



Catch-up Premium Strategy 2020 – 2021

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

*Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also **EEF - School Planning Guide 2020-21**)*

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

(DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Number of pupils Year 3-6	448
Proportion of disadvantaged	23%
Catch up premium allocated	£35,840
Published date	September 20
Review Date	January 21 – Spring Term
Statement Created By	J.Edwards
Governor Lead	K.Gowans – Chair of Governors

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Our proportion of disadvantaged pupils is slightly above national when compared with other primary schools. (2019-2020 data)
- A vast number of pupils from year 3 to 6 engaged with the remote learning provision. Out of 448 children - 16% of the school population did not engage.
- Upon reopening in September 2020 – we had a very good response and attendance was stable above 96% across the term. Children were brought back in a staggered approach this was the same approach we had in the summer term, with children from year 3 and 6 entering the school at 8.30 am and years 4 and 5 following on at 8.40 am. A staggered end of the day was also put in place.
- School was closed over the summer break as there was very little demand for holiday club. School carefully considered staff wellbeing, workload and mental health in the decision not to provide remote learning over the holiday period. The same consideration was made over the Christmas holiday period.
- As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. Baselines were completed at the beginning of the autumn term and are used to measure attainment and progress in Year 3 from that baseline and in all other year groups progress from end of KS1 results. Attainment for the same co-horts will be compared each term from the previous academic year.
- Children identified as requiring support and intervention will be on-going dependent upon progress, gaps identified for different areas of the curriculum and will be flexible (responding to need as it arises).
- Catch up Premium will be targeted to provide this support and intervention using the following funding amounts :

Barriers to Future Attainment

		Barrier	Desired Outcome
Teaching Priorities	A	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who have been adversely affected by school closures and Covid - 19.	Staff are better informed and have greater clarity about how to support children with mental health needs. This will be a teaching focus for the Autumn Term 2020. (Spring 2021)
	B	Remote Learning offer is limited to use of Showbie and printed copies. This needs to be extended to the use of Teams for recorded and live lessons and for a more parent/child friendly layout. SEND pupils have access to support as they would have in school if working from home.	Weekly published timetables of activities. Children have access to a variety of activities, including live lessons, recorded lessons, appropriate video clips, and paper based activities. (Spring 2021) Weekly homework activities are uploaded on rotation with paper copies in some year groups and feedback is given as and when appropriate.
	C	To focus upon strategies and support which develop greater resilience and self confidence in the children.	Using an enhanced PSHE (Jigsaw) curriculum children to have developed greater resilience and confidence by the end of Summer 21
Targeted Academic Support	A	To use September baseline assessments to ascertain exactly where children are in relation to year group expectations for reading writing and maths.	Pupils with gaps in their knowledge identified and intervention actioned. Depending upon the need they can be small group, individual and flexible depending upon the subject area. Intervention is led by the class teacher to ensure quality first teaching.
	B	Some pupils may have developed gaps and made limited progress in writing over the period of lockdown.	Assessment of writing to ascertain where the gaps are and what children need to do in order to progress. Targeted small group sessions in writing to ensure accelerated progress is made and demonstrated on a term by term basis.
	C	Some pupils will have developed gaps in knowledge in the maths curriculum impacting upon their progress towards year group expectations.	Assessment of maths to ascertain where the gaps in KPIs are and what children need to do in order to progress. Targeted small group sessions in maths to ensure accelerated progress is made and demonstrated on a term by term basis.

Wider Strategies	A	Some children may struggle to settle back into school and class routines with heightened anxiety demonstrated.	Triage system is in place and lines of communication with parents is enhanced through regular newsletters. Children identified receive additional support where appropriate from SEMH team. By the end of the summer term positive impact is evidenced.
	B	Lack of structure to routines during lockdown can have impacted upon some children's ability to focus and maintain concentration for longer periods of time.	In addition to core areas of the curriculum, greater emphasis on physical activity and the creative curriculum will support children to build up their resilience in school.
	C	Some children will have faced long periods of time isolated from friends and friendship groups. This may impact upon their ability to re-establish and maintain friendships.	Relationships will be improved and re-established through the enhanced use of community circle times with children.

Teaching Priorities for Current Academic Year

Key Actions	Timescale	Resources/Support/Cost	Monitoring	Evaluation	Impact
Staff CPD on Mental Health and Well Being (ALL STAFF)	Inset September 20		Deputy Head	Staff input into triage for additional support	
PSHEE Curriculum (JIGSAW) is planned for the first two weeks of the term focusing on well-being and mental health. Topic – Return to school after lockdown.	Autumn Term	£1100- Jigsaw Curriculum	Deputy Head	Two week well-being focus on returning to school in all year groups Implementation of Jigsaw PSHEE curriculum in all year groups Lesson Visits	
Plan of PSHEE curriculum to enable a SEMH/Well-being focus for the 8 th March return to school.	Spring Term 2		Deputy Head Year Managers	Two week well-being focus on returning to school in all year groups Implementation of Jigsaw PSHEE curriculum in all year groups Lesson Visits	
List of children with additional SEMH needs produced based on consultation with parents and teachers.	Autumn term	Additional SEMH Staff Cost (above and beyond normal activity) £5,000	All Teaching staff SEMH Team	List compiled and added to. Triage of needs established Monitoring of impact with Deputy Head	
Base line assessment in Year 3 and Year 3 Swans is completed and data added to OTrack	By 16 th October 2020	Printing costs for assessment papers	Year Manager Head Teacher	Assessment data is complete and moderated across the year group. Groups/individuals for intervention identified	
Targeted intervention groups identified in each year group and staff	By 16 th October 2020	LSA directed hours for running interventions Cost of additional resources. (My Maths & Spelling Shed) £339 + £305	Year Managers Inclusion Manager	Identified pupils receiving timetabled support and interventions where required. Use of additional resources is evident where appropriate.	

Deadlines for OTrack are communicated to staff	Calendar completed Sept 2020	N/A	Headteacher Deputy Head	All key dates communicated to teaching Teams and deadlines are met.	
Moderation of assessment of Writing is completed in all year groups	Spring 2021 (January)	Team meeting time	Deputy Head	Next steps identified to ensure assessment of writing in all year groups is accurate	
<p>Provision of Remote Learning is in place</p> <ul style="list-style-type: none"> Remote learning policy published Guidance for parents published (DFE) Autumn Term Guidance for parents published <p>(Move from class bubbles closed due to close contact cases during Autumn Term to Full lockdown at the start of Spring term) -see additional actions below</p> <ul style="list-style-type: none"> Policy amended in response to National Lockdown Information for parents amended for the Spring term Microsoft Teams set up for all pupils Timetables of remote learning established Four hours of quality provision in place for all pupils at home Curriculum revised in order to ensure provision at home and at school is in line Provision of a mix of recorded and live lessons in all year groups. 	<p>September 4th 2020 January 4th 2021 Curriculum revised 15th January 2021</p> <p>January 2021</p> <p>IN Place January 2021with ingoing revisions</p>	<p>Inset day Time used for planning and training Additional training of LSAs in the use of Teams IT support to ready devices to work in the home. IT support to ensure DFE provided laptops are compatible with school systems</p>	<p>SLT SMT Year Managers</p>	<p>Planning in place for Remote Learning in each year group</p> <p>Monitoring of Teams sessions by SLT</p> <p>Monitoring of recorded sessions</p> <p>Registers of engagement</p> <p>All PP children requiring a device have one allocated</p> <p>Parent questionnaire</p>	
Additional Actions for the provision of Remote Learning :		£ 3,709 (additional funding by donations)	SBM IT Support SMT	Current Supply of Y3 iPads are compatible with all APPS which reflect the offer in the rest of the	

<ul style="list-style-type: none"> • I pads provided for LSAs to run remote learning sessions whilst working from home or at school • Pupils identified who require devices to enable them to engage with remote learning • iPads and Laptops (DFE) distributed to pupils 		<p>Cost of a new set of iPads for Year 3 to enable the year group to access all of the APPS in use both in and out of school.</p> <p>Current Year 3 I pads cannot be updated by as they are too slow.</p> <p>Subscription to Oxford Owl e-Reading £500)</p> <p>Subscription to White Rose maths £139</p>		<p>school and in school and remote learning is of equal quality.</p>	
<p>Planning & organisation of Wow Days</p> <p>Research into how this can be done remotely linking in with topics.</p>	Spring Term	<p>Ingredients for cooking Resources for Art/DT</p> <p>£500</p>	Year Managers SMT	<p>Children have participated in longer activities in art, science or DT linked with Topics</p> <p>Planning and timetables for each year group</p>	
<p>Planning and use of high quality video clips to introduce new topics –National Oak Academy</p>	Spring Term	National Oak Academy	Year Managers SMT	<p>Planning and timetables for each year group</p>	

Targeted Academic Support

Key Actions	Timescale	Resources/Support/Cost	Monitoring	Evaluation	Impact
<p>Targeted intervention groups identified in each year group and staff</p>	By 16 th October 2020	<p>LSA directed hours for running interventions</p> <p>Cost of additional resources. (My Maths & Spelling Shed)</p> <p>£339 + £305 See above</p>	Year Managers Inclusion Manager	<p>Identified pupils receiving timetabled support and interventions where required. Use of additional resources is evident where appropriate.</p>	
<p>In Maths, reading and Writing, catch up groups/individuals identified for gaps in normal flight plan of progress.</p>	By 16 th October 2020	<p>LSA directed to cover for teachers whilst groups/individuals receive quality first teaching intervention to accelerate progress. (£5000)</p>	Year Managers SLT	<p>Progress is accelerated and children catch up on lost learning.</p>	
<p>Pupil premium children identified for focused targeted reading intervention where required.</p>	April 2021	<p>Management Time for evaluation of current practices and intervention.</p> <p>Sourcing of appropriate resources if necessary.</p>	Year Managers Inclusion Manager SLT	<p>Progress is accelerated and children catch up on lost learning. Gap in the attainment of PP children is reduced.</p>	

Wider Strategies

Key Actions	Timescale	Resources/Support/Cost	Monitoring	Evaluation	Impact
Through consultation with parents and observation by staff, children who display heightened levels of anxiety, suffered bereavement or struggle to separate are appropriately supported back into school	September 20 onwards	Enhanced SEMH Team (1 additional member of staff) (20% of time allocated to SEMH additional support £4000)	Year Managers Inclusion Manager SMT	Children receiving additional SEMH support	
To ensure a broad and balanced curriculum is offered to all children, music Lessons adapted to enable teaching of music in all year group bubbles.	September 2020 onwards	Musical trolley to allow instruments to be transported around the school Additional instruments to be purchased which allow for quick and easy cleaning to prevent transmission of Covid -19 (£500)	Music Teacher Year Managers SMT	Weekly high quality music lessons in place	
To enable a broad and balanced curriculum is offered to all children. Necessary due to lack of hall time as a result of staggering of the timetable and to ensure children take part in additional sports and active play activity a Marquee is rented and sited on the school field.	October 2020	Marquee rental to end of Spring Term Due to weather extended to end of spring 1	Year Managers SMT	Additional PE/Active play sessions	

Additional funding supporting provision

At this moment we anticipate there may be individual children who once we have come towards the end of the academic year may require additional support not yet identified. By then we will be in a position to analyse what funding we may need to draw upon to support these identified children, groups or cohorts.

Total Budgeted this academic year so far – £22,592