



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 Foundation through to year 11.

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 in school YR – Y6	304
Catch-up Premium allocation	£24,320

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

- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture at 5% or 15 children in total.
- Many of our children from Reception to Year 6 did use the Learning Platform that the school provided.
- In the first lockdown we did not provide online teaching; this will be a focus for the Autumn term. Ensuring the technology is in place, teachers are trained and children are familiar with the media
- Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19.
- Overall attendance for Week 1 was 96% (Excluding Reception who were not attending on first day of return).
- Our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of

teacher workload and their mental health and emotional well-being. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.

- As a staff we discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We agreed that baselines were carried out by the end of the first two weeks in September 2020.
- At this point we discussed as a staff what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and provided support and interventions across Reading, Writing and Mathematics in order to help identifies children to catch up in their areas of identified need.

Barriers to future attainment

		Barrier	Desired Outcome
Teaching Priorities	A	Home learning is quite limited due to the current platforms used and can be developed further during this academic year to provide online teaching for pupils	Online teaching via TEAMS. Staff and children to feel competent using this media
	B	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19.	School to provide weekly PSHE teaching to allow children to express concerns. This will be supplemented by additional sessions for individual children.
	C	To focus upon strategies and support which develop greater engagement, resilience and self confidence in our children. This focus will be particularly directed at writing.	Children will have greater engagement, resilience and self-confidence, especially in writing by September 2021.
Targeted Academic Support	D	To use September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.
	E	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021.

		beginning of Autumn 2020.	
Wider Strategies	F	Some pupils struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.
	G	Physical health and social interactions have been impacted by COVID.	Children have additional access to physical/sports activities out of school.

Teaching priorities for current academic year

Barrier	Action	Desired Outcome	Cost	Impact/Evaluation
A	IT staff to set up Teams for all staff All staff receive further TEAMS training. Guidelines for remote learning are developed and communicated to staff, parents and children.	Teams are set up for all classes Staff are confident at using TEAMS to deliver online lessons	£1,020 (IT staff time) £3,380 (2 hours training 20 staff & cost of trainer)	Children when bubble isolates have been able to access high quality learning
B	'Here we are' programme during first week to allow children to settle into school and discuss their concerns Friday morning every week children have a PSHE session with teacher to explore behaviours	Children can express their worries at start of term The profile of PSHE is raised throughout school and lessons are taking place on a regular basis which support the mental health and emotional and social needs of all of our children	£107.88 (Copy of book for every class)	Children settled into school. No initial absenteeism due to mental health

C	Develop teachers to have the tools to plan sequences of lessons that encourage greater engagement, resilience and self-confidence in learning, with a focus on writing. Assistant Head (Teaching and Learning) to have time to develop and implement a plan to support this.	Children will have greater engagement, resilience and self-confidence, especially in writing by September 2021.	Spring/Summer: £12,250 (LC)	
D	Targeted interventions following baseline assessments in September. Autumn 1 – after school maths club for Year 6 Maths intervention resources Y1 – 6 Comprehension intervention Year 6	Children will begin to bridge the gaps in learning which have occurred during lockdown	Cost of maths intervention books – Hands on Maths £150 £3,024 Staffing costs – 7 teachers supporting 1 hour for 12 weeks	
E	Additional reading in Foundation/KS1	Accelerated reading skills from Autumn to Summer. Evidenced by majority of children meeting expected standard.	BugClub Subscription £916.66	
F	Training of staff to support individual children with concerns.	Children are ready for learning and have time to discuss external concerns	Nurture Assistant Training 10 weeks (15 hours) £210	
G	Sports/Keep Active after school club for all year groups 3 nights a week	Children have additional access to physical/sports activities out of school.	Autumn: £250 Spring: £250 Summer: £250 (TH cost)	