



## Silver Tree Primary School and Nursery Catch-up Premium Strategy 2020 - 2021

### School Overview

Number of pupils in school YR – Y6	171
Proportion of disadvantaged	53%
Catch-up Premium allocation (No. of pupils x £80)	£13,680
Publish Date	October 2020
Review Dates	Termly
Statement created by	Natalie Maughan
Governor Lead	Pamela Monaghan

### Context of the school and rationale for the strategy

Silver Tree Primary School and Nursery sits in the bottom 10% of schools for deprivation. We currently have 53% of disadvantaged children, 19.5% of children are on the SEN register which is above national average. We also have a large proportion of children who have a social worker or who are currently looked after by the local authority.

#### Remote Learning and School Closure

When school first closed in March, all children were provided with a home learning pack. This consisted of: English and maths CGP workbooks, online login cards for TT Rocks, Mathletics, Numberbots, Phonics Play and Accelerated Reader and various stationery items. Children were also given to opportunity to loan a Kindle Fire for the duration of lockdown, should they need support in accessing online learning. Parents were also provided with a 'mini report' outlining their child's progress and academic achievements. Any uncollected books were delivered to homes on several occasions.

Staff posted weekly activities on the school Facebook page, including short videos and stories. After the Easter holidays, further workbooks were purchased for all children including maths, English, phonics, history/geography and science. Any uncollected books were hand delivered to the children's homes by staff.

Individual, private Facebook groups were set up for each class and parents were invited to join. These were closed groups so parents could share and comment on posts, with photographs and videos of their children's work and activities. Staff continue to use these pages to communicate with parents well and over 97% of parents have joined the groups. Teachers post a weekly timetable of the activities and work they will be sharing with their class and often link this to the workbooks that they gave the children at the start of the summer term.

Despite the schools support, during school closure less than a third of children engaged in our online/home learning.

Throughout closure (20<sup>th</sup> March 2020 – 16<sup>th</sup> July 2020), on average 33% of vulnerable or key worker children attended our childcare provision.

New reception starter children also received a parcel containing a school teddy, stationery pack, 'My First Day at Big School' workbook, photographs of the classroom and staff, welcome letters and data collection forms.



On the 15<sup>th</sup> of June, Silver Tree Primary School and Nursery reopened to all children in Nursery, Reception, Year 1 and Year 6 children. During this time 53% of children attended school (unless temporarily isolating).

**Whole School Opening in September**

On 2<sup>nd</sup> September, Silver Tree Primary School and Nursery opened to all children. To date, our average attendance (excluding any children/bubble isolating) stands at 96.4%.

Children have responded to the new safety measures well however, parental engagement with remote learning is still proving challenging.

Our guidance for remote learning can be found here:

[www.silvertreeprimary.co.uk/wp-content/uploads/sites/211/2020/10/Home-Remote-Learning-Guidance.pdf](http://www.silvertreeprimary.co.uk/wp-content/uploads/sites/211/2020/10/Home-Remote-Learning-Guidance.pdf)

**Barriers to future attainment**

	<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b> Staff require CPD to develop a greater understanding of childrens’ mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. this is a focus of daily/ weekly teaching in the autumn term.
	<b>B</b> Home learning is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place and children have access to this both at home and in school. A new and improved platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	<b>C</b> Key Staff to participate in ‘Lift Off’ and ‘Doodle Maths’ maths intervention programme online training	Staff to feel competent in delivering the intervention sessions
<b>Targeted academic support</b>	<b>D</b> Only a small proportion of pupils (approx. 30%) engaged with the online learning materials provided for Maths and English during the summer term. This has resulted in a high proportion of pupils working well below ARE.	Pupils make accelerated progress in maths and English from their starting points at the beginning of the autumn term.
	<b>E</b> Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
<b>Wider Strategies</b>	<b>F</b> Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are provided with the skills they need to be able to focus on their learning during lessons.



**Teaching priorities for current academic year** i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	All staff to receive CPD in relation to Relax Kids well-being programme for schools.	All staff are equipped for early recognition of children's mental health needs.  The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.	Relax Kids well-being programme shown to improve pupils engagement resulting in higher pupil participation in class (EEF Toolkit)  Key staff are to attend online bereavement training to support a targeted group of children in school	£50  £12 x5 = £60  <b>Total: £110</b>	Due to the current climate there is an increasing number of children who are struggling with their resilience and emotional wellbeing	Head Teacher	<a href="#">Autumn term 2020</a>
B	Online learning platform contains appreciate resources	Parents/carers and children can easily access high-quality resources which make learning accessible for all	Discussions with parents indicate that simple PowerPoints and resources that children can access independently are the most appropriate resource due to a large number of families with multiple children working from home.	£0  <b>Total: £0</b>	Only 30% of children accessed remote learning during school closure. Parents/carers requested user-friendly resources		
C	Key Staff to participate in 'Lift Off' and 'Doodle Maths' maths	Staff to feel competent in delivering the intervention sessions	Education Endowment Fund Teaching and Learning Toolkit:	Lift Off training £395  Doodle training £75	Over 60% of children are working below ARE due to missed	Maths Lead	



	intervention programme online training		Small Group Tuition (+4) Feedback (+8)	<b>Total: £470</b>	education in the summer term		
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**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	<p>30 min daily/weekly interventions for all identified pupils –using Lift Off Programme</p> <p>Targeted support from “Online Tutors” (National Tutoring Programme)</p> <p>Daily ‘Doodle’ time completed by all children (Y1- Y6) for maths, tables, spelling and English</p>	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	<p>Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8)</p> <p><i>‘children using DoodleMaths for 20 minutes per week were 4x less likely to suffer learning loss, and... in September, scores averaged 9.4% more than their counterparts who didn’t use Doodle Maths’</i> Bath University Study 2020</p>	<p>£540</p> <p>Approx £4,500 (TBC)</p> <p>£1,599</p> <p><b>Total: £6,639</b></p>	Over 60% of children are working below ARE due to missed education in the summer term	Maths lead	<a href="#">Autumn 2020</a>
E	1x weekly group reading	Progress is accelerated termly	Education Endowment Fund	7 hrs maths = £4,297	Baseline data indicates that a	English/maths lead	<a href="#">Autumn 2020</a>



	<p>intervention for all year groups (Y1-Y6) (6.5hrs reading/phonics)</p> <p>3x weekly group maths interventions for all year groups (7hrs)</p>	<p>to ensure pupils close the gap between current attainment and ARE</p>	<p>Teaching and Learning Toolkit:</p> <p>Feedback (+8)</p> <p>1:1 Tuition (+5)</p> <p>Reading Comprehension Strategies (+6)</p> <p>Teaching Assistants (+1)</p>	<p>6.5hrs reading/phonics - £3,990</p> <p><b>Total: £8,287</b></p>	<p>significant number of children were working well below ARE in RWM upon returning to school</p> <table border="1"> <thead> <tr> <th>% ARE</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>15</td> <td>39</td> <td>0</td> </tr> <tr> <td>Y2</td> <td>43</td> <td>43</td> <td>46</td> </tr> <tr> <td>Y3</td> <td>33</td> <td>33</td> <td>29</td> </tr> <tr> <td>Y4</td> <td>63</td> <td>33</td> <td>67</td> </tr> <tr> <td>Y5</td> <td>88</td> <td>65</td> <td>81</td> </tr> <tr> <td>Y6</td> <td>62</td> <td>12</td> <td>54</td> </tr> </tbody> </table>	% ARE	R	W	M	Y1	15	39	0	Y2	43	43	46	Y3	33	33	29	Y4	63	33	67	Y5	88	65	81	Y6	62	12	54		
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**Wider strategies** i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
F	<p>Zones of Regulation CPD delivered.</p> <p>Zones of Regulation CPD actions implemented and evident in all classrooms across the school.</p> <p>implemented and evaluated.</p>	<p>Positive impact on identified SEMH pupils’ emotional wellbeing.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Metacognition and Self-Regulation (+7)</p>	<p>£100 resources</p> <p><b>Total: £100</b></p>	<p>During lockdown a number of parents/carers commented to staff about their children struggling to manage their emotions.</p> <p>19 children have been effected by a bereavement since March</p>	SENDCO	<a href="#">Autumn 2020</a>

