

Catch-up Premium Strategy 2021-22

Bush Hill Park Primary School

Summary Information			
Total number of pupils	445 (October 2020 Census data)	Amount of catch-up premium received per pupil:	£80 per pupil in mainstream schools
Total catch-up premium budget:	£35,600		

Strategy Statement

At Bush Hill Park Primary School, we believe that, although Pupil Premium provides additional funding, it is the spotlight it puts on the achievement of disadvantaged children that is the priority and given our large cohort of disadvantaged pupils, the Pupil Premium does not cover all that is required for us to work to close gaps that have been exacerbated since the start of the pandemic. 47% of children at Bush Hill Park Primary School are eligible for Pupil Premium funding, but realistically given our demographic and location and what we know of our families (both those in receipt of PP and those who aren't) we estimate that around 80% of our cohort could be considered disadvantaged. As such this document is to act in consolidation with strategies already in place as part of our Pupil Premium funding allocation.

Educational attainment is the best predictor that we have of a young person's long-term outcomes and we will provide for our children in order to ensure that all children in attendance at Bush Hill Park Primary School achieve, whatever their background or level of social deprivation. It is important that this additional public funding is used effectively, with careful planning, with the intention that we can further close the gap between disadvantaged children and their peers.

Ultimately, our aim is to remove the barriers that disadvantaged children face to achievement, and allow them to achieve as well as their peers, nationally. Students eligible for the Pupil Premium are often more likely to be low-attaining than other children, however we are aware that we have some middle attainers who are in receipt of Pupil Premium funding.

Appendix 1

We have decided that whilst the needs and impact of the pandemic have been felt by all pupils, and, that given the reports published by the Education Endowment Foundation (EEF) and their research into successful practice in other schools along with research into disadvantage more widely that indicate a gap of 4.6 months can be recognised between disadvantaged children who begin in Early Years and their non-disadvantaged peers (with this doubling as children progress through primary school), that our priority will be to target the additional funding towards Early Reading. This is because we have identified reading as a whole school priority and the impact that ensuring all children are successful early readers is far reaching across their education.

The belief that all eligible children should be positively impacted by this strategy has influenced our planning. We have taken on board the school SIP and SEF and intend for this fund to work alongside the Pupil Premium plan to further reinforce outcomes.

As recommended by the EEF, we have a tiered approach to Pupil Premium spending. Teaching takes priority and this includes professional development and training for all staff. This is reflected in the Pupil Premium spending, where teaching is the highest costed tier. The wider strategies have been mostly met through the Pupil Premium fund and wider strategies that include Social and Emotional wellbeing and mental health have always prioritized this as a school and many of the measures that were put in place in response to the 'recovery' curriculum including the PSHE approaches have continued – this includes both PSHE and circle times lessons that happen as separate lessons to ensure children have a consistent, familiar space to talk. So, although these take place and are an ongoing school priority, they are not allocated through the catch-up premium.

The Education Endowment Foundation states 'The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that be-comes hard to manage.' It is for this reason that our plan is specific and precise and enhances many of the strategies already outlined in the above Pupil Premium document. We are determined that every child will overcome any barriers created due to the ongoing coronavirus pandemic, emotionally, physically and academically. We do so by focusing on wellbeing and behavior, rigorous pastoral support as offered by our pastoral care team, attendance, high quality teaching and learning and knowing our children as individuals. Through our values of respect, resilience and responsibility we have created a culture which enables every child to be the best that they can be! We base our school priorities and strategies on well-founded research and evaluate our own successes. We invest significant training in all our staff to ensure they are equipped to meet the needs of all children.

Appendix 1

Barrier	Actions	Intended outcomes and success criteria	Evidence and Rationale	Staff	Review
Quality Teaching for All					
<p>Reading and impact on wider curriculum access</p> <p>Love for reading</p>	<ul style="list-style-type: none"> To build a culture of being a reading school. All children will develop a love for reading and all staff will have secure pedagogical understanding and strategies to do this. Reading lessons will be of the highest quality and sequenced according to the reading journey. As a result, all children will make excellent progress from their starting points <ul style="list-style-type: none"> Attainment outcomes will more closely align with national and local. 	<ul style="list-style-type: none"> Quality first teaching <ul style="list-style-type: none"> Attainment levels for cohorts meet or exceed pre-pandemic levels Baseline assessments taken and introduction of new NTS assessment for core subjects to closely monitor progress and attainments. Assessments reveal fewer gaps for learning for all pupils. The gap between disadvantaged and non-disadvantaged pupils in core subject areas is further reduced. Quality reading CPD for all staff, sequenced according to rollout of new whole school curriculum approach and responsive to needs of the staff. There is an obvious and apparent pride in and love for reading across the school. 	<p>We are on a journey to become a reading school. The impact of securing reading attainment and a love for reading will bring impact and benefit for children across all areas of the curriculum.</p> <p>Although the lockdown negatively impacted attainment across all core subject areas, this was noticed in particular in reading. This combined with the release of 'The Reading Framework – Teaching the Foundations of Literacy, July 2021 prompted our re-organisation of whole school teaching of reading, particularly in KS2 with whole class teaching of reading and across the school with developing whole school love of reading.</p> <p>It is already known that disadvantaged children enter early years settings already 4.6 months behind their non-disadvantaged peers. Since the start of the pandemic, it remains unclear what this gap may now be, children were without their daily social contact in excess of 5 months.</p>	<p>English Lead</p> <p>HST</p> <p>All staff</p>	<p>Formative data will be reviewed by HST termly. Summative data will be reviewed in phases and departments at a minimum of half termly. Interventions will be flexible. CPD will be sequenced to ensure smooth implementation and will be responsive to the needs of staff.</p>

Appendix 1

<p>Early reading outcomes</p>	<ul style="list-style-type: none"> • Early reading training for the whole school. • RWI specific training for HST and identified teachers – to be disseminated to all staff. • Structured daily phonics and reading lessons (Super 6 in EYFS) in addition to extended continuous provision opportunities to engage in these areas independently. 	<ul style="list-style-type: none"> • All staff across the school understand the requirements for early reading and have secure phonic knowledge, regardless of the year group they work in. <ul style="list-style-type: none"> • Children in the EYFS and KS1 make accelerated progress in reading and phonics and phonics screening is in line with national. • All children begin KS2 as confident, fluent readers. <ul style="list-style-type: none"> • Provision in the Nursery through the environment and continuous provision ensures that all children are prepared for the formal teaching of phonics in Reception. <ul style="list-style-type: none"> • EYFS GLD will be in line with national. • Staff members who are NELI trained to share with peers. 	<p>‘The Reading Framework – Teaching the Foundations of Literacy, July 2021 and subsequent training around this.</p> <p>The impact of ‘getting it right’ in the early years is well researched and if we ensure that resources are well-focused to the EYFS then we can maintain the momentum gained here once children enter KS1 and KS2 with a shared and continual understanding of what and how things are taught in EYFS (part of our rationale for whole school Early reading training).</p>	<p>English Lead EYFS lead</p>	<p>Formative data will be reviewed by HST termly. Summative data will be reviewed in phases and departments at a minimum of half termly. Interventions will be flexible.</p>
<p>Limited home reading and Daily reading interventions</p>	<ul style="list-style-type: none"> • New home school approach to reading through Bug Club to support reading at home and comprehension development. • All staff in the school are aware of the lowest 	<ul style="list-style-type: none"> • All children access reading at home and teachers can quickly allocate books and monitor progression efficiently – ensuring movement between levels is responsive to the abilities of the children. • The gap between the lowest 20% readers and the rest of the cohort narrows quickly. • Children become confident, fluent readers and independently seek opportunities to read. • A daily log is kept to ensure that progress can be tracked 	<p>Research into the acquisition of language and the comprehension of reading when children read aloud to an adult for even just 5 minutes daily is used by the EEF and many others to evidence reading progress and attainment.</p>	<p>All staff HST</p>	<p>Bug club comprehension progress data will be reviewed a minimum of weekly (as and when children complete books on bug club) so that new books</p>

Appendix 1

	<p>20% of readers in their year groups and engage them daily in reading opportunities, including 1:1 daily reading opportunity for the lowest 20% readers.</p> <ul style="list-style-type: none"> • Volunteer readers programme to increase access for all children to read to an adult daily. • Timetabled class novel so all children are read to daily. 	<ul style="list-style-type: none"> • Ongoing summative assessment during 1:1 reading • Half termly formative assessment for reading at all key stages 			<p>can be assigned. Ongoing summative. Half termly formative.</p>
Approximate budgeted cost:				£ 12,460	
Barrier	Actions	Intended outcome and success criteria	Evidence and Rationale	Staff	Review
Targeted Support					
Early reading outcomes	<ul style="list-style-type: none"> • Ensure high quality phonics intervention is in place to support the rapid development of phonic knowledge for 	<ul style="list-style-type: none"> • Children’s phonic knowledge gaps can be quickly identified and responded to. • Those who are summatively assessed as not meeting expectations will receive 5 minutes of daily 1:1. This is in addition to the existing NELI programme and will take elements of this further to benefit all children. 	<p>Reception in particular is an area of priority. This is due to vast amount that these children missed out on in the Early Learning. It is already known that disadvantaged children enter early years settings already 4.6 months behind their non-disadvantaged peers. Since the start of the pandemic it remains unclear what this gap may now be, children were</p>		

Appendix 1

	<p>children in Reception and Year 1</p>	<ul style="list-style-type: none"> • Support staff from across the school will be trained in phonics and be able to deliver these 1:1 session. • Timetable for staff delivering these will be put in place to ensure that children receive their daily entitlement. • The gap between disadvantaged and non-disadvantaged pupils in core phonics upon starting KS1 will be significantly reduced. • Phonics screening results will be in line with national. 	<p>without their daily social contact in excess of 5 months.</p>		
<p>Attainment in core curriculum areas</p>	<ul style="list-style-type: none"> • Improve attainment and progress in reading, writing and maths for targeted pupils. • Supporting and developing great teaching through sequenced CPD that focuses on our curriculum as a whole and developing teaching and learning in core areas. <ul style="list-style-type: none"> • Further developing the Teaching and Learning team to ensure clear 	<ul style="list-style-type: none"> • Small group interventions will be established for those children identified at risk in key areas – to take place during ‘soft start’ and afternoon sessions. • Moderation training and training for all staff in identifying gaps and identifying those children who will benefit from interventions. • SLT members will take additional ‘booster’ sessions for core subject areas in years 2, 5 and 6. <ul style="list-style-type: none"> • Trained HLTA to take a year 3 phonics booster. • Children identified will make rapid progress from their starting points. Groupings will remain flexible for both interventions and ‘boosters’ and will be reviewed formatively at half termly intervals with movement in groupings but will be responsive to summative input where immediate changes can be made. 	<p>Since the beginning of the pandemic there have been continual interruptions to the learning of all children. This is being addressed on a whole school level and through interventions that are already taking place across the school as part of regular practice and as part of the Pupil Premium Strategy as above. Through the catch-up fund, we are able to extend this to offer both in school and after school ‘booster’ sessions. Although mostly funded through PP, we have allocated some of the funding to ensure it is not only End of KS1 and end of KS2 that benefit from additional boosters.</p>		

Appendix 1

	<p>intent for their areas of responsibility and developing as leaders to support and enhance the provision across the school.</p> <ul style="list-style-type: none"> • New approaches to rigorous planning in all subject areas to ensure robust sequencing and knowledge and skill progression. 	<ul style="list-style-type: none"> • The gap between disadvantaged and non-disadvantaged pupils in core subject areas is further reduced. 			
<p>Attainment in core curriculum areas</p>	<p>National Tutoring Programme and/or teacher/ HLTA mentoring opportunities</p>	<ul style="list-style-type: none"> • Baseline assessment data from Autumn will determine Spring groups. • Adverts to be open to HLTAs and Teachers <ul style="list-style-type: none"> • Ongoing assessment as part of the mentoring <ul style="list-style-type: none"> • This will be overseen by the HST • Training for the new to post academic mentors • Moderation training and training for all staff in identifying gaps and identifying those children who will benefit from tutoring. • The gap between disadvantaged and non-disadvantaged pupils in core subject areas is further reduced. • 	<p>The National Tutoring Programme has already seen significant uptake, there is a shortage of availability in our immediate area, but we will take part in the online mentor training and open up academic mentor posts within the current staffing structure. Research from the EEF around the impact of 1:1 and small group tuition demonstrates the academic impact on all core areas. Given the high demand for external academic mentors and the high waiting lists for our area in particular, we are better placed to advertise and seek to employ internally, strong candidates who can mentor children in core areas as an addition to their school day. They will receive significant training around this. We are currently costing for 3 additional adults to provide 2x weekly sessions targets at KS1/KS2L and KS2U. This will be</p>		

Appendix 1

			for a fixed period of time and groups will be fluid dependent on baseline assessment.		
Total budgeted cost:				£23, 140	