



UNIVERSITY OF
CAMBRIDGE
PRIMARY SCHOOL



Aspirational Start Strategy

Catchup Premium Funding | 2021-22

Date

September 2021 – July 2022

Review due

September 2022

RELEASING THE
IMAGINATION:
CELEBRATING
THE ART OF
THE POSSIBLE



1. Rationale and Aims

Despite the exceptional efforts of the school's teaching team to support children's learning whilst the majority of through learned through online provision, school closures caused significant disruption to children's progress in key areas of the academic and social-emotional development that they would have otherwise received had they been in school.

This document sets out the school's strategy for responding to the reopening of school to children in all year group. We aim to eliminate the attainment gap between disadvantaged pupils and their peers and raise the attainment of all pupils to mitigate for delayed learning experiences created by the impact of COVID-19. This document should be read with reference to the school's Pupil Premium statement available at www.universityprimaryschool.org.uk.

2. Funding

Summary of funding	
Total number of pupils:	617
Total Catch-up Premium budget carried over from 2020-21:	£8120

3. Overview

"If I had to reduce all of educational psychology to just one principles, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him or her accordingly" (Ausubel, 1968)

Teachers make use of diagnostic assessments to understand where children are in core areas of learning alongside gauging their levels of physical, social and emotional health. Implementation of a health and wellness strategy and the teaching and learning policy represents a whole school approach to inclusive provision aimed at optimising high impact strategies that can accelerate learning and nurture well-being. Diagnostic and ongoing formative assessments will reveal where further targeted support is needed for individual children. This document details planned levels of support and intervention.

1. Diagnostic Assessments

- Reading
- Writing
- Mathematics
- Speech and Language
- Social and Emotional well-being

2. Health and Wellness Strategy

- Health and wellness whole-school routines
- Implementation of PE Policy
- Implementation of Relationships Policy
- Individual level support for vulnerable children and families

3. Teaching and Learning Policy Implementation

- Supporting the highest quality of teaching
- Core pedagogies professional development
- Professional development programme
- Core subject adapted provision
- Formative assessment

4. Targeted Interventions

- One to one and small group learning support
- Extended school catch up sessions

5. Tracking Impact

- Responsive teaching journals
- Leadership team quality assurance
- Assessment cycles and data analysis

6. Wider support

- Supporting families
- Technology
- Home learning

Aspirational Start Strategy

September 2020 - July 2022

We are committed to improving education for all children, everywhere...

TRACKING IMPACT



Diagnostic Assessments



Health and Wellness Strategy

- Physical and emotional health diagnostic assessments
- Whole-school strategies and routines to nurture physical and emotional health
- Physical Education & Relationships Policy



Teaching and Learning Policy

- Supporting the highest quality of teaching
- Core pedagogies professional development
- Core subject adapted provision
- Formative assessment



Data Analysis



Targeted Interventions

- One to one and small group learning support
- Intervention programmes
- Extended school catch up sessions



Wider Support

- Supporting families
- Use of technology
- Home learning

4. Diagnostic Assessments

Teachers will carry out baseline assessments on children returning to school in order to:

1. Understand the summative starting points of children in relation to age-related expectations
2. Provide data analysis of the attainment of different year groups
3. Inform and adapt the teaching of the curriculum for short, medium and long-term planning
4. Give specific data for teaching team on individual children in the class on their personal learning goals
5. Identify children needing additional support and track the impact of interventions

	Materials	Description	Delivered by
Social and emotional well-being	1. Well-being baseline assessment materials	<ul style="list-style-type: none"> • Adapted Strengths and Difficulties ELSA questionnaire that evaluates personal, social and emotional indicators of well-being. 	Class Teachers
Reading	1. Teacher reading assessments	<ul style="list-style-type: none"> • Teacher assessment using a PiXL national curriculum reading assessment test • Teachers will moderate judgements against PiXL national data and within year groups 	Class Teachers
Writing	1. English baseline writing assessments 2. No More Marking Comparative Judgement Online Materials	<ul style="list-style-type: none"> • Teacher assessment using two baseline assessment tasks – a descriptive piece of writing and sentence construction multiple choice questions • Teachers will moderate judgements within year groups and using ‘No More Marking’ assessment support 	Class Teachers
Mathematics	1. NC Maths Tests 2. DfE NCETM (2020) Assessments 3. First Class Maths	<ul style="list-style-type: none"> • Two assessment papers are given from the current year group and one the preceding year group. PiXL will produce a national curriculum score • Teachers will moderate judgements against PiXL national data and within year groups 	Class teachers First Class Maths Tutors
Speech and Language	1. Nuffield Early Language Intervention 2. ELKLAN Language Builders	<ul style="list-style-type: none"> • Teachers will be asked to choose children in their class that display speech and language additional needs. • Trained NELI team members will carry out diagnostic assessments using the ‘assessment of narrative speech and grammar’ tool. 	Trained Learning Coaches

5. Health and wellness strategy

Principle	What	Strategy
Hygiene	Through regular personal hygiene routines, PSHE lessons, and the science curriculum, children understand the importance on personal and community health of maintaining good hygiene habits.	<ul style="list-style-type: none"> ▪ Scheduled handwashing and sanitising ▪ Cleaning education ▪ PSHCE lessons on hygiene ▪ SRE lessons ▪ Tidy and clean class award
Mindfulness	Children are given plentiful opportunities to engage in mindfulness practices as a path to wellbeing and habits of mind. Mindfulness education includes a focus on awareness of breath and silence, risk, collaboration and shifting attention.	<ul style="list-style-type: none"> ▪ Daily yoga and mindfulness ▪ Subject learning: Handwriting, Reading, Mindful drawing ▪ Personal goals ▪ Assemblies ▪ 'Reflecting on learning' (metacognition and self-regulated learning) ▪ Collaborative learning ▪ Philosophy for Children
Motivation	Children develop positive attitudes towards being physically active and a developing understanding about the benefits for physical and emotional health. Children enjoy engaging in physical activity through games, exercise and mastering different body skills.	<ul style="list-style-type: none"> ▪ Pupil surveys ▪ South Cambs sports partnership ▪ Competitions and extra curricular activities ▪ Twice weekly PE sessions
Physical Exercise Developing flexibility, balance, stamina & strength	<p>Through regular opportunities to practice yoga, stretching and develop balance, children experience increased agility in their movements, helping joints and muscles to form better. Children develop awareness about the health benefits of developing flexibility and balance skills.</p> <p>Children develop endurance and perseverance through daily physical exercise. Children become aware of their physical abilities and develop confidence to engage in regular physical activities that build resilience and positive attitudes towards challenge.</p> <p>Children understand the physical and mental health benefits to eating a well balanced diet. Children model making healthy food choices at meal times and</p>	<ul style="list-style-type: none"> ▪ Guided yoga practice ▪ Climbing playground equipment ▪ Twice weekly PE sessions ▪ Home PE challenges ▪ Daily mile ▪ Morning running club ▪ Breakfast exercise club ▪ Twice weekly PE sessions ▪ Forest school ▪ Developed playtime provision ▪ Developed outdoor areas provision

	develop an awareness to different food groups that support growth, maintenance and repair to the body.	
Nutrition	Children understand the physical and mental health benefits to eating a well balanced diet. Children model making healthy food choices at meal times and develop an awareness to different food groups that support growth, maintenance and repair to the body.	<ul style="list-style-type: none"> ▪ Food technology lessons ▪ Healthy eating week ▪ Allotment and gardening sessions ▪ Virtual gardening club ▪ Children prepare lunch / snacks ▪ Daily health and nutrition quiz
Emotional wellness	Through relationships, positive environmental norms and a curriculum that attends to developing emotional intelligence, children actively explore personal strategies to manage and accept emotions and feelings.	<ul style="list-style-type: none"> ▪ Weekly P4C stimulus ▪ Reading for pleasure: timetable library sessions ▪ Whole school approach to mindfulness ▪ Develop expertise and adult's practice e.g through training courses, opportunities for practice ▪ Forest school – outdoor learning ▪ Mental health champions among team and students ▪ Reading for pleasure strategy
Friendship	Through social opportunities during lessons, playtimes, family dining meal times and playful enquiry, children build and nurture relationships with children of all ages. Children recognise the importance to actively model kindness, gratitude, respect, courage and trust when forming friendships.	<ul style="list-style-type: none"> ▪ PSHCE lessons ▪ Stable collaborative learning groups across curriculum subjects including PE ▪ Nurture groups ▪ Peer mediators ▪ Buddying playtime system ▪ Playtime clubs
Self-care	Children learn self-care strategies such as relaxation practices to boost well-being, self esteem, resilience. Children use these strategies as a way to look after themselves as practical self-regulation techniques to draw on when needed.	<ul style="list-style-type: none"> ▪ PSHE lessons ▪ Pupil Passports ▪ Nurture groups ▪ Anxiety mapping

6. Teaching and Learning Policy Implementation

6.1 Supporting the highest quality of teaching

The Teaching and Learning Policy outlines an evidence based approach to raising achievement, drawing on high impact teaching and learning strategies that include many of those ranked producing the highest learning gains in the Educational Endowment Fund Toolkit (EEF, 2020). The professional development programme for the 2020-2022 academic years will support teachers to implement the curriculum guidance and core pedagogies detailed in the policy.

6.2 Adapted provision

Based on baseline assessment data, an adapted curriculum for core subjects will be developed to ensure that key building blocks in subjects are prioritised as main areas of focus. A broad and balanced curriculum across subjects will be maintained alongside providing plentiful opportunities for cross-curricular reading, writing and maths.

6.3 Formative assessment

The school's assessment, teaching and learning and subject policies outline the school's formative assessment strategy framework and exemplify techniques of how this will look in different subjects and as parts of learning sequences¹.

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

¹ William, D. (2011). Embedding Formative Assessment. London: Solution Press.

7 Targeted Interventions

7.1 Within school: one to one and small group learning support

Criteria for children receiving targeted intervention in social and emotional wellbeing support:

1. Safeguarding concerns/monitoring
2. Teacher assessment of social emotional wellbeing in Autumn
3. Information from safe and well checks for children who particularly struggled during remote learning

Criteria for children receiving intervention in Reading, Writing and Maths:

1. Children in vulnerable and multiple vulnerable categories who are attaining below age-related expectations
2. Children working significantly below age-related expectations
3. Children working below age-related expectations

These are cross referenced against:

- *children who have previously made less than typical levels of progress in the 2019.20 year*
- *children who appear to not have significantly engaged in remote learning during lockdown*

Criteria for children receiving targeted intervention in speech and language:

1. Children previously identified as having additional a speech and language intervention need
2. Speech and language screening diagnostic assessments (Teacher referrals made to SENDCO to prompt screening)

EYFS	Year	Frequency	Intended outcome and success criteria	Evidence and rationale for this intervention	Implementation	Cost
NELI	R	30 mins 4 x week	Improves children's language and early literacy skills.	Evaluations have shown children using approach have made an additional 3 months of progress in language.	Trained teaching assistant providing short small-group and individual teaching sessions to 3-6 pupils for 20 weeks.	SALARY COSTS

Mastering Number	R	2 x week	Develops early mathematical fluency skills	Mastery approach to maths	Daily sessions; implementation monitored by year group and maths lead	SALARY COSTS
Pre-teach / phonics	R	Weekly	Develops early phonics knowledge	EEF evaluations is additional 5 months	Weekly session catch up sessions	SALARY COSTS

KS1	Year	Frequency	Intended outcome and success criteria	Evidence and rationale for this intervention	Implementation	Cost
NELI	1	30 mins 4 x week	Improves children's language and early literacy skills.	Evaluations have shown children using approach have made an additional 3 months of progress in language.	Trained teaching assistant providing short small-group and individual teaching sessions to 3-6 pupils for 20 weeks.	SALARY COSTS
Writing	1	20 mins 3 x week	Improves children's language and early literacy skills.	Teacher-led groups using approaches recommended in 'Improving Literacy in KS1' EEF report	Teacher led small groups.	SALARY COSTS
Reading	2	T, W, Th AM				SALARY COSTS
Writing Club	2	12 weeks				480
Phonics	1/2	Daily AM				SALARY COSTS
Phonics	1/2	Daily PM				SALARY COSTS
Maths	2	Weekly	Develops early mathematical fluency skills	Mastery approach to maths	Weekly sessions; implementation monitored by phase and maths lead.	SALARY COSTS
Mastering Number	1	Weekly 3 x 20 minute sessions	Develops early mathematical fluency skills	Mastery approach to maths	Daily sessions; implementation monitored by year group and maths lead	SALARY COSTS

Y3/4	Year	Frequency	Intended outcome and success criteria	Evidence and rationale for this intervention	Implementation	Cost
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Writing	4	4 x week	Improves children's language and early literacy skills.	Teacher-led groups using approaches recommended in 'Improving Literacy in KS1' EEF report	Teacher led small groups.	SALARY COSTS
Reading	4	4 x week				SALARY COSTS
Reading	3	4 x week				SALARY COSTS
English	5/6	Weekly				SALARY COSTS
English	5/6	Weekly				SALARY COSTS
Catchup Literacy	4	Bi-weekly	Improves children's early literacy skills	EEF report suggested children make 2 additional months progress	Trained teaching assistant led groups.	875
Catchup Literacy	4	Bi-weekly				875
Pre-teach maths	3/4	4 x week	Develops early mathematical fluency skills	Mastery approach to maths	Daily sessions; implementation monitored by year group and maths lead	SALARY COSTS
Maths	3/4	3 x 20 minute weekly sessions				SALARY COSTS

Y5/6	Year	Frequency	Intended outcome and success criteria	Evidence and rationale for this intervention	Implementation	Cost
Pre-teach English	6	Daily	Improves children's language and literacy skills.	Teacher-led groups using approaches recommended in 'Improving Literacy in KS2' EEF Report	Teacher led small groups.	SALARY COSTS
Pre-teach English	5	Daily				SALARY COSTS
English	5/6	Bi-weekly				SALARY COSTS
English	5/6	Bi-weekly				SALARY COSTS
Writing	6	Weekly				800
Writing	5	Weekly				800
Writing	5	Weekly				875
Pre-teach Maths	6	Daily	Develops early mathematical fluency skills	Mastery approach to maths	Daily sessions; implementation monitored by year group and maths lead	SALARY COSTS
Pre-teach Maths	5	Daily				SALARY COSTS
First Class Maths	6	Weekly	Consolidate foundational number sense skills.	EEF report suggested children make 2 additional months progress	Trained teaching assistant led groups. Weekly sessions; implementation monitored by year group and maths lead	875
First Class Maths	6	Weekly				875
First Class Maths	5	Weekly				875
First Class Maths	5	Weekly				875
Maths	5/6	3 x 20 minute weekly sessions				SALARY COSTS

8 Tracking Impact

8.1 Responsive teaching journals

Responsive teaching journals document teacher and learning coach day to day assessments in core subjects. Used to elicit information about pupil understanding of core concepts and knowledge, notes and communication about children’s level of understanding are made in order to adapt instruction suited to the needs of children. Responsive Journals also hold subject assessment tracking sheets that plot children’s progress over subject units and terms.

8.2 Leadership team quality assurance

The following table outlines the short, medium and longer term cycles of assessment and the roles of the child, teacher and leadership team in collaborating to ensure assessments impact on learning.

	Long-cycle	Medium-cycle	Short-cycle
	Monitoring Pupil Progress	Evaluating units of learning	Responsive Teaching
Span	Across terms, teaching units	Within and between teaching units	Within and between lessons
	Termly assessments	Unit tests	Responsive Teaching Journal
Length	Four weeks to one year	One to four weeks	Minute-by-minute, day-by-day
	AHT Learning Reviews	Curriculum Leader monitoring reports	Responsive Teaching Journal
Impact	Monitoring, curriculum alignment	Student-involved assessment	Engagement, responsiveness
	SLT Data Analysis reports	Learning Reviews	Responsive Teaching Journal

8.3 Monitoring Pupil Progress

Termly assessments are carried out by teachers and monitored by school leaders to evaluate the impact of interventions and extra support given.

Pupil Progress Meetings and termly ‘LABS’ (Learning, Attendance, Behaviour and Safeguarding) meetings are carried out by the Inclusion team and Class Teachers. These meetings pinpoint class-level support for children presenting with additional needs.

9 Wider support

9.1 Home Learning Opportunities

Many children will benefit from additional home learning in core subjects to help them consolidate and build on what they have learned in school. Other children may need less additional support. The table below outlines the *core*, *additional* and *personalised* home learning offer for children. Children in a vulnerable category such as those eligible for pupil premium award or with additional needs will be of particular focus in mitigating the impact of school closure on any potential attainment gap. Parent workshops will be held in the first half of the autumn term to explain the school's approach in teaching English and Maths.

	Reading	Writing	Mathematics
Core	Reading daily	Weekly blog learning task	Weekly blog learning task
Additional	Online reading: Bug club / Epic Reading	Handwriting workbook Spelling workbook Writing challenges	Mathletics
	Reading comprehension tasks		Power Maths workbook
Personalised	Intervention group home learning tasks	Intervention group home learning tasks	Intervention group home learning tasks

8.3 Online Learning Opportunities

A new page on each year group's web page lays out online learning support available by subject. These will link children and parents to subscription learning service they can access remotely to support curriculum learning as well as publically available online platforms such as Oak Academy and BBC Teach.