



Stephen Freeman Primary School

COVID-19 catch up premium planned expenditure plan

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

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| Total number of pupils: | 388 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £31,000 | £18,000 Spring, £15,000 Summer | |

STRATEGY STATEMENT

- Stephen Freeman Primary school aims to use the catch up premium to :
 - reduce the attainment gap between your disadvantaged pupils and their peers
 - raise the attainment of all pupils to close the gap created by COVID-19 school closures
- The funding will be used to extend the Quality First Teaching provision to ensure that those children who have significant gaps in their learning can access MORE quality first teaching opportunities. This will be possible through the development of staff (CPD), the purchase of additional resources (both interactive and physical) and the employment of teaching staff to provide **additional** learning opportunities.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Despite recent improvements, there is historic low attainment of PP and disadvantaged pupils in all key stages of school. |
| B | High cross over between PP and SEN pupils meaning that many of the PP children are facing multiple disadvantages |

ADDITIONAL BARRIERS

External barriers:

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| C | Attendance of PP pupils has improved over time but is still not equal to non PP pupils in school |
| D | High amount of PP pupils have social services support for the family – this can have links to low parental engagement and low pupil attendance. |
| E | The mental health of our parent community has a significant negative impact on the mental health (and therefore readiness to learn) for many of our PP pupils. |

Stephen Freeman Primary School – Catch up funding planned expenditure plan

| Targeted support | | | | | | |
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| 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? | Budgeted Cost |
| NELI | To improve children's listening, narrative and vocabulary skills by training teaching assistants to deliver a series of individual and small group sessions to children with relatively poor spoken language skills. | The EEF funded evaluation found that children receiving NELI made improvements in their oral language equivalent to four months' additional progress. | Regular monitoring provision. Tracking of data / progress and attainment of chosen children | CW | Easter | NELI – staff cover for assessments and interventions £1500 |
| IMPACT | <ul style="list-style-type: none"> • 15% of children (9 children) in the cohort identified as below/much below average on entry to Reception. • 89% of these identified children were assessed at average after completing NELI intervention. | | | | | |
| RWI | To provide a consistent synthetic approach to the teaching of phonics across the school | RWI is used in almost ¼ of primary schools in the UK. The EEF project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. | Regular monitoring provision. Tracking of data / progress and attainment of chosen children | KW | Easter | RWI – £3,825 PAID |

IMPACT

- **All teachers and TAs attended INSET Sept 2021 and watched the associated training videos.**
- **Initial Assessments completed on all children in school. All children grouped according to their assessment level/need.**
- **1:1 tutoring in place for identified children throughout the school – in place.**
- **Development Day 6th Oct – Initial data analysed with RWI Lead Trainer. Staff meeting 11th Oct- actions shared.**
- **Monitoring – RWI School Lead – observing and coaching to ensure ALL staff are delivering high quality lessons and tutoring.**

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| <p>Reading Intervention Teachers / HLTAs to provide additional teaching across the school</p> <p>Year 6 – Sue Bell Year 2 – Sandra Pell</p> <p>Year 3 – Jess Andrews Year 1 – Julie Price</p> <p>Rec – Sandra Speckels</p> <p>Year 5 – Laura Wigley</p> | <p>Identified pupils will demonstrate accelerated progress as a result of pre teaching or revisiting of concepts in class.</p> | <p>Existing staff and recently retired outstanding teachers who know the children well will ensure that additional Quality first Teaching is available to those children targeted for additional support.</p> | <p>Regular monitoring provision.</p> <p>Tracking of data / progress and attainment of chosen children</p> | <p>JB</p> | <p>Easter</p> | <p>English intervention: SB/SP - £32.84 per hour per member of staff</p> <p>SB (Yr 6) – 7.5 hours per week x 6 = £1477.80 - forecast</p> <p>£1000 – Paid (Term 5)</p> <p>SP (Yr 2) – 6 hours per week x 6 = £1182.24 - forecast</p> <p>£1000 Paid (Term 5)</p> <p>SS (Rec) 1 day x 6 Approx £1200</p> <p>JA (Yr 3) 3 hours per week x 6 = Approx £270 (Term 5)</p> <p>JP (Y1) Approx £300 (Term 5)</p> |
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| <p>IMPACT</p> | <ul style="list-style-type: none"> • Year 1 • 6 children received extra phonics tuition. • 100% of those children made at least two steps progress during the 6 weeks. (Start data 40 -60 c/b. End data 1.1 / 1.2) • Year 2 • 16 children received extra phonics tuition. • 75% of the children made progress in their reading over the 6 week tuition. • Spring data, Reading – Year 2 cohort 10% on track in Autumn term. 48% on track end of year. • Year 3 • 8 children received extra phonics tuition. • 87.5% of the children achieved a higher Phonics score. (7/8 children). 87.5% children made at least one step progress over the 6 week tuition period. • 8% Year 3 cohort on-track in Autumn term. 40% children on-track at end of Summer term. Year 5 • 44%% of the whole cohort were on-track in the Autumn Term • 52% of the whole cohort achieved expected or above at the end of the Summer Term (8% Greater Depth). • 8% achieved more than expected progress. • Year 6 • 93.75% of the children who received the reading tuition achieved the expected level in Reading. • 58% on track in Reading in Autumn term. 69% achieved expected level or above in the Summer Term. (23% Greater Depth.) | | | | | |
| <p>QUEST for learning – Year 4 Reading intervention support</p> | <p>Identified pupils will demonstrate accelerated progress as a result of pre teaching or revisiting of concepts in class.</p> | <p>Use of accredited National Tutoring Programme to provide personalised reading support for small groups of 3 pupils. Overseen by the EEF and the NFER.</p> | <p>Regular monitoring provision.</p> <p>Tracking of data / progress and attainment of chosen children</p> | <p>CH</p> | <p>Easter</p> | <p>ZS (Quest teacher) - £220.45 x 6 = 18 pupils support = £1,322</p> |

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| IMPACT | <ul style="list-style-type: none"> • 94% of the children made progress in both their reading and comprehension age over the 10 week tuition. • 67% of these children made over one year's progress (reading age - Salford). • 28% of these children made over two years' progress 9reading age - Salford). | | | | | |
| Reading Eggs subscription for KS2 – reading intervention programme | Improvement in % of children working at ARE in reading across the school. | | Regular monitoring provision. Tracking of data / progress and attainment of chosen children | HJ / TJ | Easter | Reading Eggs – free 1 month subscription followed by £5.40 per child = £2,322 |
| Nuture support person employed to provide additional mental health and wellbeing support for vulnerable pupils in Year 4. | Improvement in SDQ scores for pupils engaging with nurture support. Reduction in negative behaviour incidents impacting on own and other's learning. Linked improvement in academic performance. | Children's self-regulation skills affect their ability to manage their own behaviour and aspects of their learning. Children who can self-regulate effectively are likely to be able to motivate themselves to engage in learning and use strategies to help them learn, as well as be able to control their emotions, for example by resisting mood swings – EEF Guidance Report, Improving Communication, Language and Literacy, 2018. | Regular monitoring provision. Tracking of data / progress and attainment of chosen children | JH | Easter | Nuture support person (30 hours per week) = £??? |
| Purchase of additional phonically decodable books to support RWI phonics for Reception and Year 1 pupils. | Improvement in % of children working at ARE in reading across EYFS and KS1. | Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound letter relationships for spelling. | Regular monitoring provision. Tracking of data / progress and attainment of chosen children | CW | Easter | Phonics resources = £2,000 PAID |
| IMPACT | <ul style="list-style-type: none"> • Well-resourced in RWI across the school. • 48% KS1 children at expected level end of Summer in Reading • 54% KS1 children at expected level end of Summer in Writing. | | | | | |

Total budgeted cost:

June 2021 Spent so far - £12,417