



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

Updated April 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 (20th March 2020 – 16th 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, stationary pack, 'My First Day at Big School' workbook, photographs of the classroom and staff, welcome letters and data collection forms.

On the 15th 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 2nd 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

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A 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 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.
	C Key Staff to participate in 'Lift Off' and 'Doodle Maths' maths intervention programme online training	Staff to feel competent in delivering the intervention sessions
Targeted academic support	D 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.
	E 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.
Wider Strategies	F 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 Total: £110	Due to the current climate there is an increasing number of children who are struggling with their resilience and emotional wellbeing	Head Teacher	<p>Autumn term 2020 Whole staff Relax Kids training carried out on 1st December 2020. As a result, staff have a bank of tools to use as part of their daily wellbeing sessions and to support individual children as required. As a result of this training, the Relax Kids provider now delivers weekly sessions to all KS2 classes.</p> <p>Spring term 2021 Three teaching assistants, one teacher and the Pupil Welfare Officer attended bereavement training throughout March 2021. Following this a total of five children have been referred to St Cuthbert's Hospice for online 'Jigsaw' counselling.</p>																		
B	Online learning platform contains appropriate 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	£0 Total: £0	Only 30% of children accessed remote learning during school closure. Parents/carers requested user-friendly resources	Head Teacher	<p>Spring term 2021 The digital learning platform, Class Dojo, was implemented to share remote learning with families. School staff were trained in its use and were able to set work and provide appropriate feedback to remote learners. Pupil engagement during second lockdown (1.1.21 - 5.3.21)</p> <table border="1"> <thead> <tr> <th>Class/Year Group</th> <th>Full Engagement</th> <th>Partial Engagement</th> <th>Sporadic Days (not consistent)</th> <th>No Engagement</th> <th>Children in Childcare</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>10/25 40%</td> <td>9/25 36%</td> <td>3/25 12%</td> <td>3*/25 12% * 1 now in childcare</td> <td>4/29 14%</td> </tr> <tr> <td>1</td> <td>14/20 70%</td> <td>2/20 10%</td> <td>4/20 20% * 1 now in childcare</td> <td>0/20 0%</td> <td>3/20</td> </tr> </tbody> </table>	Class/Year Group	Full Engagement	Partial Engagement	Sporadic Days (not consistent)	No Engagement	Children in Childcare	Reception	10/25 40%	9/25 36%	3/25 12%	3*/25 12% * 1 now in childcare	4/29 14%	1	14/20 70%	2/20 10%	4/20 20% * 1 now in childcare	0/20 0%	3/20
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			a large number of families with multiple children working from home.				<table border="1"> <tr> <td>2</td> <td>18/29 62%</td> <td>3/29 10%</td> <td>3/29 10%</td> <td>4*/29 14% *3 now in childcare</td> <td>9\29 31%</td> </tr> <tr> <td>3</td> <td>13*/ 22 59%</td> <td>4*/ 22 18%</td> <td>4/22 18%</td> <td>1*/22 5% *now in childcare</td> <td>5/22 23%</td> </tr> <tr> <td>4</td> <td>18*/30 60%</td> <td>6*/30 20%</td> <td>5/30 17%</td> <td>1/30 3%</td> <td>10/30 33%</td> </tr> <tr> <td>5</td> <td>15*/27 56%</td> <td>8*/27 30%</td> <td>2/27 7%</td> <td>2*/27 7% * 1 now in childcare</td> <td>6/27 21%</td> </tr> <tr> <td>6</td> <td>10/24 42%</td> <td>10/24 42%</td> <td>3/24 12%</td> <td>1/24 4%</td> <td>5/24 20%</td> </tr> </table> <p>There has been a significant increase in remote learning engagement. A parental questionnaire revealed that this was a result of a more streamlined remote provision through Class Dojo</p>	2	18/29 62%	3/29 10%	3/29 10%	4*/29 14% *3 now in childcare	9\29 31%	3	13*/ 22 59%	4*/ 22 18%	4/22 18%	1*/22 5% *now in childcare	5/22 23%	4	18*/30 60%	6*/30 20%	5/30 17%	1/30 3%	10/30 33%	5	15*/27 56%	8*/27 30%	2/27 7%	2*/27 7% * 1 now in childcare	6/27 21%	6	10/24 42%	10/24 42%	3/24 12%	1/24 4%	5/24 20%
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C	Key Staff to participate in 'Lift Off' and 'Doodle Maths' maths intervention programme online training	Staff to feel competent in delivering the intervention sessions	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8)	Lift Off training £395 Doodle training £75 Total: £470	Over 60% of children are working below ARE due to missed education in the summer term	Maths Lead	<p>Autumn term 2020 Support staff received 'Lift Off' intervention training. As a result they were fully prepared to run sessions and support children's individual needs.</p> <p>'Lift Off' intervention sessions commenced on 9th November and ran until the end of term. Early indicators showed that children were beginning to some improvements in the gaps in their learning.</p> <p>Spring term 2021 No 'Lift Off' interventions could take place during school closure. From 5th March 2021, interventions using 'Lift Off' continued but as there were only three weeks until the end of term, limited progress was identified.</p>																														

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	30 min daily/weekly interventions for all identified	Progress is accelerated termly to ensure pupils	Education Endowment Fund Teaching	£540	Over 60% of children are working below ARE due to	Maths lead	<p>Autumn 2020 'Lift Off' intervention sessions commenced on 9th November and ran until the end of term. Early indicators showed that children</p>



	<p>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>	<p>are able to access age appropriate learning materials.</p>	<p>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’ Bath University Study 2020</i></p>	<p>Approx £4,500 (TBC)</p> <p>£1,599</p> <p><u>Total: £6,639</u></p>	<p>missed education in the summer term</p>	<p>were beginning to some improvements in the gaps in their learning.</p> <p><u>Spring term 2021</u> No ‘Lift Off’ interventions could take place during school closure. From 5th March 2021, interventions using ‘Lift Off’ continued but as there were only three weeks until the end of term, limited progress was identified.</p> <p><u>Spring term 2021</u> National Tutor Programme on hold due to school closure – arranged to start work in school after Easter holidays.</p> <p><u>Autumn term 2020</u> All children are completing daily ‘Doodle ‘time’ for 30minutes. This includes all four apps (maths, tables, English and spelling). Feedback from children shows that they enjoy the apps and find the work accessible. Staff feel the work is well pitched and the sessions are going well.</p> <p><u>Spring term 2021</u> Due to school closure, daily ‘Doodle time’ cannot be completed however, children are expected and actively encouraged to complete this as part of their remote learning provision. Teachers carefully monitor children’s engagement and discuss consistency during welfare calls. Parents are happy with the system and find it easily</p>
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							accessible at home. Impact of Doodle to be reviewed in the summer term.																												
E	<p>1x weekly group reading intervention for all year groups (Y1-Y6) (6.5hrs reading/phonics)</p> <p>3x weekly group maths interventions for all year groups (7hrs)</p>	Progress is accelerated termly to ensure pupils close the gap between current attainment and ARE	<p>Education Endowment Fund 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>7 hrs maths = £4,297</p> <p>6.5hrs reading/phonics - £3,990</p> <p>Total: £8,287</p>	<p>Baseline data indicates that a 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	English/maths lead	<p>Autumn 2020</p> <p>Support staff are carrying out interventions and have used pre and post assessments to track children's progress throughout the term.</p> <p>Spring term 2021</p> <p>During school closure (1.1.21 – 3.3.21), teaching assistants continued to provide online, pre-recorded intervention sessions for children to access at home. Engagement in these sessions stood at around 70% of children accessing these regularly.</p>
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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	Zones of Regulation CPD delivered. Zones of Regulation CPD actions implemented and evident in all classrooms across the school. implemented and evaluated.	Positive impact on identified SEMH pupils' emotional wellbeing.	<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-</p>	<p>£100 resources</p> <p>Total: £100</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	<p>Autumn 2020</p> <p>This was initially trialled with the year 6 staff. The class teacher/DHT attended a Zones of Regulation network session and carried out class sessions to introduce the concept to the children.</p> <p>The children used the zones each more as a starting point for discussions and the class teaching assistant was used to speak to any children who had identified that they needed additional support. Next steps are to introduce this to the whole school and include it as a specific intervention for</p>



			Regulation (+7)				<p>identified children struggling with their emotions.</p> <p>Spring term 2021 Interventions and whole-school rolled out was postponed to the summer term due to school closure.</p>
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Total Spent £15,606

Additional funding supporting provision

Further interventions support well-being and mental health (including Lego Therapy, Build to Express and Listening Matters) are funded through Pupil Premium Funding (see separate documentation on the school website)

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: Pamela Monaghan– Chair of Governors; Faye Richardson – Vice-Chair of Governors; Natalie Maughan– Head Teacher		
Committee meeting dates		
Autumn: December 2020	Spring: March 2021	Summer:
<u>Autumn Summary</u> The headteacher shared that the Relax Kids sessions were having a positive impact on pupils’ wellbeing. During governor remote monitoring, governors noted that pupils were confident to share their experience of how school had changed and the new rules and routines that were in place. Pupils also spoke about their Doodle work and how this helps them to remember basic facts. Governors have a good understanding of the needs of the community and the experiences of children during the summer lockdown. Governors were frustrated with the National Tutoring Programme and how long it has taken to get going.		
<u>Spring Summary</u> Although all governors have been kept up to date across the spring term with pupil progress, remote learning, staff training and wellbeing of the school community, the Catch Up Premium governors met with the headteacher to discuss actions towards catch up premium priorities. Governors recognise that many interventions, including National Tutoring Programme, were placed on hold due to another national lockdown. Previous staff training has prepared staff, once again, to support pupils’ return to school. Governors requested that leaders carefully consider interventions that were planned in the autumn term, to ensure that they remain fit for purpose. Governors requested that leaders provide further information, in the summer term, about the lowest 20% of readers. Governors also suggested that this be included in the achievement and standards committee agenda for the summer term. Governors asked whether there was anything else we could do to support reading across the school for all pupils.		



Summer Summary

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