

Holystone Primary School – Catch-up Premium Strategy 2020/21

(October2020)

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 from 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)

School Overview

Number of pupils in school YR – Y6	417
Proportion of disadvantaged	8%
Catch-up Premium allocation (No. of pupils x £80)	£33,360
Publish Date	23.10.2020
Review Dates	January 2021 - Spring term.
Statement created by	Steve Baines HT
Governor Lead	Steve Hallowell Chair of Govs

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 8%.
- The vast majority of children from Reception to Year 6 engaged with the online learning that the school provided although this was a limited offer which we will develop further.
- Upon re-opening on September 2nd 2020 we had an exceptional response to children coming back to school. Attendance was high and stable across all year groups upon return - Reception children were brought back on a staggered basis over 3 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Week 1 was 99% (Excluding Reception who were not attending on first day of return). Average attendance across September was xxxxx%.
- After being open every day during lockdown, 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 have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff (Y2-Y6) have jointly agreed to use NTS assessments from Summer Term of the previous academic year so that we have standardisation and consistency across all year groups and cohorts. We have agreed that these baselines will be carried out by the end of half-term 1. At this point we will discuss 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 then SMT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identify children to catch up in their areas of identified need. Reception and
- Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:
Overall 2020/2021: £33,360 Autumn 2020 & Spring 2021: c.£19,000 Summer 2021: c.£14,000

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	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.	Staff are better informed and have greater clarity about how to support children with mental health needs (Thrive & Mental Health First Aid). This needs to be a focus of daily/ weekly teaching in the autumn term 2020.
	B	Home learning options to be developed further during this academic year to improve access to learning at home for all pupils.	Strong remote learning offers to be in place for both self-isolating and lockdown scenarios. A new and improved platform is in place (a wider and easier to use version of SeeSaw) and all staff are trained in its use. Some homework is uploaded and feedback to platform and pupils given as and when appropriate.
	C	To focus upon strategies and support which develop core skills from previous year's curriculum initially, not only to allow pupils to recap on some teaching points but also to support pupil self-confidence.	Missed key teaching points to be covered and overall, see an increase in children's resilience and self-confidence by the end of summer term 2021.
Targeted academic support	D	Alongside ongoing teacher assessment, use Half-term 1 baseline assessments to ascertain exactly where all children are in relation to their age related learning/prior learning points in Reading, Writing and Mathematics.	Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.
	E	Some pupils may have had limited access to reading opportunities during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020.	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.
	F	There is likely to be gaps in phonics knowledge particularly with the youngest pupils therefore additional support is expected to be required here.	Gaps plugged across all phonic phases with KS1 outcomes back in line with prior school performance; and those lower phonic-attainers supported to narrow gaps in KS2.
Wider Strategies	G	Some pupils may 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.
	H	Transition visits were unable to go ahead so youngest pupils may not be ready to move on immediately to next stage of learning	Reception pupils transition to be successful by extending the usual transition period and basing pupils initially in their former Nursery setting [being mindful of the impact on new Nursery starters]
	I	Lack of enough targeted learning programmes or specific resources for 'catching-up' e.g. books lost as not returned from lock-down.	Pupils catch-up learning supported by adequate and appropriate new learning resources with measureable impact

Teaching priorities for current academic year i.e. Professional development and support.

Barrier	Actions	Desired outcome	Cost	Monitoring	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	<ul style="list-style-type: none"> Support staff's understanding of pupil mental well-being through Thrive CPD in first half term Staff to carry out Thrive assessments of pupils causing concern SMc & HW to lead and disseminate Mental Health First Aid pilot with support of LA SEN team Mental well-being surveys to be carried out across the school community PSE focus for curriculum in Autumn Term 	<ul style="list-style-type: none"> Staff are better informed and have greater clarity about how to support children with mental health needs. 	<ul style="list-style-type: none"> KD staff meeting Sept/Oct Staff time Release time for Training - £500 SMc time N/A 	<p>Thrive assessments</p> <p>Mental Wellbeing Survey Autumn 1 repeated Summer 2</p>	<p>KD/Staff</p> <p>All Staff</p> <p>SMc HW – initial roll out to other interested staff</p> <p>SMc</p> <p>All Staff</p>	<p>Mental Well-being surveys</p>
B	<ul style="list-style-type: none"> Additional investment in home learning platform to give better administrative access Review all licenses of home accessible support software Maths White Rose to be introduced to support class based delivery to allow for easier uploading of Maths activities for home learning Staff to create 2x home learning offers – <ul style="list-style-type: none"> Self-isolating individuals Whole class bubble Staff performance management target to cover this new expectation Staff to keep this offer up to date and ready to upload within one day 	<p>Strong remote learning offers to be in place for both self-isolating and lockdown scenarios using Tapestry for EYFS and SeeSaw for KS1 & KS2.</p>	<ul style="list-style-type: none"> £1600 SeeSaw upgrade Ongoing costs no additional at this point £300 upgrade to White Rose subscription Staff meeting and direct time N/A Directed time 	<p>Review home learning offer at Sept 2nd 2020 and have new system in place by Sept 30th 2020</p> <p>Governor Curriculum committee to survey selected parents when lock-downs occurs</p>	<p>SMc</p> <p>SB/LK</p> <p>JM</p> <p>All Teaching staff</p> <p>SB SMc HW KS</p> <p>All Teaching staff</p>	<p>In place by end Sept.</p>

	<ul style="list-style-type: none"> Possible additional investment in home learning equipment to be considered for PP pupils – see PP strategy 				SB/KS	
C	<ul style="list-style-type: none"> Staff to liaise with prior class teachers to ensure key teaching points and missed teaching points are understood and fed into planning across Autumn HT1 and beyond as required HT1 assessments to give further clarity around prior year teaching points Additional time to be built in to curriculum to cover PSE aspects and focus on school core values to support reintegration into school 	<p>Missed key teaching points to be covered and overall, see an increase in children's resilience and self-confidence by the end of summer term 2021.</p>	<ul style="list-style-type: none"> n/a £600 NTS assessments £300 MARK QLA tool n/a (resources as required) 	<p>Prior year end and Spring 2020 assessment points</p> <p>New Aut HT1 (prior summer assessment) data point</p> <p>Mental well-being surveys</p>	<p>All teaching staff</p> <p>SB/Y2-Y6 teaching staff</p> <p>All staff</p>	Autumn 2020

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Cost	Monitoring	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	<ul style="list-style-type: none"> • Reading, Writing and Maths baseline assessments made in September/Oct 2020 will identify children in need of further targeted support. (note: this may drive spending of future tranches of funding) • Ongoing teacher assessments during each term. • Investigate other support options – such as <ul style="list-style-type: none"> ○ “Online Tutors” (National Tutoring Programme) ○ Other commercially available intervention strategies 	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>	<p>NTS /MARK - Initial September baseline assessments in key identified areas as outlined above.</p> <p>Further spending to be determined as we progress into 2020/2021. £5000 to be held in reserve</p>	<p>NTS and teacher judgement baseline Aut HT1</p> <p>Ongoing Aut2/Spr2/Sum2 assessment points</p>	<p>HT/SLT strategic overview.</p> <p>English and Maths leads within school.</p> <p>Class teachers on an ongoing basis.</p>	<p>Autumn 2020 and ongoing</p> <p>Year-end assessment results</p>

E	<ul style="list-style-type: none"> Further CPD around Accelerated Reader in HT1 and ongoing with focus on use of reports to inform teaching Replace missing AR books from lockdown and widen the level of challenge books to ensure those more-able pupils can also 'catch-up' Use NT SLA to support staff to develop reading teaching pedagogy including inference Use of NTS QLA to focus teaching on highlight gap areas for target children Consider additional commercially available catch up programmes if required Consider additional AR testing technology for Y2-Y6 	<p>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.</p>	<p>Ongoing school based attainment and progress trackers across each term from Aut HT1 baseline in 2020/2021. (NTS costs outlined above)</p> <p>£1600 additional book to support class based AR libraries</p> <p><i>TA costs and supply costs to be determined after we see numbers of children identified as needing catch up support from initial baselining</i></p> <p>£7000 iPads to support more regular AR testing</p>	<p>NTS and teacher judgement baseline Aut HT1</p> <p>Ongoing Aut2/Spr2/Sum2 assessment points</p>	<p>HT/SLT strategic overview</p> <p>CD/KS/BW</p> <p>CD/KS/BW</p> <p>HT/SLT</p> <p>HT/Resources Committee</p>	<p>Autumn 2020</p> <p>Training to start Autumn and carry throughout the year</p> <p>Autumn</p> <p>Ongoing across year</p> <p>Review Autumn Term</p>
F	<ul style="list-style-type: none"> YR baseline to determine which pupils are confident with Phase 1 phonics and teaching programme to be determined from there Y1 & Y2 initial baseline across phases 2&3 to determine what knowledge may have been lost Use new Phonics Tracker to support teacher intervention Individual Y1 & Y2 1:1 teaching and support programme to be delivered across the year by CTH Review staff confidence in phonics teaching in Y3,4,5 and deliver supportive CPD Expand range and number of phonic based reading books across school including high interest for lower ability KS2 pupils 	<p>Gaps plugged across all phonic phases with KS1 outcomes back in line with prior school performance; and those lower phonic-attainers supported to narrow gaps in KS2.</p>	<ul style="list-style-type: none"> Teaching and planning time Teaching and planning time £350 Phonics Tracker £3000 Sept-March CTH In-house CPD/ £250 for external training as required £500 on top of spend indicate above 	<p>NTS and teacher judgement baseline Aut HT1</p> <p>Autumn2 Y2 pupil phonic check</p> <p>Summer 2 Y1 & Y2 Phonic check</p> <p>Ongoing Aut2/Spr2/Sum2 assessment points</p>	<p>EYFS Staff</p> <p>Y1 & Y2 staff/SMc</p> <p>SMc</p> <p>CTH</p> <p>CD/KS/BW</p> <p>CD/KS/BW</p>	<p>Autumn Term</p> <p>Autumn Term</p> <p>Summer Term</p> <p>Autumn & Spring at least</p> <p>Ongoing</p> <p>Autumn</p>

Wider strategies i.e. Behaviour approaches, mental health and social/ emotional support.

Barrier	Action	Desired outcome	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	<ul style="list-style-type: none"> To embed our tried and tested behavioural approaches with our children across all year groups in Autumn 2020 and beyond. To ensure that all children understand school core values and expectations and relationships between adults and children across school. To encourage all staff to access emotional well-being / behaviour training as it becomes available during 2020/2021 Utilise the additional resources available as required – Counselling, Mental Health First Aid, SLT support, Thrive 	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021	<p>Much work was done by class teachers during the March2020-July2020 Covid 19 school closure in order to maintain the connections with school - children still have that good relationship with staff in school and this should provide a really positive starting point for behaviour management during 2020/2021 - none cost initially.</p> <p>In-house training and CPD costs to be determined as and when required. Mental Health First aid costs outlined above</p> <p>Most resources have no additional cost other than time associated</p>	<p>Class based ongoing teacher assessments of children’s emotional and behavioural needs during Autumn 2020 and beyond.</p> <p>Well-being surveys</p>	<p>SB/SMc to overview process.</p> <p>SMc</p> <p>Staff to attend whole school CPD as also additional CPD and when they feel they require it.</p>	Autumn 2020 and ongoing
H	<ul style="list-style-type: none"> Change usual transition processes to ensure former Nursery pupils have opportunity for ‘closure’ of Nursery time Ensure all new pupils have opportunities that were impossible across June/July Delay entry of new Nursery pupils for two weeks and revise their transition to support the effective transition in Reception 	Reception pupils transition to be successful by extending the usual transition period and basing pupils initially in their former Nursery setting [being mindful of the impact on new Nursery starters]	Impact of funding for some pupils through delayed start - £1500	Baseline data should demonstrate that pupils are less anxious and quickly settle to new setting	EYFS to organise	Autumn 2020.

I	<ul style="list-style-type: none"> Following all of the above, consider the detailed analysis arising from HT1 data analysis and other teacher assessment led factors before considering any further investment in resources or additional support programmes such as National Tutoring programme (SB & SMC to attend CPD on this), Every child a Reader, Catch-up Maths, BRP etc. and review EEF research base before any additional decisions made – this may be post April when final tranche payable 	Pupils catch-up learning supported by adequate and appropriate new learning resources with measureable impact	c.£13,000 summer funding to be reserved for catch-up.	Baseline and on-going assessment data	SB/SLT/Resources Committee English and Maths Leads	Ongoing
---	---	---	---	---------------------------------------	--	---------

Additional funding supporting provision

At this moment in time we have not undertaken any baselines to ascertain the catch up needs of individual children or identified groups Once this has been undertaken we will be in a better and more realistic position to analyse what funding we may need to draw upon in order to support these identified children, groups or cohorts.

Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

Governors involved:

– Chair of Governors & Covid Steering Group;

Further development of plan to be overseen both by Resources Committee and Curriculum Committee

Committee meeting dates

Autumn: 26.10.2020

Spring & Summer to be confirmed

Autumn 2020 summary

Spring 2021 summary

Summer 2021 summary