

Catch Up Funding Strategy Statement



Summary information					
School	Arbrook Primary School				
Academic Year	2020/21	Total Budget	£16,880		
Total number of pupils	209	Number of disadvantaged pupils Reception- Year 6 receiving Pupil Premium funding.	97	Date for next internal review(s) of this strategy	Autumn: 8.12.20 Spring: 30.3.21 Summer: 22.7.21
		Number of disadvantaged pupils in Nursery receiving Early Years Pupil Premium.	2		
		Number of CLA	1		
		Service children	2		

At Arbrook Primary School, we believe that all children are entitled to an education which allows every child to achieve their potential regardless of their starting point in life or personal circumstances. The government has announced £1 billion of funding to support children and young people to catch up in the wake of the COVID-19 pandemic. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

What are the main barriers to educational achievement faced by pupils at Arnbrook Primary School?

We regularly identify and review the barriers to learning for our disadvantaged pupils as well as our wider school community. It is anticipated that the barriers to learning identified below will be experienced by more of our pupils than ever before, and exacerbated for many of our pupils, due to the impact of the COVID-19 pandemic.

We have identified 5 key aspects of child poverty and disadvantage which affect our pupils:

- Material poverty;
- Emotional poverty;
- Poverty of experience;
- Poverty of language; and
- Poverty of aspiration

We have also identified four main barriers to learning for our disadvantaged pupils, which are addressed within our Pupil Premium Strategy 2020-21 :

- Poor attendance and punctuality – many of our disadvantaged pupils have poor attendance and punctuality, caused by a range of factors including attitude towards education, distance from school and issues at home.
- Poverty of language (poor spoken English & limited vocabulary knowledge), alongside poverty of experience and aspiration in relation to experiences which can be drawn upon in their writing and lack of exposure to high quality stories and texts at home.
- Disadvantaged pupils with particular areas of weakness in reading, writing and/or maths; gaps in their learning or misconceptions which prevent further progress.
- Poor emotional wellbeing and mental health due to a range of factors including chaotic home life & traumatic life experiences.

There is an acceptance that the overwhelming majority, if not all pupils, will have been negatively affected in some way by the COVID-19 pandemic. We have identified the following 'COVID-19 specific' issues affecting our pupils:

- Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.
- Pupils have missed significant experiences affecting their cultural capital and ability to make connections in their learning.
- Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.
- Lack of engagement with home learning during school closure/self-isolation.
- Poor speech and language; lack of opportunity for regular, sustained dialogue with range of peers/adults and appropriate modelling of vocabulary from adults.
- Home environments lacking structure, routines and appropriate boundaries during school closure - affecting pupils' behaviour for learning and mental health.

- Mental health/wellbeing issues affecting our pupils' wellbeing and academic performance.

How is Catch Up Funding used at Arnbrook Primary School?

At Arnbrook, we believe that quality first teaching is crucial to ensuring our pupils catch up academically, are successful learners and are well prepared for the next stage in their education. That's why, alongside the use of catch up funding for specific strategies and interventions, our school development plan and pupil premium strategy consider a tiered approach, with a focus on:

- a) Improving the quality of teaching and learning
- b) Providing targeted academic support for disadvantaged pupils
- c) Removing non-academic barriers to disadvantaged pupil's learning.

At Arnbrook Primary, we have applied our approach to the use of Pupil Premium funding to the use our Catch Up funding, providing clear rationale for our spending, supported by evidence, with appropriate accountability. We have put together a comprehensive plan that we feel will best allow our pupils to meet their full potential. Throughout the year we analyse the effectiveness of the interventions and strategies in place, alongside their cost, and take action, if required, to ensure the priorities for our disadvantaged pupils are met.

Our funding priorities for 2020-21 closely align with the main barriers to educational achievement for our pupils, outlined in the previous section.

Priority 1: To rapidly improve Key Stage One pupils' ability in phonics & reading fluency; their phonic knowledge, their ability to blend and segment sounds, their ability to read fluently; to ensure they are ready for the next stage in their education.

Priority 2: To improve the oral language skills of pupils in the Early Years Foundation Stage; expressive and receptive vocabulary, listening and narrative skills, phonological awareness and letter-sound knowledge; to ensure they are ready for the next stage in their education.

Priority 3: To improve the basic maths, reading and writing skills of pupils in Upper Key Stage 2, to ensure they are ready for the next stage in their education.

Priority 4: To ensure that pupils are well supported in relation to their wellbeing & mental health; this contributes positively to their personal and academic development.

Priority 1: To rapidly improve KS1 pupils' ability in phonics & reading fluency; phonological awareness and letter-sound knowledge, oral blending, sight reading of phonetically irregular words, their ability to read fluently.

Context & Rationale

- Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.
- Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.
- Lack of engagement with home learning during school closure/self-isolation

Pupils in KS1 (Year 1 & 2) missed a substantial amount of daily phonics teaching due to school closure. In addition, many pupils did not read regularly at home or practise their phonics skills. Developing these early reading skills is fundamental to accessing, and achieving success in, all aspects of our curriculum and essential for success in later life.

Baseline phonics/reading assessments show that there is a clear increase in the number of pupils in the lower phonics bands used to assess and group pupils each term. Proportion of pupils in the lowest three bands has risen from 9% in September 2019 to 24% in September 2020. The proportion of disadvantaged pupils within these lower phonics bands has risen from September 2019 to 2020.

Evidence:

[EEF research](#) highlights the effectiveness of phonics teaching when it matches children's current level of skill in terms of their phonological awareness and their knowledge of letter sounds and patterns targeted. Our own internal evidence highlights the effectiveness of 1:1 phonics intervention. In previous academic year, children in receipt of Y1 phonics interventions show an average increase of 53% in their phonics screening score (against a 38% increase for pupils not participating in the intervention). Pupils who received the intervention showed a 55% increase in sound knowledge after the intervention.

Milestones:	By the end of the academic year, improve phonic knowledge and understanding, and ability to read fluently, particularly for disadvantaged and lower-ability pupils & diminish the difference between disadvantaged pupils and non-disadvantaged pupils. Termly/half termly Read, Write Inc. assessments show that pupils are meeting their termly/half termly programme target Year 2 pupils' phonics check outcomes (Autumn 2020) are at least in line with national averages/ previous year, for all pupils Year 1 pupils' phonics check outcomes (Summer 2021) are at least in line with national averages/previous year.
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Monitoring & Evaluation:	<p>Lesson observation & pupil discussion (including listening to pupils read) will be carried out every term, with evidence triangulated and used to evaluate effectiveness of the intervention.</p> <p>Assessment analysis will be carried out every term, following assessment data collection, and used to ascertain effectiveness of the intervention, alongside other forms of evidence gathering (see above).</p> <p style="text-align: center;"><i>Particular focus in all monitoring and evaluation will be the performance of disadvantaged pupils.</i></p>
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SEF/SDP Link	Implementation	Cost	Implementation Outcomes	Impact	Reviewer
	<p>EC 1:1 phonics top up sessions (daily 15 minute session over 6-8 weeks) for identified Y1 disadvantaged pupils who need additional support to pass Y1 phonics screening check. Intervention to last for the full academic year, beginning w/b 16th November. These 1:1 sessions focus on:</p> <ul style="list-style-type: none"> • Oral blending • Phoneme/grapheme correspondence • Sight reading of phonetically irregular words 	£4,100	<p>Improved performance of targeted pupils, particularly disadvantaged pupils, in phonics.</p> <p>Pupils meeting expected progress measures through the phonics programme.</p> <p>Gap eradicated between disadvantaged and non-disadvantaged pupils in relation to phonics test outcomes/performance in phonics.</p>		CK (Phonics Lead) & PF (Headteacher)

Priority 2: To improve the communication and language skills of pupils in the Early Years Foundation Stage; expressive and receptive vocabulary, listening and narrative skills; to ensure they are ready for the next stage in their education.

Context & Rationale:

- Lack of opportunity for regular, sustained dialogue with range of peers/adults and appropriate modelling of vocabulary from adults during school closure.
- Poverty of language (poor spoken English & limited vocabulary knowledge).
- Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.
- Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.
- Lack of engagement with home learning during school closure/self-isolation

EYFS baseline data shows that, in comparison to the 2019 baseline, the proportion of pupils entering with communication and language skills below expected has increased by 17%. For disadvantaged pupils, it has increased by 25%. This means that many more pupils within EYFS speak in short 2/3 word sentences and have limited vocabulary. Virtual home visits revealed that a greater proportion of pupils also still used a dummy regularly at home, which may inhibit speech and language development.

Evidence:

Vast evidence-base that highlights oral language skills as a crucial foundation for thinking, learning and social interaction. Evidence indicates that children’s oral language ability during their early years is one of the strongest predictors, of not just later success in literacy and numeracy, but also their employment and wellbeing. Oral language skills can be enhanced through targeted and specific teaching. Several robust EEF trials, have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average 3 months of additional progress compared to children in the comparison group. Through these trials NELI is now the most robustly evaluated and well evidenced early language intervention available in England.

[EEF research](#) highlights the effectiveness of interventions focussed on communication and language within their Early Years Toolkit.

Milestones:	<p>By the end of the academic year, targeted pupils will have improved their communication and language skills, with particular improvements in their vocabulary, listening and narrative skills, phonological awareness and letter-sound knowledge, & diminish the difference between disadvantaged pupils and non-disadvantaged pupils.</p> <p>By the end of EYFS, targeted pupils communication and language skills are at least in line with national averages/ previous year, for all pupils, and for disadvantaged pupils.</p>
Monitoring & Evaluation:	<p>Lesson observation & pupil discussion will be carried out every term, with evidence triangulated and used to evaluate effectiveness of the intervention.</p> <p>Assessment analysis will be carried out every term, following assessment data collection, and used to ascertain effectiveness of the intervention, alongside other forms of evidence gathering (see above).</p> <p style="text-align: center;"><i>Particular focus in all monitoring and evaluation will be the performance of disadvantaged pupils.</i></p>

SEF/SDP Link	Implementation	Cost	Implementation Outcomes	Impact	Reviewer
	<p>SL: SL to deliver 20-week NELI programme, following training, for targeted group of 5 disadvantaged EYFS pupils. This will consist of three 30-minute small group sessions a week and support to provide two 15-minute 1:1 sessions for each targeted child. Beginning January 2021 following NELI training (Date TBC). Training is in the form of a series of on-line modules which are completed before attending a live webinar which is an opportunity to ask questions .The reception teacher and TA complete modules 1 and 2 and then the TA completes the rest of the course.</p>	£2,500	<p>Improved performance of targeted pupils, particularly disadvantaged pupils, in relation to communication and language skills.</p> <p>Gap eradicated between disadvantaged and non-disadvantaged pupils in relation to outcomes in communication and language.</p>		ES (EYFS Lead) & PF (Headteacher)

Priority 3: Improve the performance of disadvantaged pupils, and diminish the difference between disadvantaged and non-disadvantaged pupils, in relation to outcomes in key skills in reading, writing and maths, to ensure they are ready for the next stage in their education.

Context & Rationale:

- Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.
- Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention.
- Lack of engagement with home learning during school closure/self-isolation.
- Home environments lacking structure, routines and appropriate boundaries during school closure - affecting pupils' behaviour for learning and mental health.

UKS2

Proportions of pupils within our Y6 cohort, who achieved Expected + at the end of Key Stage One in core subjects, is significantly below national outcomes. 44% of the current Y6 cohort achieved Expected + in core subjects (combined Reading, Writing & Maths) at the end of Key Stage One. Disadvantaged pupils performed less well than their non-disadvantaged peers in writing and maths. Migration (pupils leaving and entering the school) has had a significant effect on this cohort. 7 pupils have joined the cohort in Year 3-6 – six of whom are working below the expected standard in at least two areas. In addition, 18 pupils from this cohort have left the school during Key Stage 2. 14 out of these 18 pupils were working at or above the expected standard in at least 2 core subjects at the end of Key Stage One.

Our Year 5 & Year 6 baseline data shows that pupils are working below the standards of previous Year 5 & 6 cohorts at the same time of year and, as highlighted in bullet points above, prolonged school closure due to COVID-19 has exacerbated many issues.

Within Years 5 & 6, lower-attaining, disadvantaged pupils need significant support & intervention, alongside quality first teaching, to help them prepare for the next stage in their education.

LKS2:

Our Year 3 & Year 4 baseline data shows that pupils are working below the standards of previous Year 3 & 4 cohorts at the same time of year and, as highlighted in bullet points above, prolonged school closure due to COVID-19 has exacerbated many issues. Within Years 3 & 4, lower-attaining, disadvantaged pupils need significant support & intervention, alongside quality first teaching, to help them prepare for the next stage in their education

Evidence:

There is extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost-effective way to support pupils who are falling behind in their learning. The EEF Teaching and Learning Toolkit suggests it can boost progress by up to +5 months. Randomised controlled trials funded by the EEF have also found positive effects for a range of tuition models.

Milestones:

Ensure disadvantaged pupils in need of academic mentoring for reading, writing or maths intervention are swiftly identified, with agreed focus of sessions
Tutoring ran by staff (either academic mentor from NTP or school staff) is of a high quality; addressing specific areas of need and moving children's learning forward.
Across the school, analysis of assessment information and monitoring & evaluation shows that disadvantaged pupils' performance continues to improve – with the aim that they are at least in line with non-disadvantaged peers within school and nationally. Where this isn't the case, there is timely, effective intervention and clear strategies to eradicate this.

Monitoring & Evaluation:	<p>Lesson observation, pupil discussion and work analysis will be undertaken every term (of both lessons and interventions), with evidence triangulated and used to evaluate the effectiveness of tutoring.</p> <p>Assessment analysis will be carried out every term, following teacher assessment data collection, and used to ascertain effectiveness of tutoring, alongside other forms of evidence gathering (see above).</p> <p style="text-align: center;"><i>Particular focus in all monitoring and evaluation will be the performance of disadvantaged pupils.</i></p>
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SEF/SDP Link	Implementation	Cost	Implementation Outcomes	Impact	Reviewer
	PF: Identify staff member to provide 1:3 academic tutoring for targeted pupils in reading, writing and maths. Staff member will deliver these interventions for at least x3 afternoons per week.	£3,000	Disadvantaged pupils' performance continues to improve – with the aim that they are at least in line with non-disadvantaged peers within school and nationally		PF (Headteacher) SLT
	CK/CD: Implement with FFT (Fisher Family Trust) to organise to take part in their 'Lightning Squad' reading intervention for disadvantaged pupils with weaknesses in reading. Daily 30-minute tutoring sessions for 6 weeks and 15 hours' tutoring per pupil (40 pupils maximum)	£2,200	Improved performance of targeted pupils, particularly disadvantaged pupils, in reading fluency & comprehension. Gap eradicated between disadvantaged and non-disadvantaged pupils in relation to reading fluency and comprehension		CK (English Lead) CD (Reading Lead)
	RM/JM: Targeted group of pupils receive weekly 1:1 online maths tuition once per week for the school year through Third Space learning. Targeted pupils to be reviewed throughout academic year.	£4,000	Improved performance of targeted pupils, particularly disadvantaged pupils, in maths. Gap eradicated between disadvantaged and non-disadvantaged pupils in maths.		JM/EB (Maths Leads)

Priority 4: To ensure that pupils are well supported in relation to their social and emotional learning - including their wellbeing & mental health; this contributes positively to their personal and academic development.

Context & Rationale:

- Mental health/wellbeing issues affecting our pupils' wellbeing and academic performance.
- Lack of engagement with home learning during school closure/self-isolation.
- Home environments lacking structure, routines and appropriate boundaries during school closure - affecting pupils' behaviour for learning and mental health.

Pupil and parent/carer surveys carried out ahead of the full re-opening of schools in September 2020 and March 2021, show that:

- A small but significant group of pupils are concerned about returning to school because they are worried about catching COVID-19 or finding learning too hard when they return.
- Parents & carers felt that, on return to school, pupils needed 'space' and 'time' to re-adjust to school life, opportunities to re-connect with peers and a focus on emotional wellbeing. Individual families have requested additional support throughout January 2021-March 2021 lockdown due to concerns about emotional wellbeing of their children.

School staff have observed that, upon school's full re-opening in September 2020, many pupils had less resilience and lower confidence levels, and there was an increase in the number of pupils requiring emotional wellbeing support in school.

Evidence:

'Social & emotional learning (SEL) is the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.' (Weissberg et al, 2015). 'Social & emotional learning (or SEL) is essential to every child's education. It has been proven to help children achieve their academic 1 potential, build strong relationships and lead healthy and successful lives. SEL supports children facing additional challenges. Helping children understand and manage their emotions can improve behaviour and reduce 2 emotional distress.' (Early Intervention Foundation).

Milestones:	<p>Train several staff in 'Mental Health First Aid' to ensure that, amongst staff, there is an in-depth understanding of mental health and the factors that can affect wellbeing & practical skills to spot the triggers and signs of mental health issues.</p> <p>Establish a whole-school preventative approach which promotes positive wellbeing, normalises discussion about mental health through regular social and emotional learning sessions.</p> <p>Ensure that pupils receive timely, individualised and effective support for their mental health and wellbeing wherever necessary, through internal & external support.</p> <p>Pupils' mental health and emotional wellbeing needs are met. Pupils feel well-supported, and their wellbeing improves.</p>
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Monitoring & Evaluation:	<p>Pupil discussions, pupil wellbeing assessment activities and parent & carer surveys and analysis will be undertaken every term (evidence triangulated and used to evaluate the effectiveness of preventative approach.</p> <p style="text-align: center;"><i>Particular focus in all monitoring and evaluation will be the performance of disadvantaged pupils.</i></p>
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SEF/SDP Link	Implementation	Cost	Implementation Outcomes	Impact	Reviewer
	<p>PF: x3 staff (RM/LM/AS) to complete MHFA training. Learning takes place through four live training sessions, spread across two weeks, with self-learning activities in between.</p> <p>RM: Training used to improve identification of pupils in need of mental health first aid and wellbeing support.</p> <p>LM: Training used to improve mental health and wellbeing interventions in school (both 1:1 & small group intervention).</p> <p>AS: Training used to support implementation of social and emotional learning within PHSE lessons and in embedding additional, regular social and emotional learning activities within the school day.</p> <p>AS/RM/LM: Learning from MHFA cascaded to all teaching and support staff, so they are alert to signs of pupils' in need of mental health support and practical strategies to support them.</p>	<p>£300 per staff member.</p> <p>£900 in total.</p>	<p>X3 staff gain status as Mental Health First Aiders.</p> <p>Improved identification of pupils in need of social and emotional support.</p> <p>Timely and effective support for pupils in need of social and emotional intervention.</p> <p>Deeper understanding & skill amongst staff in how to support all pupils with mental health needs.</p> <p>Pupils' mental health and emotional wellbeing needs are met. Pupils feel well-supported, and their wellbeing improves</p>		<p>PF (Headteacher)</p> <p>SLT</p>