

Gaskell Primary School Catch-Up Premium Strategy

At Gaskell Primary School we have been provided with one-off universal catch up premium funding from the government to support the children’s education during this and the last academic year (2020 – 2021 / 2021 – 2022). It will be used systematically and effectively to support all pupils in their effort to catch up any lost learning, due to Covid19. This will ensure that we provide children with the opportunity to meet the curriculum expectations for this and the next academic year (2021 – 2022 / 2022 – 2023).

To find out the details of how we plan to utilise this funding to support all of our children, please see the document below.

Summary information

School name:	Gaskell Community Primary School					
Academic year:	2021 - 2022					
Total number of pupils on roll:	475					
Total catch-up budget:	£32,320.00	2020 - 2021	£18,860	2021 - 2022	£13,460	2022 - 2023
Date of review:	November 2022					

Strategy information

At Gaskell Community Primary School, our catch-up priorities are linked to our whole school priorities.

- Support children and families with emotional health and well-being needs
- Accelerate progress in Phonics, Reading and Writing
- Identify and close the gaps in Mathematics
- Ensure the children are receiving Quality First Teaching
- Improve the whole school attendance

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff Lead	Evaluation
Additional Reading Books purchased to support phonics	Children in Reception and KS1 make expected progress in reading / phonics by the end of the year	Narrow the gap in reading. Children make expected targets by the end of the year. 90% of Year 2 children meeting phonics screening expectations 75% of Year 1 children meeting phonics screening expectations	£4,998	S. Thistlethwaite (AHT)	Year 2 phonics screening – Autumn Term - 60% of children met expected standard in phonics.
Additional TA in Lower Key Stage 2	Identified gaps supported through bespoke teaching.	Phase leaders are aware of what pupils have (or have not) learned and address this through planned and targeted interventions by the TA or by providing prior learning needs in a timely manner	£5207	S Hawke (LKS2 Phase Leader)	End of term results show children in Year 3/4 are making rapid progress with most children meeting their targets. Following on from Pupil progress meeting, children are identified and the intervention focus groups change regularly to meet the needs
Additional TA in Key Stage 1	Identified gaps supported through bespoke teaching	Phase leaders are aware of what pupils have (or have not) learned in Reception	£2586	S Thistlethwaite (KS1 Phase Leader)	End of term results show children in Year 1, who had not met the ELGs in Reception are making

	Provide a continuous provision approach for children in Year 1 to identify and narrow gaps	(due to lockdowns) and address this through planned and targeted interventions by the TA			good progress with most children meeting their targets. Following on from Pupil progress meeting, children are identified and the intervention focus groups change regularly to meet the needs
Using termly assessment data, from the diagnostic assessments (Rising Stars and past SATs) gaps are identified and planning is specific to target the needs identified through GAPS analysis	Teachers are able to monitor progress as pupils recover any learning loss and use the curriculum design to deliver whole class lessons, addressing gaps in learning through intervention and support	Teachers and Phase Leaders are aware of what pupils have (or have not) learned and address whole class misconceptions or prior learning needs in a timely manner	£0 (Rising Stars already used)	J Cranage (DHT)	Gaps in learning identified with interventions fully mapped out to support any gaps in knowledge
Additional software purchased (Seesaw, Active Maths, TT Rockstars) to provide home learning access and 1:1 communication with pupils and	Teachers use the platform to provide learning opportunities and class work to all children via an online platform. Provide a communication tool between staff and their families	Teachers can assign work and offer feedback. Children know how to use resources with minimal assistance. Children to continue to learn and apply their learning during isolation periods, and through assigned homework, making at least good progress	£2388	J Cranage (DHT)	The majority of children accessed remote learning during lockdowns and any period of self isolation. The impact of the platform resulted in children making progress throughout the year

families during Covid and to be used as a tool for homework	Provide an online approach to homework for all children to access				
		Total spend:	£15,179		



Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Purchase of Reading Plus in Year 6	Children in Year 6 make expected progress in Reading and the % of children meeting ARE increases.	85% of children meet Reading targets by the end of KS2	£7,200 over 3 years (£2000 plus VAT per academic year)	S. Thistlethwaite (AHT)	Additional lockdown (Jan-March) and isolations for key children resulted in lower than expected reading scores.
Purchase of online 1:1 Reading for targeted children in Years 3 and 4 (BookMark)	Children will develop a love of reading and will begin to read a wider range of books for pleasure	24 targeted children will make at least expected progress in Reading	£288	S. Thistlethwaite (AHT)	
Purchase of LBQ licenses in Key Stage 2 to provide a tool for assessment, instant classroom feedback to individuals and identify interventions	<p>Children will be assessed at a quicker rate which allows the teacher to adapt their teaching accordingly for each individual</p> <p>Children can apply their knowledge across the curriculum, in a more interactive manner, so teachers can assess each child against the objectives for every subject</p>	All children meet the end of year individual expectations in all subjects across KS2	£480	J Cranage (DHT) K. Andrews (Computing Lead)	<p>LBQ is being developed to use as an assessment tool across the curriculum in Key Stage 2 as well as targeted support for each individual child.</p> <p>Children show an enjoyment in learning when using the LBQs and this has promoted a willingness to learn and achieve</p>

After school weekly booster sessions for children in Year 2 and Year 6 during the Spring and Summer 1 terms	Teachers are able to ensure coverage of the curriculum has been taught before the SATs tests. Gaps in learning are identified and addressed through the extra learning opportunity	Narrow the gap in Maths, Reading and SPAG so that children in Year 2 and Year 6 make the expected level of progress with more children achieving ARE and GD levels	£0 This is included in staffing budget as ran by teachers	K Andrews (KS2 Leader) S Thistlethwaite (KS1 Leader)	All children in these year groups have voluntarily stayed to the after school boosters which shows that they are committed to achieving the best they can
Easter holiday club for Year 6 children to receive additional lessons in Reading, Maths and SPAG	Teachers are able to ensure coverage of the curriculum has been taught before the SATs tests. Gaps in learning are identified and addressed through the extra learning opportunities	Narrow the gap in Maths, Reading and SPAG so that children in Year 6 make the expected level of progress with more children achieving ARE and GD levels	£1208	S Barlow (Head Teacher)	All children, except 2, attended the Easter Booster Clubs. The 2 x days were inclusive for all children, despite their needs The families were supportive and appreciative of this additional learning opportunity in the holidays, which also gave the children free time to enjoy with their peers
Total spend:			£9,176		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Support teachers in facilitating access to online tuition by providing high quality remote learning opportunities through whole staff Purple Mash/TT Rocks Stars/Seesaw/ My Maths</p> <p>Zoom training</p>	<p>Children who are isolating are given the same curriculum diet as their peers in school and are able to access teaching and learning materials.</p>	<p>Teachers know how to deliver live lessons through Zoom, assign work and offer feedback using Zoom and Seesaw. Children know how to use resources with minimal assistance. Children continue to learn and apply their learning during isolation periods, making at least good progress.</p>	<p>£0 (incl in budget)</p>	<p>J Cranage (DHT) K Andrews (Computing Lead)</p>	<p>The majority of children accessed remote learning during lockdowns. The overall impact of the resources resulted in all children making progress throughout the year.</p> <p>Children isolating were also given high quality learning at home.</p>
<p>Additional TA to make daily phone calls and home visits to parents for targeted children who are absent from school / persistent absentees</p>	<p>Parents and carers maintain positive relationships with school and feel supported.</p> <p>Improves the attendance of persistent absentees</p>	<p>Whole school attendance will increase to 97%</p> <p>The number of persistent absentees across school will decrease to be below or in line with national figures</p>	<p>£8790</p>	<p>S Barlow (Head Teacher) V Blakemore (SENCO / Pastoral Lead)</p>	<p>All children and families supported as needed. The correct support put in place through multi-agency referrals and the EHA process.</p>
<p>Daily pastoral/welfare support for targeted children and families</p>	<p>Parents and carers maintain positive relationships with school and feel supported.</p> <p>Improves the well being and mental health of children who are struggling emotionally or with</p>	<p>Children's emotional health and well-being is monitored and the correct support put in place as identified.</p> <p>Families are supported by school with difficulties in their home life and feel that they can approach school with any issues</p> <p>Behaviour across school</p>	<p>£0 (included in budget)</p>	<p>S Barlow (Head Teacher) V Blakemore (SENCO / Pastoral Lead)</p>	<p>All children and families supported as needed. The correct support put in place through multi-agency referrals and the EHA process.</p> <p>Encompass reports are acted on immediately and</p>

	<p>their behaviour across school</p> <p>Supports children who are experiencing difficulties in their home life</p>	<p>remains outstanding</p>			<p>the children and families are supported through school when needed</p>
<p>Provide a weekly counselling session for targeted children across school</p>	<p>Parents and carers maintain positive relationships with school and feel supported.</p> <p>Improves the well being and mental health of children who are struggling emotionally in their daily life</p> <p>Supports children who are experiencing difficulties in their home life</p>	<p>Children's emotional health and well-being is monitored and the correct support put in place as identified.</p> <p>Children are supported by school with difficulties in their life</p>	<p>£2,100</p>	<p>S Barlow (Head Teacher)</p>	<p>Parents welcome and support the extra counselling sessions we have put in place and the counsellor works closely with the families to keep them updated.</p> <p>All children supported as needed.</p>
<p>Provide devices and wifi to identified children and their families during lockdowns and periods of self isolation</p>	<p>Provide 73 children with a laptop and free wifi</p>	<p>Laptops allow pupils to access online live lessons from home, catchup on lost learning during school holidays, and continue with their education if they are required to isolate.</p>	<p>£0 (provided by DFE)</p>	<p>S Barlow (Head Teacher)</p>	<p>High percentage of children engaged in remote learning.</p>

<p>Share online safety information and guidance to both children and parents</p>	<p>Children remain safe online and are able to make safe decisions, when not being supervised. Children know how to avoid, and report unsuitable content, disclosing personal data, illegal downloads, file sharing, spyware, viruses, inappropriate advances and cyber bullying.</p>	<p>Children are equipped with the skills to be safe online and avoid risks including 'tricks'.</p> <p>Parents are aware of the importance of ESafety and can successfully monitor children's usage and restrict inappropriate content.</p>	<p>£0 (already in budget)</p>	<p>K Andrews (computing lead)</p>	<p>Any reported online safety concerns throughout the year are addressed with the child, family and a whole class approach is put in place</p> <p>All pupils accessing online resources safely, following the acceptable user policy.</p>
<p>Total spend:</p>			<p>£10,890</p>		

Summary Report



What is the overall impact of spending?



School Performance Summary

Outcomes at the end of key Stage 2		School 2017	School 2018	School 2019	School 2022
Attainment	Expected standard+ in RWMA	66% (61)	77% (64)	64% (65)	74% (59)
	Reading scaled score	103(104)	106 (105)	103 (104)	107 (105)
	Mathematics scaled score	107(104)	107 (104)	105 (105)	107 (104)
	SPAG scaled score		110 (106)	108 (106)	109 (105)
Progress*	Reading progress score	+0.22	+2.16	+1.58	+4.7
	Writing progress score	+2.81	+2.28	+1.78	+4.0
	Mathematics progress score	+3.84	+3.11	+1.68	+5.0

Pupil attainment outcomes against national comparators in brackets

Key Stage 2

	Reading		Writing		Mathematics		Grammar, Punctuation & Spelling	
	Exp+ standard	high standard	Exp+ standard	high standard	Exp+ standard	high standard	Exp+ standard	high standard
2017	68% (71)	18% (25)	83% (76)	17% (18)	89% (75)	30% (23)	86% (77)	36% (31)
2018	80% (75)	28% (28)	85% (78)	20% (20)	85% (76)	33% (24)	87% (78)	63% (34)
2019	71% (73)	16% (27)	84% (79)	16% (20)	78% (79)	27% (27)	82% (78)	44% (36)
2022	84% (74)	26% (28%)	75% (69)	11% (13)	85% (71)	31% (22)	80% (72)	41% (28)

How will changes be communicated to parents and stakeholders?

Information shared with governors at the termly teaching and learning committee.

All information regarding the spending plan to be made available on the School website.

Final spend: £35,245



