

Calow Church of England Primary School
Pupil Premium and Catch-Up Premium Strategy 2020-21

Projected allocation for Pupil Premium and Catch-Up Premium combined: £60,436

Our Pupil Premium and Catch-Up Premium strategy is based on a tiered approach, as recommended by the Education Endowment Foundation:

1. Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

(The EEF Guide to the Pupil Premium)



Reference is made to the EEF Covid-19 Support Guide for Schools

Identified barriers to learning of our children in receipt of pupil premium:

- Early Reading and Phonics
- Mathematical fluency, reasoning and problem solving
- Speech, language and communication
- Social interaction and behaviour
- Access to technology and Remote Learning
- Attendance and punctuality
- Nutrition
- Mental health and wellbeing
- Mindset and aspiration
- Family engagement and support

Attainment of Disadvantaged Pupils

		2017-18		2018-19	
		Expected	Higher	Expected	Higher
KS2		4 pupils		9 pupils	
	Reading	25	25	67	11
	Writing	25	25	44	11
	Maths	25	25	56	11
	Combined	25	25	33	11
	EGPS	50	25	78	11
KS1		4 pupils		6 pupils	
	Reading	75	25	50	17
	Writing	75	0	50	17
	Maths	75	0	50	17
Y1	Phonics	60 (5 pupils)		71 (7 pupils)	
EYFS	GLD	100 (1 pupil)		57 (7 Pupils)	

Tier 1: Teaching

Aim	Action	Impact
To ensure access to high-quality teaching and learning across the curriculum	Whole-school CPD in curriculum pedagogy, based on Rosenshine's Principles	Teachers and TAs consistently apply effective pedagogy throughout their teaching, leading to improved pupil progress.
	Phonics (Sounds Write) training for Y1 NQT and Nursery teacher	Consistent, high-quality teaching of early reading and phonics.
	Participate in the Maths Hub Teaching	The maths lead and curriculum lead develop a sophisticated understanding of Mastery maths teaching, which is effectively

	for Mastery Work Group	shared and spread across the whole school, improving outcomes for all learners, especially disadvantaged.
	Maths Mastery Specialist Programme	Sustained, excellent Maths teaching in Year 6, and in-house expertise in supporting and developing Maths mastery across the school.
	Exemplary Leadership Programme	Development of behaviours for learning and connected curriculum, based on evidence and research.
	CPD to improve the impact of teaching assistants	Teaching assistants provide scaffolding and prompting as needed to improve outcomes for all learners, especially disadvantaged. Consistency in approach across all staff.

Tier 2: Academic Support

To improve early language and communication	Nuffield Early Language Initiative (NELI)	During the trial, children receiving the NELI programme made the equivalent of 3 additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.
	Every Child a Talker (ECAT)	Children in EYFS become confident and skilled communicators, eradicating "language impoverishment". This maximises their learning within school, improves outcomes across the curriculum and boosts their chances later in life. On average, 60% of children at risk of delay in listening and attention at the start of the intervention are no longer at risk of delay at the final assessment; 58% of children at risk of delay in understanding are no longer at risk of delay at the final assessment. 52% of children at risk of delay in talking are no longer at risk of delay at the final assessment. 56% of children at risk of delay in social communication are no longer at risk of delay at the final assessment. (DCC impact report)
	Talk Boost	Narrows the gap between 4-7 year olds with language delay and their peers, boosting a child's communication by up to 18 months. This has been shown to have an impact on progress in reading – 90% of children with delayed language met or exceeded progress in

		reading after Talk Boost. Talk Boost helps children with delayed language development who would not usually qualify for specialist help, but are not thriving at school because of a speech and language need.
To improve reading comprehension, both in its own academic understanding in other areas.	Inference Training	Improves comprehension by an average of 12 months over a 10-week intervention. Recommended in “What works for children and young people with literacy difficulties: the effectiveness of intervention schemes.” (Brooks)
To ensure that home learning and remote learning for those who are self-isolating is effective and linked to the school curriculum.	Mathletics	Targeted practice of fluency and problem solving skills at home, consolidating learning. Teachers are provided with detailed reports, enabling them to track home learning, set tasks and make connections with class teaching.
	Times Tables Rockstars	Boosts times tables recall, speed, fluency and accuracy. Increases motivation and enjoyment. Includes formative assessment tools to enable targeted planning.
	Spelling Shed	Targeted practice of spelling, individualised and class lists and a focus on specific spelling patterns improve spelling accuracy and boost confidence, removing spelling as a barrier to independent writing.
	White Rose Premium Resources	Mastery curriculum is extended to remote learning, for those who are self-isolating.
	Phonically decodable reading books	Children develop secure reading strategies and less confident readers in KS2 are able to catch up.

	available throughout the school	
To assess and improve progress in English, identifying and addressing gaps and targeting interventions	Standardised tests	Specific gaps are identified.
	KS2 Booster sessions in Spring and Summer Term	Any children who are not making good progress are given appropriate interventions.
	Phonics intervention groups in KS2, using Sounds Write approach	Improved spelling in KS2.
	Targeted writing (sentence structure and punctuation) group tuition, using the national tutoring programme	Improved punctuation and sentence structure in KS2.
To support Maths learning for Mastery	Purchase of additional concrete Maths resources (tens frames, place value mats, counters, etc.) to support Mastery learning	Improved understanding of place value and number.
To improve access to technology	Purchase of tablets and laptops	Universal access to remote learning as needed; supported learning in school; access to online group tuition through National Tutoring Programme

Tier 3: Wider Strategies

<p>Access to nursery for more than 15 hours</p>	<p>Offer extended nursery provision to 5 identified disadvantaged families</p>	<p>Improved school readiness.</p>
<p>Mental health, wellbeing, nurture and family support, Early Help. Support children and families who are experiencing difficulties which may be connected to environmental or family circumstances and dynamics in the home. Provide early help, including home visits and agency meetings.</p>	<p>Employ a School's Pastoral Officer from "Positive for Young People", to work with individuals and families on one day per week on targeted issues.</p>	<p>Children have a range of strategies for handling difficult situations and emotions; children feel calm, happy and in control of their lives; incidents of poor behaviour are very low; children know who to turn to for help, and choose to talk about any difficulties they have; children feel safe and ready to learn.</p>

Improve attendance, punctuality and nutrition	Breakfast club, including free access for children in receipt of Free School Meals.	Attendance and punctuality for PP children is in line with school average; incidents of unauthorised absence decrease; attendance is not a barrier to progress.
Provide targeted support for children with additional needs	Education psychology assessments	Children have an accurate psychological assessment, providing clear strategies for school staff and parents, improving the children's educational outcomes, securing attendance and benefiting them emotionally and mentally. Access to other support also facilitated.

Total PP allocation: £48,196

Total Catch-Up Premium allocation: £12,240

Total spending: £59,600

Contingency (to be spent on reading resources if not needed): £836

Monitoring and Evaluation

Initial responsibility for monitoring outcomes for all children, including disadvantaged, lies first and foremost with individual class teachers, who continually assess, maintain provision maps and adapt their practice reflectively to maximise progress for all. Subject leaders monitor attainment and progress through work scrutiny, pupil interviews, professional conversations with colleagues and data analysis. Senior leaders meet to monitor attainment and progress through data analysis, triangulated with other information. The Headteacher conducts pupil progress meetings with class teachers, including focused discussions about children in receipt of pupil premium, during which actions are evaluated and refined. The Headteacher reports to Governors. This strategy will be reviewed and revised continuously through the year, and a new strategy for the year 2021-22 formulated between April and July 2021.