

**Catch-up Premium Strategy 2020-2021**

School's name	Crich Junior School	Date	March 2021 Updated May 2021
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School's universal catch-up premium fund (total amount)	£6,080 in total for year		Number	Percentage
Total number of pupils on roll	NOR = 82	Pupils eligible for the pupil premium/ disadvantaged	26	32%
		Pupils eligible with SEND	3	3.7%
		Pupils eligible who are LAC and/or PLAC	2	2.4%
National Tutoring Programme	Tutors - FTE=  £n/a		Academic Mentors – FTE =  £n/a	

Barriers	
Academic	
1.	Some children lack independent skills( including practical skills)
2.	Some children's strategies for problems solving are limited.
3.	Some children have not made expected progress in reading skills.
Behaviour and Attitudes	
4.	Some children have low resilience to difficult and/or new tasks.
5.	Some children cannot, motivate themselves to engage in, and improve, their learning.

Personal development (including social and emotional health and wellbeing)	
6.	Some children are anxious about school relationships/friendships, which effects self-esteem, self-worth and resilience.
7.	Some children are worried about 'lost learning' which effects self-esteem, self-worth and resilience
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: N/a Spring: HT and Staff Summer: HT and staff

Catch-up Premium: **Academic**      **Objective 1: To improve children's independent skills.**

**Reasons for the approaches taken:** Children's organisational skills, ability to work independently **and risk taking are** noticeably declining. Learning will be deeper and more efficient with increased independent skills. The children's self-esteem will increase as well as they feel they have more skills and therefore more worth. We want to create a culture where "children can do that instead of an adult."

**Success criteria** – children are able to complete a wider range of tasks independently and without being asked.

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	Children carry out a wide range of practical tasks around school	1. Timetable increased time for practical activities including Forest school, gardening, knex, cooking 2. Instil a culture where everyday tasks are given to children. Load the dishwasher, unpack parcels and further actions class jobs/monitors	Initially till July and review  Staff meetings and Inset message how can the children help around	HT and staff Half termly pupil progress meetings	None, resources and training from other budget streams

Update and Impact May 2021.

Learning walks, staff meetings and pupil discussions show a wide variety of problem solving tasks are being set during curriculum time. See over view update for list. Child leadership being developed for Art, Visitors and Stop motion animation. All classes use children as “monitors” for classroom management tasks.

Next steps

Whole school activity week planned for extending problem solving/ skills and enrichment 12<sup>th</sup>-16<sup>th</sup> July- see booklet.

Whole school Crime and punishment activity day planned plus trip

Embed independence around school- ie children helping at dinner time

Catch-up premium plan: **Academic Objective 2: To improve children’s problem solving strategies.**

**Reasons for the approaches taken:** The principles of metacognition, which enhance all future learning, are best suited to problem solving activities. Also by completing successfully more and more problems children’s self-esteem and ability to solve more in the future are improved. Click [link](#) for detailed reasons

**Success criteria** –to embed the principles of metacognition in the children through problem solving.

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
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2		<p>Child know and use metacognitive principles in a range of problem solving tasks. Child will be able to verbalise their strategies using plan-do- review.</p>	<p>Staff training metacognition strategy</p> <p>Assemblies to model using the strategy.</p> <p>Targeted lessons using HT to model the strategy with staff</p> <p>Increase variety of problem solving tasks through KNEX</p> <p>Stop motion animation</p> <p>Maths problems</p> <p>Forest schools</p>	<p>March 2021 HT,CT,TA</p> <p>HT</p> <p>HT/CT/TA</p> <p>All staff</p>	<p>HT and Staff pupil progress meeting</p>	<p>See barrier 5 for funding for part of this overall scheme</p> <p>All other funding including training from other funding streams</p>
<p>Update and Impact May 2021</p> <p>Training Ed Psych Conference Metacognition complete staff meeting on principles</p> <p>Assemblies and modelled lessons ongoing from HT</p> <p>Interactive Display of principles and key questions in all classrooms.</p> <p>Targeted lessons using meta principles, especially maths, taught and Knex/stop motion specialist teaching to groups ongoing.</p> <p>Children are beginning to verbalise the principles and use questioning display to help structure their thinking when given a problem to solve.</p> <p>Next steps-target lessons across the whole curriculum to demonstrate principles. Ask children to verbalise their thoughts in these lessons</p> <p>Whole school activity week planned for extending problem solving/ skills and enrichment 12<sup>th</sup>-16<sup>th</sup> July- see booklet.</p>						

Catch-up premium plan: **Academic Objective 3: To accelerate children's reading development to their expected level.**

**Reasons for the approaches taken:** Concerns that children have not been reading at home during the lockdown period and have missed the daily practice of reading. Extra daily reading sessions to be timetabled with targeted children

**Success criteria** – the child will have made the expected progress (in months) in reading fluency from their prelockdown Salford test score.

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 Some children have not been reading as frequently over the Jan-March lockdown/partial school closure.	All children will have made expected progress in reading from Sept2020 to July 2021. Use of Salford test to show at least expected progress for the school year	Salford test all children and use previous data to identify children who have not made progress Identified children to receive 1:1 daily reading sessions with TA Test comprehension skills using PIRA	Identify all children by March 19 <sup>th</sup> Review progress half termly Children caught up by July 2021  Easter, May and July	HT and staff at pupil progress meetings. CT and TA ongoing	Additional TA hours 9 hrs per week for 15 weeks £1,900 part funded from PP (£1000)

## Update and Impact May 2021

Tests done-children identified that have lost ground. Daily reading sessions with staff in place for identified children. Reading fluency activities shown at staff meeting and used with whole class for warm ups. Good practice shared at staff meetings. Comp tests complete and analysed. Results form part of the plan going forward Younger children effected more by lockdown.

## Next steps

Whole school use correct age appropriate comps for all. Teach fluency separately using fun games, spellings and sentence work. Inference questions- looking for clues -be a detective focus of reading sessions using video, listening and reading comps. Continue reading fluency activities and develop knowledge of range of activities. Model lessons in assembly time HT. Continue daily sessions with identified children and monitor progress with Salford test. Check in June/July.

Catch –up premium plan: **Behaviour and attitudes Objective 4:Improve children’s ability to complete difficult/new tasks**

**Reasons for the approaches taken:** Embed use of Metacognition principles across the curriculum. Click [link](#) for detailed reasons

**Success criteria** – children develop their own strategies for problem solving and apply this to difficult/new tasks.

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

4		<p>Children able to use proven strategies to attack difficult/new tasks with confidence. Child will be able to verbalise their strategies using plan do review.</p>	<p>Staff training metacognition strategy</p> <p>Assemblies to model using the strategy.</p> <p>Targeted lessons using HT to model the strategy with staff</p> <p>Increase variety of problem solving tasks through KNEX</p> <p>Stop motion animation</p> <p>Maths problems</p> <p>Forest schools</p>	<p>March 2021 HT,CT,TA</p> <p>HT</p> <p>HT/CT/TA</p> <p>All staff</p>	<p>HT and Staff pupil progress meeting</p>	<p>See barrier 5 for funding for part of this overall scheme</p> <p>All other funding including training from other funding streams</p>
<p>Update and Impact May 2021</p> <p>Training Ed Psych Conference Metacognition complete staff meeting on principles</p> <p>Assemblies and modelled lessons ongoing from HT</p> <p>Interactive Display of principles and key questions in all classrooms.</p> <p>Targeted lessons using meta principles, especially maths, taught and Knex/stop motion specialist teaching to groups ongoing. Children have been highly motivated to complete new tasks and keen to show others. This confidence will hopefully impact on resilience in other areas of the curriculum.</p> <p>Children are beginning to verbalise the principles and use questioning display to help structure their thinking when given a problem to solve.</p> <p>Next steps-target lessons across the whole curriculum to demonstrate principles. Ask children to verbalise their thoughts in these lessons.</p>						
<p>Catch –up premium plan: <b>Behaviour and attitudes Objective 5:Enable children to self-regulate their learning.</b></p>						

**Reasons for the approaches taken:** Embed the use of Metacognition principles in school. Click [link](#) for detailed reasons

**Success criteria** - to embed the principles of metacognition in the children through problem solving. Children verbalise how they learn/problem solve.

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
5	Children will know and use the metacognition principles and become leaders for rolling out stop motion activities with other children	Small group work with designated CT to work on KNEX and Stop motion tasks building collaboration and children to become leaders on roll out to other children	March to July  Identify and start programme week beginning 8 <sup>th</sup> March  Charlotte Crellin to deliver the programme	HT, CC and later staff in PPM	16weeks x supply =£4,720 Resources stop motion apps £55 KNEX kits £400

Update and Impact May 2021  
 Training Ed Psych Conference Metacognition complete staff meeting on principles  
 Assemblies and modelled lessons ongoing from HT  
 Interactive Display of principles and key questions in all classrooms.  
 Targeted lessons using meta principles, especially maths, taught and Knex/stop motion specialist teaching to groups ongoing.  
 Children are beginning to verbalise the principles and use questioning display to help structure their thinking when given a problem to solve.  
 Next steps-target lessons across the whole curriculum to demonstrate principles. Ask children to verbalise their thoughts in these lessons

Catch-up premium plan: **Personal development Objective 6: Children to have healthy and happy relationships with peers and staff.**

Reasons for the approaches taken: Increase the amount of practical collaborative and fun problem solving tasks in school. Click [link](#) for detailed reasons

**Success criteria** – Improved relationships and self-esteem in identified children

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

6		Children will be happy learners and form healthy friendship groups and relationships. Use Boxall profile with identified children in March and July	Identify children who are anxious or struggling with friendships Small group work with designated CT to work on KNEX and Stop motion tasks building collaboration and children to become leaders on roll out to other children	March to July  Identify and start programme week beginning 8 <sup>th</sup> March  Charlotte Crellin to deliver the programme	HT, CC and later staff in PPM	16weeks x supply =£4,720 Resources stop motion apps £55 KNEX kits £400
<p>Update and impact May 2021 Targeted groups of children identified. Boxall profiles completed. Group work tasks completed some ongoing. New children identified as term progressed. Feedback from parents and, children, observations, learning walks and staff discussions all give positive indications that well being and relationships are improved for the identified children. Next steps exit Boxall tests in June /July. Continue to identify new children who may need support through this programme. Re introduce child leaders/mentors where children show enthusiasm or talent, for example arts leaders.</p>						
<p>Catch-up premium plan: <b>Personal development Objective 7.Children to understand how they will move forward their own learning over time.</b></p>						
<p>Reasons for the approaches taken: Embed Metacognition principles across the curriculum. Click <a href="#">link</a> for detailed reasons</p> <p><b>Success criteria</b> – children can articulate their own processes of learning through solving problems and use the strategies taught throughout their learning</p>						

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
7	Children know, use ,articulate and continue to use metacognition principles throughout their learning and know this will accelerate their learning	Embed principles across the school through a variety of practical and academic problem solving activities through all the strategies mentioned in this document	March to July for initial training and teaching Review and continue from sept 2021	HT and Staff at PPM half termly	None
<p>Update and Impact May 2021 As mentioned already for metacognition and problem solving. Part of the modelling process is to point out how we each build up our problem solving skills in different areas and through plan, review, do we improve these skills. Next steps. Continue process and develop the variety of problems that children apply the skills to.</p>					

Review of the impact of the strategy				
		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
1.	Ac.	Brief recap for each barrier.	Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.	Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.
2.				
3.				
4.	BA			
5.				
6.	PD			
7.				