



**Catch-up Premium and National Tutoring Programme 2020-21**

**Academy: Burbage Primary School**

**Term: 2**

**Total Universal Catch Up Allocation: £ 9600 (NOR 123)**

This document will demonstrate how you are using the Government's Catch-up Premium and the National Tutoring programme (if available to the school).

Please use this table to highlight the following:

- Your focus area based on your internal assessment (groups of students, subjects etc)
- Whether the need will be addressed through CUP, TP or AM
- Brief details of the programme: who, what, where, when, how
- The cost of the programme (including the implication for your school's own budget if using the National Tutoring Programme)
- The impact of these actions
- RAG rate at the end of each seasonal term.

These plans should be submitted to either the Head of Primary or Secondary Education.

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| <p><b>Please describe the process you have used to identify the students requiring catch-up</b></p> | <p><b>In September:</b></p> <ul style="list-style-type: none"> <li>• We have assessed children during September using the Pixl mini quiz tests.</li> <li>• We have analysed engagement levels during lockdown.</li> <li>• We analysed quality of online learning submitted.</li> <li>• Identified whether they returned to school in Term 6.</li> <li>• We have also considered which children are receiving SEND support.</li> <li>• Parental support and engagement.</li> <li>• Discussed with staff those children who are ready and keen to learn and those that are not.</li> </ul> <p><b>In November:</b></p> <ul style="list-style-type: none"> <li>• Held Pupil Progress meetings and identified those children 'off track' to end of year targets – identified additional interventions required. Precision Teaching intervention started.</li> </ul> |
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Please provide percentages of students requiring catch-up.

N.B PP includes military PP.

|                     | Percentage Identified | Disadvantaged Percentage                                   | SEND Percentage                  |
|---------------------|-----------------------|--|----------------------------------|
| <b>Whole school</b> | 22%                   | 19% of those identified are PP (this includes military PP) | 41% of those identified are SEND |
| <b>Year 1</b>       | 50% (7 children)      | 17% of those identified in year 1 are PP                   | 50% of those identified are SEND |
| <b>Year 2</b>       | 45% (5 children)      | 60% of those identified in year 2 are PP                   | 40% of those identified are SEND |
| <b>Year 3</b>       | 32% (5 children)      | 40% of those identified in year 3 are PP                   | 40% of those identified are SEND |

|               |                  |  |                                  |
|---------------|------------------|--|----------------------------------|
| <b>Year 4</b> | 32% (5 children) | 0%                                       | 20% of those identified are SEND |
| <b>Year 5</b> | 19% (5 children) | 33% of those identifies in year 5 are PP | 50% of those identified are SEND |

| <b>Focus Area</b>        | <b>Universal Catch Up Premium (CUP)<br/>Tuition Partners (TP)<br/>Academic Mentors (AM)</b> | <b>Programme Details</b>   | <b>Cost</b> | <b>Impact - measurable</b>  | <b>RAG Rating</b>   |
|--------------------------|---|--|-------------|---|---|
| Phonics / Writing Year 1 | CUP   | Catch up of missed and unsecured phonics through low engagement during lockdown.<br>Phonics Lead to run sessions 3 times a week.           | £647        | Increased test results against phonics screener.<br>Accelerated progress in writing evident by Dec 20 | Phonics progress is strong – all children making between 5 and 18 marks progress since October. 83% (of catch-up children) on track to pass screener. |
| Phonics / Writing Year 2 | CUP   | Revision of sounds taught and catch up of sounds not covered as late starting on programme<br>Phonics Lead to run sessions 3 times a week. | £647        | Increased test results against phonics screener.<br>Accelerated progress in writing evident by Dec 20 | Phonics Screener results improved with 4 out of the 6 children passing (67%) compared to (16 %) when initially screened in October                    |
| Phonics Year 3           | CUP   | Revision of sounds for those who didn't have strong reception  | £647        | Impact seen on phonics assessments  | 80% of children passed their phonics retest, 1 child has not  |

|                           |     |   |       |   |   |
|---------------------------|-----|---|-------|---|---|
|                           |     | phonics and have regressed. Phonics Lead to run sessions 3 times a week.  |       |   | made progress but it is thought that precision teaching will be better suited.  |
| Writing Year 3            | CUP | Basic sentence structure work, confidence to write independently. Application of phonics in their writing. SENCO to run writing intervention for an hour a week | £973  | Evidence seen in independent writing. Accelerated progress will be seen in data   | Spelling progress clearly evident with improvement in spelling scores – key words and exception words - increasing scores from 5 <sup>th</sup> Nov – 10 <sup>th</sup> Dec |
| Writing Year 4            | CUP | Basic sentence structure. Work on spellings and grammar. SENCO to run writing intervention for an hour a week   | £973  | Evidence seen in independent writing Accelerated progress will be seen in data    | Spelling progress clearly evident with all children increasing scores 5 <sup>th</sup> Nov-10 <sup>th</sup> Dec  |
| Writing Year 5            | CUP | Basic sentence structure. Work on spellings. Focus on punctuation. SENCO to run writing intervention for an hour a week   | £973  | Evidence seen in independent writing Accelerated progress will be seen in data    | Spelling progress clearly evident with all children increasing scores from 5 <sup>th</sup> Nov – 10 <sup>th</sup> Dec   |
| Precision Teaching Year 3 | CUP | 2 hours of TA time every day. Daily practice of first 200 words for sight reading and spelling  | £1580 | Evidence seen in test scores Accelerated progress to be seen in reading / writing | Impact not yet seen as only introduced during last 2 weeks on term 2  |

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|---------------------------|-----|--|-------|--|--|
| Precision Teaching Year 4 | CUP | Daily practice of first 200 words for sight reading and spelling | £1580 | Evidence seen in test scores<br>Accelerated progress to be seen in reading / writing | Impact not yet seen as only introduced during last 2 weeks on term 2 |
| Precision Teaching Year 5 | CUP | Daily practice of first 200 words for sight reading and spelling | £1580 | Evidence seen in test scores<br>Accelerated progress to be seen in reading / writing | Impact not yet seen as only introduced during last 2 weeks on term 2 |