



*Happy, Healthy and Fulfilled*

## Easington C of E Primary School – Catch-up Premium Strategy 2020 - 2021

Updated September 2020

### Funding allocation (Mainstream Schools)

**THIS IS A WORKING DOCUMENT AND MAY CHANGE THROUGHTOUT THE YEAR**

#### Payments

This funding will be provided in three 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)*



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### **School Overview**

Number of pupils in school YR – Y6	132
Proportion of disadvantaged	24%
Catch-up Premium allocation (No. of pupils x £80)	£10,560
Publish Date	December 2020
Review Dates	February 2021/April 2021/July 2021
Statement created by	John Appleby
Governor Lead	Councillor Angela Surtees

### **Context of the school and rationale for the strategy**

#### **Context:**

- Number on roll – 132 – smaller than average Primary School
- PAN of 21 with single form entry. 5 classes including 2 mixed aged classes
- 21 Pupil Premium Children – 28% 19 FSM which is below national. There are 2 PCLA children on role. The total Pupil Premium budget is £31,000
- 12% SEN support – below National
- A very small number of pupils have EAL (2.7%) – considerably lower than nationally
- The school takes children from approximately three nurseries
- Behaviour in school is outstanding. There have been zero exclusions for the past three years.

#### **Assessments on returning to school:**

- Baseline Assessments in reading, writing and maths from Year 1 – Year 6 were carried out during week beginning 14<sup>th</sup> September. Reading and Maths Tests (White Rose) used were Summer Term reading Assessments from previous year group. Reading Assessments helped teachers gauge children's reading ages and to ensure home reading books sent home were at an appropriate level.
- Maths will be assessed continually across the Autumn Term at the end of each White Rose Math unit taught.
- A phonics screening check and High Frequency word assessment was also carried out in the Baseline Assessment week with both Year 1 and Year 2 children. This informed planning and helped identify those children for immediate catch-up intervention
- Writing will be assessed continually across the Autumn Term at the end of each three-week English unit.



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- Assessments will be carried out in reading, writing and maths at the end of the Autumn Term (week beginning 7<sup>th</sup> December 2021). These assessments will indicate the progress children have made from the baseline assessments carried out in September, help support teacher assessment judgements and identify gaps in learning which will inform Spring Term planning and further interventions.

### Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Addressing misconceptions that children have developed because of learning at home and not being taught by a qualified teacher.	This will bring children's methods and skills back in line with school practice.
	B	Children need increased support with emotional and mental wellbeing due to the prolonged absence from school	Children have the time and space to talk and discuss their worries and concerns. Children's mental health is positively impacted by the tailored support and allocated time in the Curriculum
	C	Early Career Teachers (X2) are prepared to teach and children in the upcoming year and are given the appropriate training and support	Early career teachers are confident to teach and support the children in their care this year.
Targeted academic support	D	Additional support and focus on basic core skills due to prolonged absence from school	Through timetabled, targeted interventions, children make accelerated progress from their starting points at the beginning of the autumn term.
	E	Not all pupils engaged with the provided remote learning during school closures. Therefore some children have returned to school below ARE	Through targeted support and a recovery curriculum, children will make accelerated progress in English and Maths
Wider Strategies	F	Some children are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	Pupils are able to focus on their learning during lessons.
	G	Some parents are unaware of their child's attainment levels due to communication between parents and teachers in Summer Term being focused more on wellbeing and interaction rather than feedback on attainment levels	All parents are aware of their child's attainment levels and where their gaps in education are and are provided with ways to support at home.
	H	Provision of iPads to support interventions and the catch-up curriculum in school and to support children in accessing remote learning	An increased number of children can access online catch up intervention programmes such as Lexia, Times Tables Rockstars and Ed-Shed in school. Pupils are not disadvantaged due to lack of technology access when requiring remote learning.

### Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (February, April, July)
A	Teachers will use formative assessments to address any	Children's methods, skills and attainment levels will	Teaching and whole school strategies: Pupil	No additional cost – cost of class teacher	Baseline Assessments carried out which identify gaps in learning and the	All teachers and support staff	Evaluated as and when support is provided



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	misconceptions that children may have developed as a result of home learning	be back in line with school practice and expectations	assessment and feedback (COVID support Guide for Schools)		misconceptions children have		
<b>B</b>	Staff will receive CPD to develop a greater understanding of children's mental health needs (LA) New RSHE policy and planning implemented	Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily/ weekly teaching in the autumn term. PSHE and RSHE linked together and all planning mapped out over a 2 year cycle	Teaching and whole school strategies: Supporting great teaching (EEF COVID19 Support Guide for Schools)	No additional cost	Classroom observations/discussions with children Questionnaires	All teachers and support staff SEN	
<b>C</b>	Early Career Teachers (X2) are prepared to teach and children in the upcoming year and are given the appropriate training and support		Teaching and whole school strategies: Supporting great teaching (EEF COVID19 Support Guide for Schools)	NQT and RQT programme with Durham LA	Experience and skills at the beginning of the year	ECF mentor (DH) HT Durham LA	Evaluated through NQT and RQT year

### **Targeted academic support** i.e. structured interventions, small group tuition, and 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (February, April, July)
<b>D</b>	Targeted interventions planned throughout the Spring and Summer term focusing on key areas of learning including R/W/M	Gaps and misconceptions in learning are addressed Online learning platforms are used to address gaps in learning	Teaching and whole school strategies: Pupil assessment and feedback (COVID support Guide for Schools)	TA Extra hours £1800 to run interventions  Additional LEXIA licences - £540	Baseline Assessments	Class Teachers TAs	Evaluated as and when support is provided



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E	Targeted interventions planned throughout the Spring and Summer term focusing on key areas of learning including R/W/M	Gaps and misconceptions in learning are addressed Online learning platforms are used to address gaps in learning	Teaching and whole school strategies: Pupil assessment and feedback (COVID support Guide for Schools)	TA Extra hours £1800 to run interventions  Additional LEXIA licences - £540	Baseline Assessments	Class Teachers TAs	Evaluated as and when support is provided
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**Wider strategies** i.e. Behaviour approaches, recommendations made in "Safe, Happy, Settled".

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (February, April, July)
F	Continuous Provision enhanced in Year 1 Extra TA support in Year 1 Tatty Bumpkins intervention (Yoga) for EYFS and Year 1	Increased concentration particularly for EYFS and KS1 by Spring term	EEF Teaching and Learning Toolkit: Social and Emotional Learning (+4)	No Additional cost	Behaviour data Pupil Questionnaires	SENDCO/ Wellbeing Lead (AOS) (GH)	
G	Parents evenings x2 - one for wellbeing at the end of Autumn 1 and one for attainment later in Autumn 2	All parents are aware of how their child/children has settled into school and if we have any concerns. All parents are aware of their child's attainment levels and where their gaps in education are and are provided with ways to support at home.	Wider Strategies: Supporting parents and carers (EEF COVID19 Support Guide for Schools)	No Additional cost		SLT All Teachers	



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H	Investing in additional technology (iPads) so we can improve the facilities available in school and support with targeted interventions and catch up in lessons.	Sufficient technology is available at school to support online learning and targeted interventions.	As all pupils return to schools, technology could also be valuable; by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology (EEF COVID19 Support Guide for Schools)	Purchase of additional iPads - £8220			
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### **Governance – monitoring the effectiveness of the Pupil Premium Strategy**

As with all school funding, governors need to be aware of what it is to be spent on and why. It may be a good idea to involve the same governors who are involved in monitoring the use of pupil premium funding, as they should be used to the format used.

<b><u>Governors involved:</u></b> <ul style="list-style-type: none"><li>- <b>Chair of Governors</b> – Claire Mitchell</li><li>- <b>Vice-Chair of Governors</b> – Loraine Dodds</li><li>- <b>Catch –Up Premium Link Governor</b> – Councillor Angela Surtees</li><li>- <b>Head Teacher</b> – John Appleby</li></ul>
<b><u>April 2021 summary:</u></b>
<b><u>July 2021 summary:</u></b>