> <i>Employ additional, experienced TA into the classroom.</i> 	<ol style="list-style-type: none"> <i>Sept 2021</i> <i>Oct 2021</i> <i>Dec 2021</i> 	<i>PPM with Tch</i> <i>Senco report</i> <i>Senco report</i>	<i>£5000 After Christmas from main budget</i> <i>Senco time</i> <i>Senco time</i>
Catch-up premium plan: Academic Objective 2: To catch up Year 2 pupils						
Reasons for the approaches taken: We have an excellent opportunity to capitalise on the part-time return from maternity leave of our experienced Year 1 teacher 3 x morning sessions per week.						
Success criteria – children in Year 2 make accelerated progress and outcomes are above national average						
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	
2	<i>Phonics, reading, vocabulary, writing and maths in KS1 below expected standards.</i>	<ol style="list-style-type: none"> <i>Employ support teacher to target children in phonics, reading 3x morning sessions</i> <i>Target key areas identified by the teacher during weekly lessons</i> 	<ol style="list-style-type: none"> <i>Nov-Dec 2021</i> <i>Nov-Dec 2021</i> 	<i>PPM Dec</i> <i>Drop-ins</i> <i>Teacher HT discussions</i> <i>Review to decide success and moving forward Spr 1</i>	£1777	

Catch-up premium plan: **Academic** **Objective 3: Writing and reading in LKS2. UKS2 RW.**

Reasons for the approaches taken: We have an excellent opportunity to capitalise on the part-time return from maternity leave of our experienced Year 1 teacher 2 x afternoon sessions per week for LKS2. A teacher to be employed to work in UKS2 (2 x afternoon sessions) to target the Reading & Writing of cusp children (those slightly below their expected levels)

Success criteria – 2021 Year 4 and 5 outcomes are improved, meet/exceed national standards and progress in end of KS2 is average or better

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	<i>Writing and reading in LKS2. UKS2 RWM</i>	<i>Pupils achieve targets based on previous attainment (i-track)</i>	<i>LKS2</i> 1. <i>Employ teacher to take catch-up booster sessions as agreed with the class teacher</i> <i>UKS2</i> 1. <i>Employ teacher as required to support areas identified in the July data point</i>	<i>Nov-Mar Y3 J-A D</i> <i>TBC – Jul 2021</i> <i>Oct-Mar Y6</i> <i>Mar – Jul Y5</i>	<i>Pupil progress meetings</i> <i>Work scrutiny</i> <i>Pupil progress meetings</i> <i>Work scrutiny</i>	£2800 £5000

Catch-up premium plan: Personal development (including social and emotional health and wellbeing)
Objective 1: Ensure that the social, emotional and wellbeing needs of our pupils are met.

Reasons for the approaches taken: We have seen an uplift in the number of children needing talktime/positive play. Children have benefitted from the programme in previous years, especially those most in need post-pandemic

Success criteria – Facilities and deliverers match the needs of the pupils

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	<i>Lack of capacity to address the emotional needs of the children post pandemic</i>	<i>All children needing support time receive it</i>	<i>Begin training a TA in the use of talktime/positive play</i>	<i>Dec 2021</i>	<i>HLTA and SLT discussion.</i>	£2800
	<i>Lack of an environment to meet the needs of children undertaking emotional and wellbeing programmes.</i>	<i>The nurture room is completed</i>	<i>TA to shadow lead HLTA</i> <i>Appropriate training courses booked</i>	<i>Dec 2021</i> <i>Feb 2022</i>	<i>Report to the GB</i>	
		<i>Carpets fitted</i> <i>Equipment bought</i> <i>Timetable established</i>	<i>Oct 2021</i> <i>Nov 2021</i> <i>Nov 2021</i>	<i>GB inspection</i>	£5000	

Review of the impact of the strategy

Monitoring Summary Report - Shared with T&L Committee 17th March 2022

Vulnerable Pupil and Pupil Premium Children Data Analysis Jan 2020

Context:

The school is using catch-funding, pupil premium funding and additional monies from the school budget to ensure that gains are made in lost learning over the pandemic period. Our catch plan can be found here.....

Since the Autumn term, we have been utilising Miss Theobald in Years 2 (3xam) & Years 3 (2xpm) to target those pupils that we identified as vulnerable (not on track to achieve their forecasted level of attainment) and those children in receipt of pupil premium monies. This is achieved through team teaching in Year 2 and intervention groups in Year 3.

In Year 6, Mr. Read has targeted vulnerable and pupil premium children through intervention sessions (2xpm).

Other year groups have benefitted from increased teaching assistant support.

Analysis

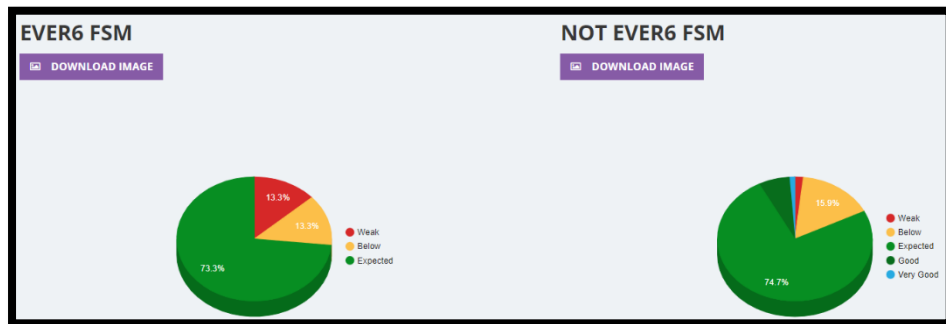
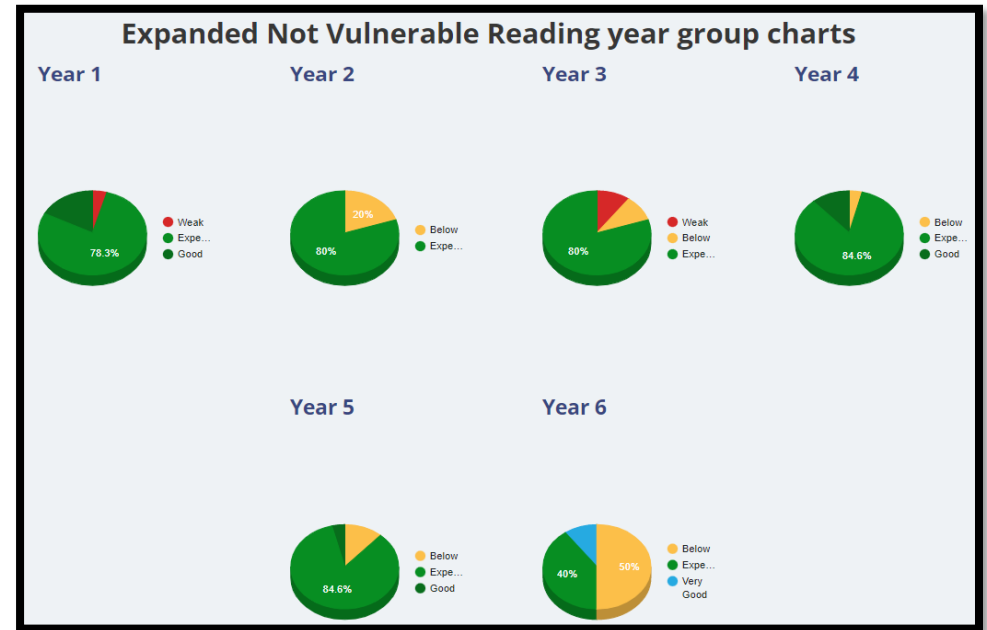
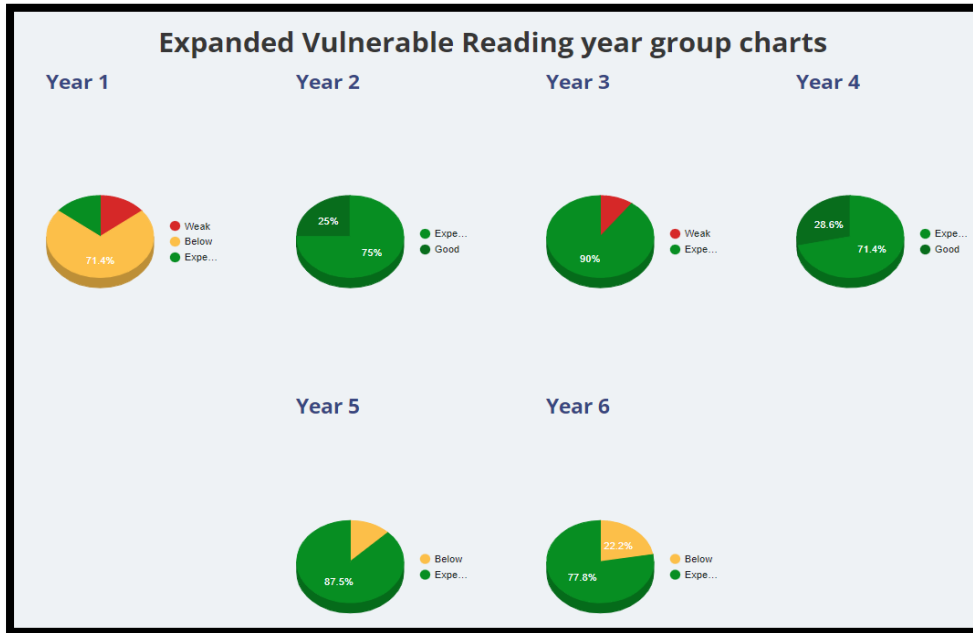
Reading, writing and maths have been analysed below for vulnerable and non-vulnerable pupils. These pupils were identified as vulnerable based upon their end of year assessment in July 2021. Except for the Year 1 vulnerable pupils, which were identified as vulnerable as a result of the December data. Every 6 FSM pupils are those children that we receive pupil premium funding for.

Next steps:

1. Pupils in Year 1 to be investigated in March to see if children are making more rapid progress as continuous provision has been filtered down.
2. Data of non-vulnerable pupils to be analysed to see if more pupils need to be added to the vulnerable list.
3. Analyse those pupil premium children not making expected or better progress. What can we do for them?



Vulnerable and Pupil Premium Children Analysis Jan 2022



Progress Analysis Reading:

Vulnerable:

The progress of vulnerable reading pupils across the school is inline with the non-vulnerable pupils (circa 80%)

Strengths: In Years 2, & 4 100% of the vulnerable pupils are making expected or better progress. In Years 5 & 6, progress of vulnerable pupils is matching or exceeding the non-vulnerable pupils.

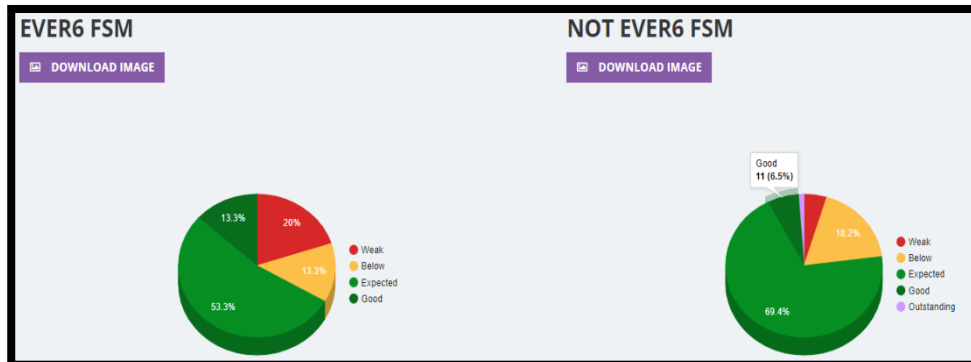
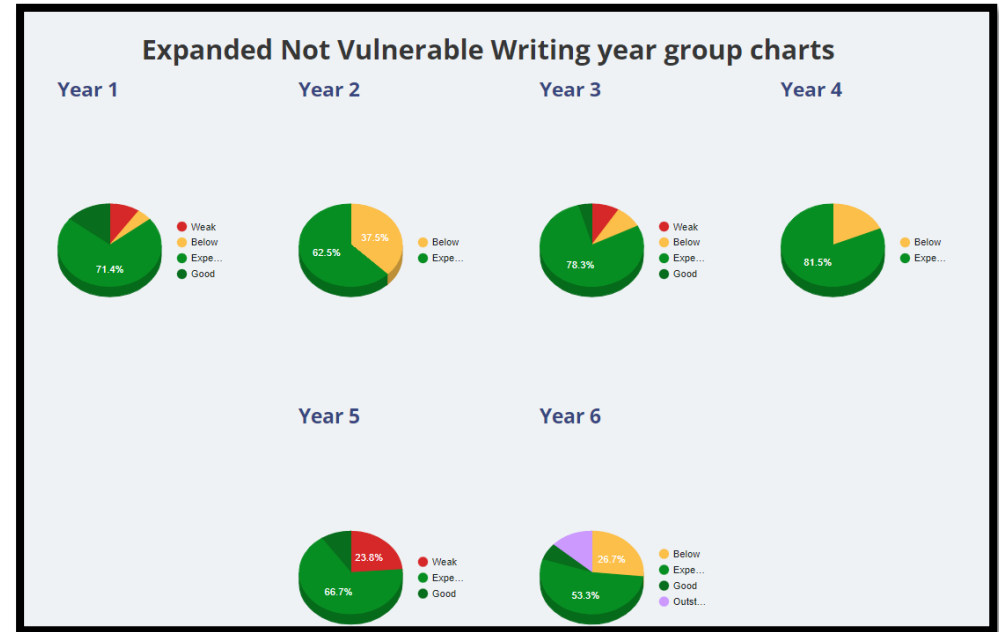
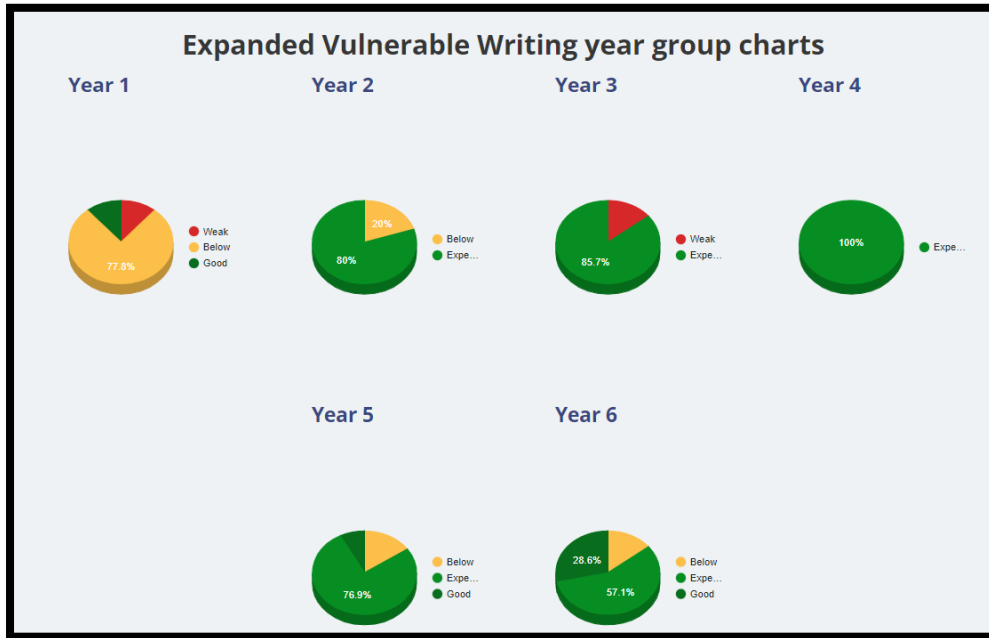
Weakness: Year 1 pupils. December data highlighted that the cohort took longer to move on from continuous provision. Early indications show a more rapid development of writing skills/

Pupil Premium:

Analysis shows that pupil premium children are 9% below non-PP in making expected progress. However, the PP list includes 3/15 with EHCP/Grip funding (application) for special needs.



Vulnerable and Pupil Premium Children Analysis Jan 2022



Progress Analysis Writing:

Vulnerable:

The progress of vulnerable writing pupils across the school matches the non-vulnerable pupils (circa 75%)

Strengths: In Years 4, 5 & 6 is close to or above 80%, matching or outperforming non-vulnerable

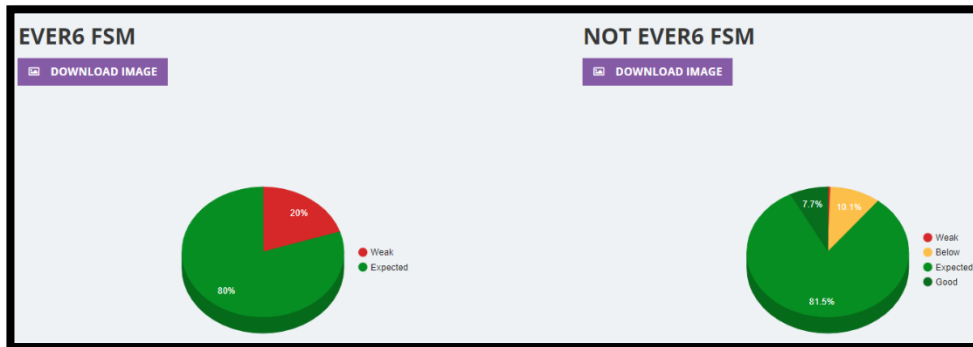
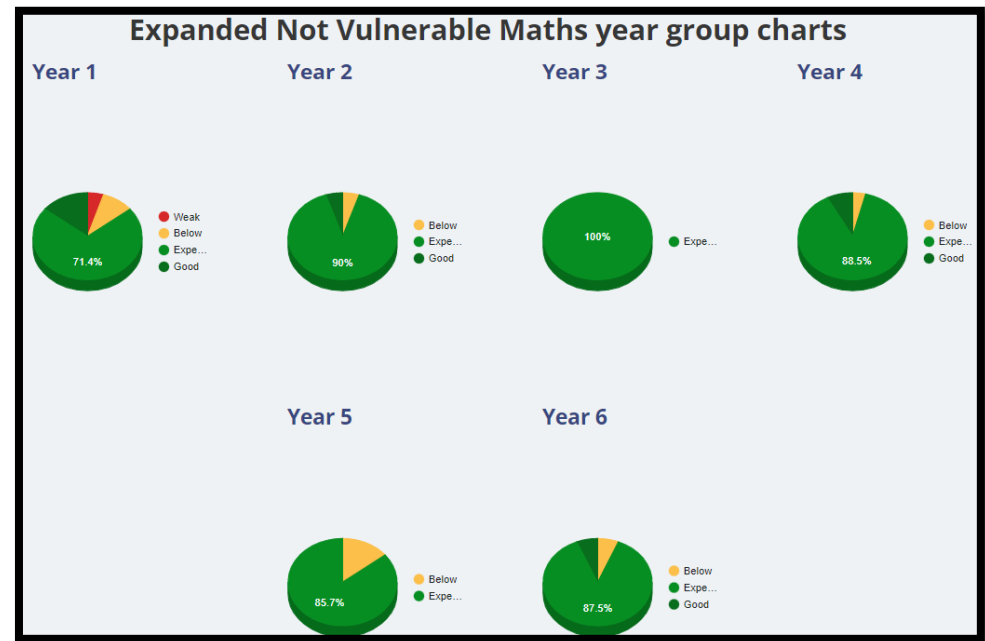
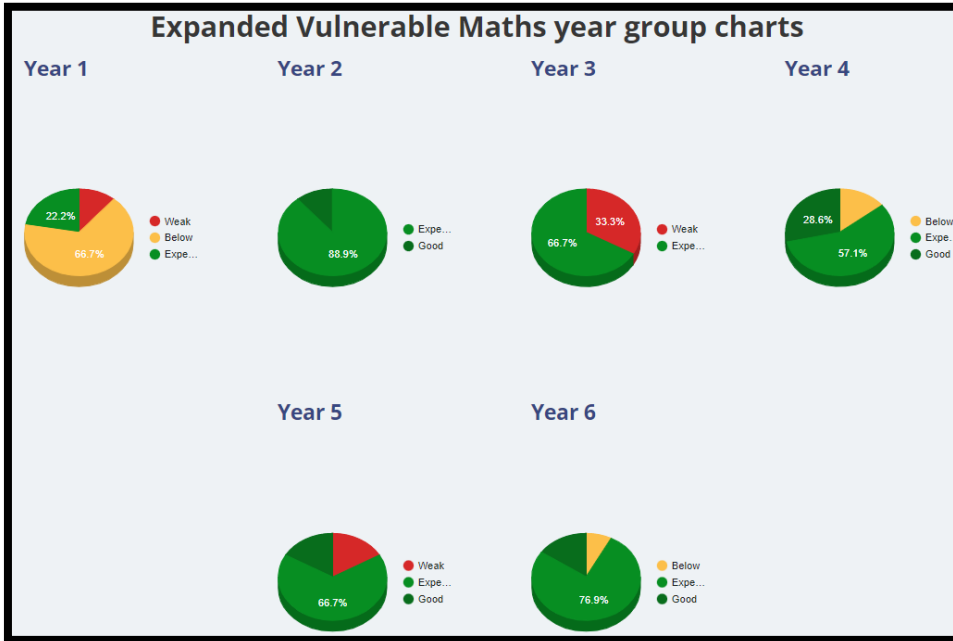
Weakness: Year 1 pupils. December data highlighted that the cohort took longer to move on from continuous provision. Early indications show a more rapid development of writing skills/

Pupil Premium:

Analysis shows that pupil premium children are 10% below non-PP in making expected progress. However, the PP list includes 3/15 with EHCP/Grip funding (application) for special needs.



Vulnerable and Pupil Premium Children Analysis Jan 2022



Progress Analysis Maths:

Vulnerable:

77% of vulnerable maths pupils across the school are making expected or better progress compared with 93% of non-vulnerable pupils.

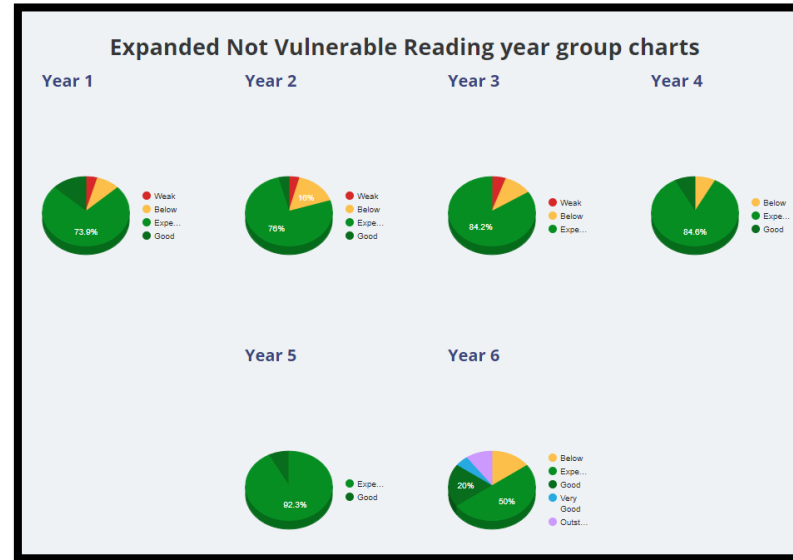
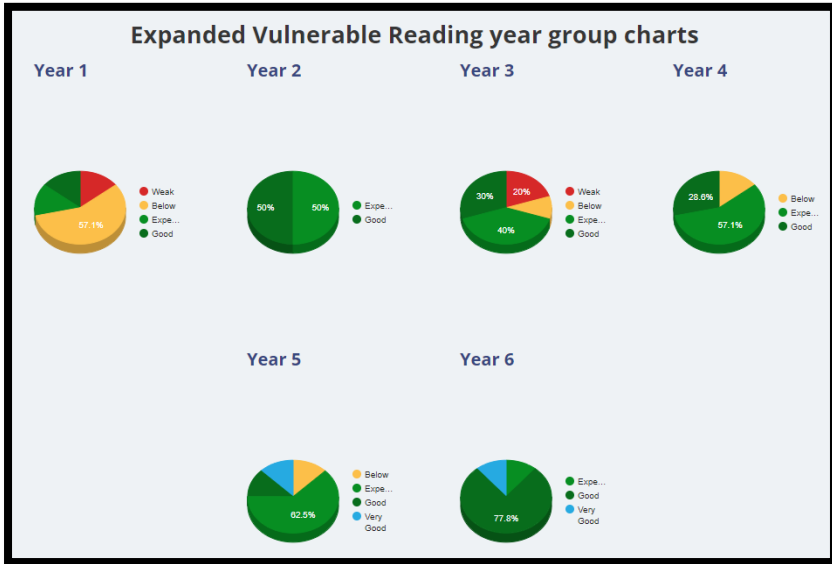
Strengths: In Years 2, & 4 100% of the vulnerable pupils are making expected or better progress. In Years 5 & 6, progress of vulnerable pupils is matching or exceeding the non-vulnerable pupils.

Weakness: Year 1 pupils. December data highlighted that the cohort took longer to move on from continuous provision. Early indications show a more rapid development of maths skills.

Pupil Premium:

Analysis shows that pupil premium children are in line with non-PP in making expected progress. However, the PP list includes 3/15 with EHCP/Grip funding (application) for special needs.

Vulnerable and Pupil Premium Children Analysis July 2022



Progress Analysis Reading:

Vulnerable:

The progress of vulnerable pupils remains broadly inline with non-vulnerable pupils.

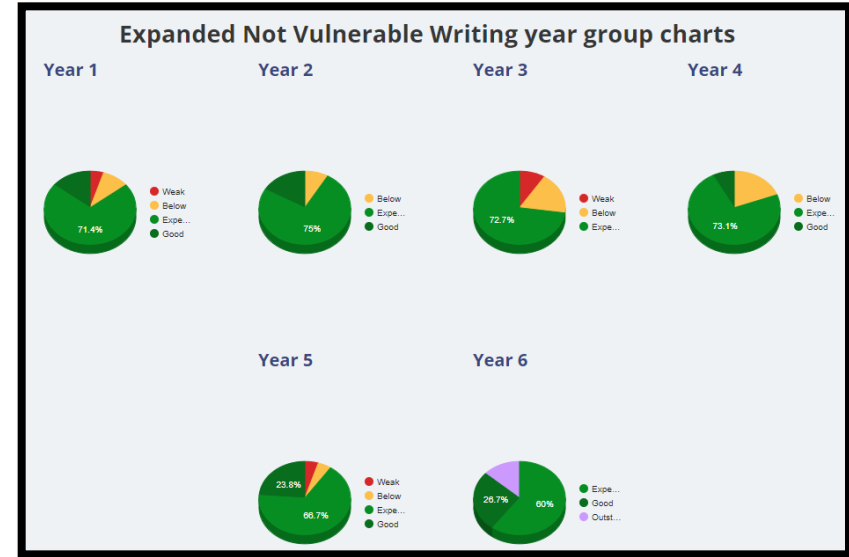
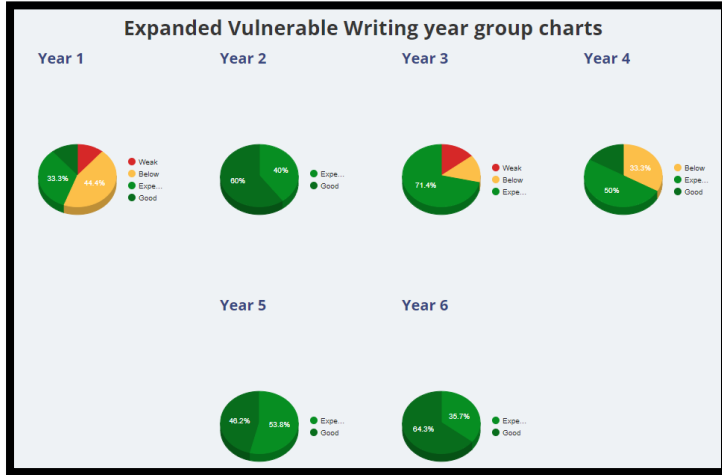
Strengths: 100% of Year 2 and Year 6 pupils made Expected or better progress.

Weakness: 1 child in Year 3 and 1 in Year 4 made below expected progress.

Pupil Premium:

72% made expected or better progress (same as at the January assessment point). However, more children moved to Good or Outstanding progress.

Vulnerable and Pupil Premium Children Analysis July 2022



Progress Analysis Writing:

Vulnerable:

Strengths: In Year 1 there was a significant increase in children making expected or better progress.

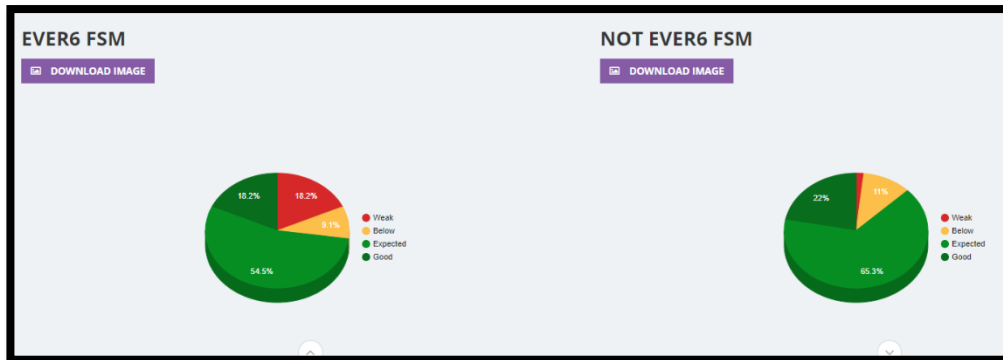
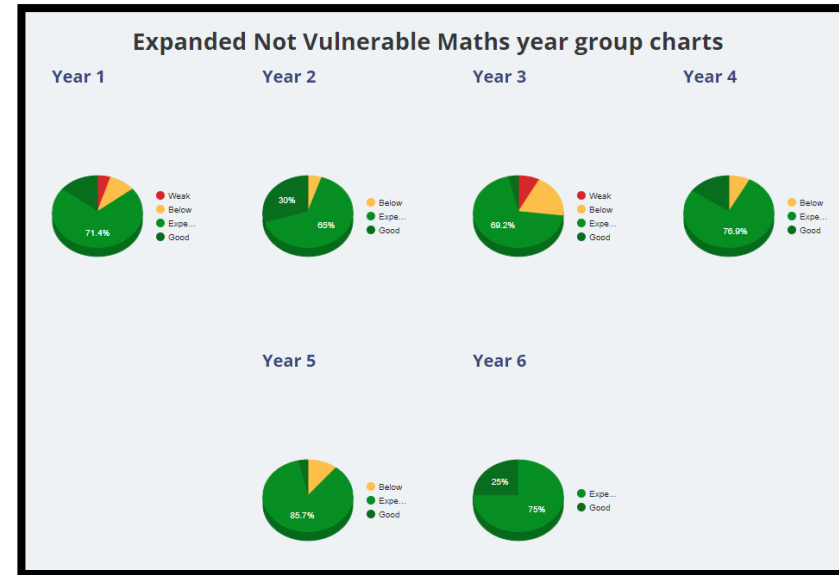
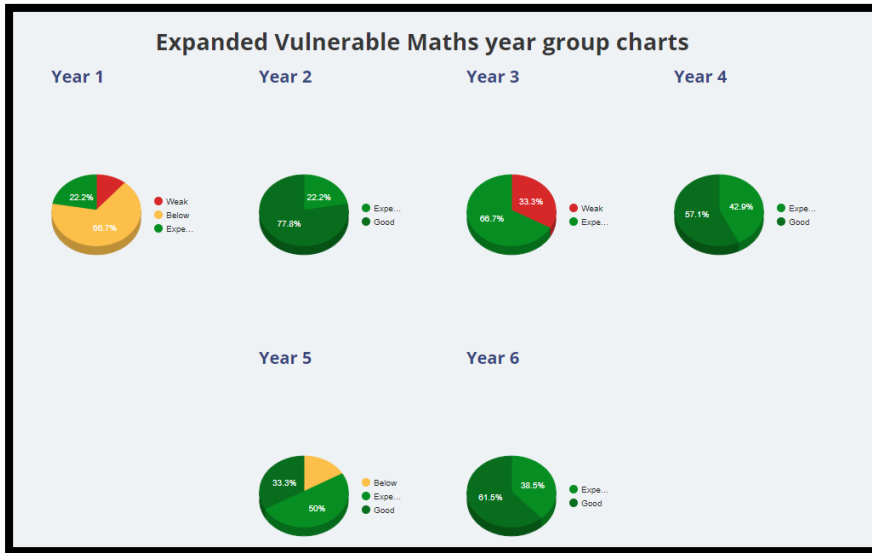
100% of Year 2, 5, 6 children made expected or better progress.

Weakness: significant increase in the % of pupils not achieving expected or better progress in Year 3 and 4 (4 pupils in total).

Pupil Premium:

Reduction of 9% of pupils achieving expected or better progress (3 pupils in total). However, a significant increase in pupils achieving Good or better progress.

Vulnerable and Pupil Premium Children Analysis July 2022



Progress Analysis Maths:

Vulnerable:

Strengths: 100% expected or better in Years 2, 4, 6. An increase in Good progress in Year 5.

Weakness: No significant change in years 1 or 3

Pupil Premium:

A slight increase in pupil premium children not achieving expected or better progress.

Attainment

End of Year 2021

	VULNERABLE READING				NOT VULNERABLE READING				EXPORT RESULTS TO EXCEL
	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	
Year 1 (30)	100% (4)				8% (2)	50% (13)	42% (11)	92% (24)	
Year 2 (30)	80% (8)	20% (2)		20% (2)	25% (5)	50% (10)	25% (5)	75% (15)	
Year 3 (33)	57% (4)	29% (2)	14% (1)	43% (3)	12% (3)	58% (15)	31% (8)	88% (23)	
Year 4 (34)	50% (4)	38% (3)	13% (1)	50% (4)	8% (2)	38% (10)	54% (14)	92% (24)	
Year 5 (29)	33% (3)	67% (6)		67% (6)	20% (4)	35% (7)	45% (9)	80% (16)	
Year 6 (30)					20% (6)	40% (12)	40% (12)	80% (24)	
Total (186)	61% (23)	34% (13)	5% (2)	39% (15)	15% (22)	45% (67)	40% (59)	85% (126)	


End of Year 2022

	VULNERABLE READING				NOT VULNERABLE READING				EXPORT RESULTS TO EXCEL
	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	
Year 1 (30)	71% (5)	14% (1)	14% (1)	29% (2)	13% (3)	74% (17)	13% (3)	87% (20)	
Year 2 (30)	50% (2)	50% (2)		50% (2)	12% (3)	58% (15)	31% (8)	88% (23)	
Year 3 (31)	60% (6)	30% (3)	10% (1)	40% (4)	24% (5)	48% (10)	29% (6)	76% (16)	
Year 4 (33)	43% (3)	29% (2)	29% (2)	57% (4)	15% (4)	50% (13)	35% (9)	85% (22)	
Year 5 (34)	50% (4)	38% (3)	13% (1)	50% (4)	8% (2)	38% (10)	54% (14)	92% (24)	
Year 6 (30)	11% (1)	33% (3)	56% (5)	89% (8)	19% (4)	29% (6)	52% (11)	81% (17)	
Total (188)	47% (21)	31% (14)	22% (10)	53% (24)	15% (21)	50% (71)	36% (51)	85% (122)	


Analysis:

- An increase of 14% of targeted vulnerable pupils are now achieving the Expected or Greater Depth attainment standards.
- In Year 6, 91 % of those pupils targeted achieved the Expected or Greater Depth attainment standards.

End of Year 2021

	VULNERABLE WRITING				NOT VULNERABLE WRITING				 EXPORT RESULTS TO EXCEL
	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	
Year 1 (30)	100% (5)				20% (5)	60% (15)	20% (5)	80% (20)	
Year 2 (30)	43% (3)	57% (4)		57% (4)	43% (10)	48% (11)	9% (2)	57% (13)	
Year 3 (33)	83% (5)	17% (1)		17% (1)	22% (6)	74% (20)	4% (1)	78% (21)	
Year 4 (34)	62% (8)	31% (4)	8% (1)	38% (5)	29% (6)	48% (10)	24% (5)	71% (15)	
Year 5 (29)	57% (8)	43% (6)		43% (6)	47% (7)	53% (8)		53% (8)	
Year 6 (30)					23% (7)	50% (15)	27% (8)	77% (23)	
Total (186)	64% (29)	33% (15)	2% (1)	36% (16)	29% (41)	56% (79)	15% (21)	71% (100)	

End of Year 2022

	VULNERABLE WRITING				NOT VULNERABLE WRITING				 EXPORT RESULTS TO EXCEL
	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	
Year 1 (30)	56% (5)	33% (3)	11% (1)	44% (4)	14% (3)	71% (15)	14% (3)	86% (18)	
Year 2 (30)	60% (3)	40% (2)		40% (2)	20% (5)	48% (12)	32% (8)	80% (20)	
Year 3 (31)	57% (4)	43% (3)		43% (3)	50% (12)	42% (10)	8% (2)	50% (12)	
Year 4 (32)	100% (6)				31% (8)	58% (15)	12% (3)	69% (18)	
Year 5 (34)	46% (6)	38% (5)	15% (2)	54% (7)	29% (6)	33% (7)	38% (8)	71% (15)	
Year 6 (30)	14% (2)	71% (10)	14% (2)	86% (12)	44% (7)	38% (6)	19% (3)	56% (9)	
Total (187)	48% (26)	43% (23)	9% (5)	52% (28)	31% (41)	49% (65)	20% (27)	69% (92)	

Analysis:

- An increase of 16% of targeted vulnerable pupils are now achieving the Expected or Greater Depth attainment standards.
- In Year 6, 86 % of those pupils targeted achieved the Expected or Greater Depth attainment standards.

End of Year 2021

	VULNERABLE MATHS				NOT VULNERABLE MATHS EXPORT RESULTS TO EXCEL			
	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected
Year 1 (30)	100% (9)				14% (3)	57% (12)	29% (6)	86% (18)
Year 2 (30)	33% (1)	33% (1)	33% (1)	67% (2)	26% (7)	63% (17)	11% (3)	74% (20)
Year 3 (33)	86% (6)		14% (1)	14% (1)	12% (3)	73% (19)	15% (4)	88% (23)
Year 4 (34)	67% (4)	17% (1)	17% (1)	33% (2)	4% (1)	61% (17)	36% (10)	96% (27)
Year 5 (29)	62% (8)	38% (5)		38% (5)	25% (4)	38% (6)	38% (6)	75% (12)
Year 6 (30)					20% (6)	43% (13)	37% (11)	80% (24)
Total (186)	74% (28)	18% (7)	8% (3)	26% (10)	16% (24)	57% (84)	27% (40)	84% (124)

End of Year 2022

	VULNERABLE MATHS				NOT VULNERABLE MATHS EXPORT RESULTS TO EXCEL			
	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected	Working below Expected	Working at Expected	Working above Expected	Working at or above Expected
Year 1 (30)	78% (7)	22% (2)		22% (2)	14% (3)	71% (15)	14% (3)	86% (18)
Year 2 (30)	22% (2)	78% (7)		78% (7)	10% (2)	33% (7)	57% (12)	90% (19)
Year 3 (31)	33% (1)	33% (1)	33% (1)	67% (2)	29% (8)	54% (15)	18% (5)	71% (20)
Year 4 (33)	43% (3)	43% (3)	14% (1)	57% (4)	12% (3)	62% (16)	27% (7)	88% (23)
Year 5 (34)	67% (4)	17% (1)	17% (1)	33% (2)	14% (4)	46% (13)	39% (11)	86% (24)
Year 6 (30)	31% (4)	62% (8)	8% (1)	69% (9)	24% (4)	41% (7)	35% (6)	76% (13)
Total (188)	45% (21)	47% (22)	9% (4)	55% (26)	17% (24)	52% (73)	31% (44)	83% (117)

Analysis:

- An increase of 29% of targeted vulnerable pupils are now achieving the Expected or Greater Depth attainment standards.
- In Year 6, 70 % of those pupils targeted achieved the Expected or Greater Depth attainment standards.

Data Outcomes Summer 2022

EYFS	% Pupils achieving GLD School	% Pupils achieving GLD Local Authority	% Pupils achieving GLD National (2019)
	86%	TBC	72%

Year 1 Phonics	School	National (2019)
	77%	82%
Year 2 Phonics (1 child)	0%	N/A

End of KS1 outcomes (Attainment 2019 National in brackets)				
1 Child = 3.3%	% at or above expected standard		% above expected standard	
	School	National 2019	School	National 2019
RWM	67%	65%	17%	11%
Reading	83%	75%	27%	25%
Writing	73%	70%	27%	15%
Maths	87%	76%	40%	22%

End of KS2 outcomes						
	Attainment				Progress	
	% at Expected standard or above		% at Higher standard		Average scaled score - School	Average scaled score - National
	School 2022	National 2022	School 2022	National 2022	School 2022	National 2022
Reading	83%	74%	53%	TBC	108	105
Writing	70%	69%	17%	TBC	N/A	N/A
Maths	73%	71%	23%	TBC	104	104
RWM	67%	59%	13%	TBC	N/A	N/A
SPAG	83%	72%	27%	TBC	106	105