

Catch up fund report. Edleston Primary School 2022/2023.

School leaders have used guidance from the Education Endowment Foundation [EEF] as evidence-based approaches to inform how Edleston will best support pupils' wellbeing and close the gap in curriculum knowledge.

STATEMENT OF INTENT

We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. We use all available resources to help children reach their full potential, including the use of the additional continued use of the pupil premium grant.

HOW IS THE FUNDING USED

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. Guidance states [<https://www.gov.uk/guidance/coronavirus-covid-19-catch-uo-premium>] schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the pandemic.

FUNDING INFORMATION	
Academic year	2022/2023
Pupils on roll	212
Total received	£10,950 Government provide £8568 and school £2364
Total cumulative hours [ie if 3 pupils receive 5hours = 15hrs tuition]	866 hours
Total number of pupils [some accessed more than 1 intervention]	49 pupils received

We recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.

We use some of the grant to ensure that children's emotional health and well being are supported to the highest levels, enabling them to best access academic learning.

The main barriers our children face are around well being / mental health [impacting on behaviour, learning and socialising], speech and language, English as an additional language and attendance,

AUTUMN TERM 2022 Academic support

Targeted academic support	Staff involved	Length of time	Number of children and year group	Monitoring and outcomes
To teach misconceptions in	AS	1 hour a week for 14 weeks	Y4 3 children	All made at least expected progress, 2 moved from below ARE to at ARE

maths, supporting children in maximising progress rates.	Amanda taught 5 hours each Friday for 14 weeks		Y5 2 children	1 stayed the same [attendance figure of 85%,] the other made progress
			Y6 5 children	1 child left. 3 made progress and 1 did not., however all scored a SS of above 97 using a past SATs paper.
To redraft writing			Y5 5 children	4 made progress, 1 of whom made accelerated progress. 1 did not [attendance figure of 86%]
To develop reading skills			Y4 2 children	Both made progress
			Y4 1 child	Progress made
			Y5 2 children	1 stayed the same , 1 went down
To teach misconceptions in maths All year 2 pupils	JM Jade taught for 2 days a week -5 hours each day-for 13 weeks.	1 hour- twice a week for 13 weeks	10 children	6 made progress, 1 stayed the same and 3 scored less.
To increase understanding of phonics			2 children	Made steady progress
To focus on sentence structure			5 children	2 stayed the same, 2 made improvements in end of term data, however every child made small steps of progress
To support targeted children in maximising progress rates and focussing on gaps in reading			2 children	1 made progress, 1 made steady progress.

Mental health Support

During the Autumn term 2022 two of our TA's had 2 mornings each per week to support children's mental health. They are both trained, one in ELSA and the other as a mental health lead. They have worked with 21 children over the autumn term

SPRING TERM 2023

Targeted academic support	Staff involved	Length of time	Number of children and year group	Monitoring and outcomes
To teach misconceptions in maths, supporting children in maximising progress rates.	AS Amanda taught 5 hours each Friday for 11 weeks	1 hour a week for 14 weeks	Y4 4 children	All children stayed at expected at end of term tests
			Y5 4 children	2 still below ARE and 2 stayed at ARE
			Y6 5 children	2 moved from WTS to exp, the rest stayed at the same judgement
			Y6 6 children	2 moved from WTS to exp and the others stayed at the same judgement
			Y5/Y4 2 Y5 1 Y4	Both Y5's improved their SS, as did the Y4 pupil.
To support targeted children in maximising progress rates and focussing on gaps in reading				
To increase understanding of phonics	CG Clare 3 ¼ hours 3 X a week over Monday, Wednesday and Friday am	9 3/4 hours a week for 11 weeks	Y2 11 children Y1 9 children	Children are more confident in their reading. Y2 children- 6 of these 11 are no longer targeted readers as they have a RA in line or above their CA now. 1 has increased his RA by at least 0.6 months this term [moving from not scoring to scoring], the other 4 are still not scoring but are making progress in the levels of books they are reading.

Mental health Support

During the Spring term 2023 two of our TA's had 2 mornings each per week to support children's mental health. They are both trained, one in ELSA and the other as a mental health lead. They have worked with 24 children over the spring term

SUMMER TERM 2023

Targeted academic support	Staff involved	Length of time	Number of children and year group	Monitoring and outcomes															
To support in Y6 class, teaching misconceptions in both English and maths.	AS Amanda taught 5 hours each Friday for 3 weeks	1 hour a week for 3 weeks	Targeted Y6 children during the lessons.	<p>KS2 SATs were in line with national and slightly above with the % of children achieving English and maths combined.</p> <table border="1"> <thead> <tr> <th></th> <th>National at expected +</th> <th>School at expected +</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73%</td> <td>70%</td> </tr> <tr> <td>SPaG</td> <td>72%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>67%</td> </tr> <tr> <td>Maths</td> <td>73%</td> <td>70%</td> </tr> </tbody> </table>		National at expected +	School at expected +	Reading	73%	70%	SPaG	72%	70%	Writing	71%	67%	Maths	73%	70%
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To increase understanding of phonics	CG Clare 3 ¼ hours 3 X a week over Monday, Wednesday and Friday am	9 3/4 hours a week for 5 weeks		Overall 63% of children in Y1 achieved the expected standard in phonics. There were also 2 children who scored 30 [pass rate is 32], One child scored 28.															

Mental health Support

During the summer term 2023 two of our TA's had 2 mornings each per week to support children's mental health. They are both trained, one in ELSA and the other as a mental health lead.