

# Tickford Park Primary School

## Covid-19 Catch-up Premium Plan 2020 - 2021



1. Summary Information					
School	Tickford Park Primary School				
Academic Year	2020 - 2021	Funding per pupil:	£80	Date of latest review:	September 2021
Total number of pupils	369	Total Catch-up funding	£29,520	Date of next review:	November 2021

## 2. September 2020 Academic Baseline

Percentage of pupils meeting the expected standard in Phonics:

	Disadvantaged	Other	All
Year 1*	0	64	60
Year 2	17	56	51

*\*Scoring 11+ in Year 1 Phonics Screening*

**Percentage of pupils meeting the expected standard in Reading (NFER standardised score = 100+):**

	Disadvantaged	Other	All
Year 2	17	49	45
Year 3	40	60	58
Year 4	14	65	58
Year 5	36	76	69
Year 6	43	51	50

**Percentage of pupils meeting the expected standard in Writing (Teacher Assessment):**

	Disadvantaged	Other	All
Year 1	0	57	53
Year 2	0	54	49
Year 3	40	78	75
Year 4	14	81	73
Year 5	20	67	59
Year 6	29	75	69

**Percentage of pupils meeting the expected standard in Maths (NFER standardised score = 100+):**

	Disadvantaged	Other	All
Year 2	17	51	47
Year 3	0	60	55
Year 4	14	81	73
Year 5	27	65	58
Year 6	29	53	50

3. Barriers to future attainment and progress	
A	Lost learning throughout previous lockdown. Key skills may not have been acquired as a result.
B	For the youngest pupils, in the school, closures may have impacted on their social and educational development more significantly.
C	For the oldest pupils in the school, closures may have impacted on their preparedness for secondary school, both educationally and pastorally.
D	A number of pupils' mental health and wellbeing is likely to have been affected by events surrounding the COvid-19 pandemic and lockdowns.
E	Risk of further loss of learning, in the event of further school closures, without improved remote learning and onsite offer.

4. Desired outcomes		
Desired outcomes and how they will be measured		Success criteria
A	Robust academic baseline to enable teaching to focus on gaps in learning and support pupils in making accelerated progress throughout the academic year.	Clear baseline produced and reported. Accelerated progress demonstrates targeted teaching.
B	Additional teaching, focusing on acquisition of key skills in KS1, including phonic knowledge and numeracy.	Accelerated progress for pupils in KS1 in reading, maths and phonics as measured by NFER assessments and phonic screenings.
C	Wellbeing support and interventions for pupils following school closures.	Staff are well equipped to support and pupils are well supported – through whole school, whole class, group or individual interventions.
D	Continuity of provision in the event of whole school or bubble closures. Improved remote learning offer delivered effectively by staff across the school.	Clear strategy for remote learning; staff able to implement with confidence.

6. Objectives for 2020-2021			
How will funding be targeted	Objectives	Spend (£)	Evaluation
Additional teacher in KS1 to support intervention and group teaching.	Accelerate progress for pupils in KS1, particularly in Year 2, through smaller group teaching and intervention.  Provide greater focus on acquisition of key skills in maths and English.	£16,475	Accelerate progress for pupils in Year 2 in both Reading (+8.4) and Maths (+8.6). This represents the highest average progress in the school.  Significant progress in phonics (see below).
Additional afternoons per week for Teaching Assistant in Year 1 to support intervention.	Targeted intervention for identified individuals with a focus on key phonic and numeracy skills.  Additional pastoral support for children.	£2,499	79% of year 1 pupils achieved the expected standard in phonics screening (32+) at end of Year 1 – a significant increase from 60% on track (11+) in the September baseline.  85% of year 2 pupils achieved the expected standard in phonics screening (32+) at end of Year 1 – a significant increase from 51% in the September baseline.
Additional afternoon per week for Teaching Assistant in Year 6 to support wellbeing and intervention.	Targeted intervention for identified individuals to prepare pupils for transition to secondary school, both academically and pastorally.	£1,292	Intensive pastoral support provided for 5+ pupils in year six in preparation for secondary school.  79% pupils reached expected standard in Reading; 66% pupils reached the expected standard in Maths; 71% pupils reached the exp. standard in Writing.
Assertive Mentoring Programme.	Identification of pupils through discussion with class teachers, support staff and parents.  Identified pupils assigned a mentor. Mentors trained. Mentoring commenced. Budgeted overtime for staff to mentor outside of working hours.	£500 approx.	Mentoring scheme commenced, with positive feedback from participants. Scheme to be continued in 2020-21 with existing mentor pairings.

<p>Robust baseline assessment used to analyse gaps in learning and plan accordingly.</p>	<p>Create complete academic baseline for: Phonics – KS1 Reading (NFER) – Year 2+ Maths (NFER) – Year 2+ Writing – KS1 and KS2</p> <p>Class teachers use assessment data to analyse gaps and plan teaching and intervention, supported by senior and phase leaders as required.</p>	<p>£1,195</p>	<p>Baseline assessment completed September 2020. Teachers use of gaps analysis, along with QFT and intervention led to pupils in all year groups making accelerated progress.</p>
<p>Training for staff focusing on mental health support for children.</p>	<p>Identification of need, based on observation of pupils and discussion with parents. Relevant training (online) provided to identified staff.</p>	<p>£875</p>	<p>Bereavement training completed by staff members (Year 5 and 3 &amp; DHT) enabling them to provide support to identified pupils.</p> <p>Mental Health Lead training completed by two members of Leadership Team (SENCo &amp; PSHE Lead).</p> <p>Attachment Awareness – to be completed by identified staff members in Autumn term 2021.</p>
<p>Introduction of whole school approach to mindfulness.</p>	<p>Provision for mindfulness training for ten staff members across the school (can be extended if required).</p> <p>Additional provision for resourcing of mindfulness programme and implementation of whole school approach.</p>	<p>£1,800</p>	<p>Carried over to 2021-22 academic year.</p>

<p>Appointment of a remote learning lead teacher.</p>	<p>Develop staff confidence and ability to provide effective remote learning.</p> <p>Ensure continuity of provision for pupils required to self-isolate or during enforced closure of bubbles.</p>	<p>£1,500</p>	<p>School able to offer stronger remote learning provision, prompting generally very positive response from parents.</p> <p>Training and coaching sessions for staff and the creation of 'How To' videos to support parents and children supported the effectiveness of our offer.</p>
<p>Additional funds to be allocated as need arises.</p>	<p>Through review of provision and identification of additional needs.</p>	<p>£3,384</p>	<p>Carried over to 2021-22 academic year.</p>