

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

Updated 23.9.20

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 in school YR – Y6	100
Proportion of disadvantaged	10% FSM 6% LAC 3% Service Premium
Catch-up Premium allocation (No. of pupils x £80)	£8000
Publish Date	28.9.20
Review Dates	January 2020, April 2020
Statement created by	Andrew Park
Governor Lead	Gareth Ayre

Context of the school and rationale for the strategy

- *School has 10% FSM, 6% Pupil Premium Plus (LAC/PLAC) and 3% Service Children*
- *Reception and Year 1 Attended school for four weeks in summer term – approximately 66% of children returned*
- *100% of Year 6 pupils attended for 1 week only at the end of term due to restrictions on numbers*
- *1 vulnerable pupil joined our school in summer term and attended school for the full time she was eligible*
- *1 EHCP pupil did not return to school (agreed between school and family after completing risk assessment)*
- *Summative and formative assessment data shows that gaps have widened for children working below age-related-expectations*

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require CPD to develop a greater understanding of childrens' mental health needs.	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.
	B Home learning is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
Targeted academic support	C Formative assessment suggests the gap has widened during lockdown.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	D Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
Wider Strategies	E Some pupils 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.	All pupils are able to focus on their learning during lessons.

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 (autumn, spring, summer)
A	All staff to receive CPD as part of the Durham Resilience Project	Staff recognise how to build their own resilience and that of pupils. School has an action plan to positively promote this.	Emotional impact of Covid-19 and lockdown on both staff and pupils.	No cost	Staff and pupil surveys completed in the Autumn Term	Head Teacher AP	Autumn term produce action plan – review in Spring and Summer Terms
	Mental Health Ambassador identified in school and trained in Connecting with Children Programme	A highly-skilled member of staff has appropriate training and resources to support most vulnerable pupils and advise staff.	EEF identifies importance of explicit teaching of social and emotional awareness.	£600	Target children identified in Autumn term based on support plans and teachers' assessment of needs	Mental Health Ambassador BFS	
	Specific training programmes bought in through SEND and Inclusion team identified over the course of the year for staff to meet the bespoke needs of children in their classes.	All staff are appropriately equipped to support social and emotional needs of pupils.		£200		Headteacher and Deputy Head AP/AJ	
	Explicit teaching of Social and Emotional Learning	The profile of PSHE is raised throughout school and				All staff	

	in PSHCE lessons and throughout the curriculum	lessons are taking place on a weekly basis which support the mental health needs of all pupils.					
B	<p>CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use.</p> <p>Parents/carers made aware of the platform and how it can support home learning.</p> <p>Access provided to a range of high-quality online resources.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Discussions with partner schools and staff experience of using online platforms with their own children. E-schools platform will allow for peer support and safe communication which can provide motivation and improve outcomes when children are not able to work in the classroom.</p> <p>There is an established link between home learning environment and children's performance at school.</p> <p>(EEF Report on Parental Engagement)</p>	£250		AP	

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

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
C	<p>Identify children in need of support through formative assessment.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p> <p>Targeted support from Third Space Learning online maths tutoring programme.</p> <p>Introduce Catch-Up Literacy Programme to support children having difficulty with reading.</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> <p>Accelerated progress for older children who have found learning to read difficult.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8)</p> <p>1:1 Tuition (+5)</p> <p>Funded trials for Third Space Learning Tutoring showed children made an average of 7 months progress over a term.</p> <p>Evidence shows Catch-Up Literacy pupils on the programme for 7 months show average reading age gain of 19 months.</p>	<p>Intervention Teacher for one ½ day per week for the whole year. £3500</p> <p>Tutoring sessions for 8 pupils subsidised by National Tutoring Programme £2200</p> <p>£450</p>	<p><i>Determined from assessments made at the start of the autumn term</i></p>	<p>GD Maths Lead</p> <p>AP English Lead</p> <p>LM Intervention teacher</p> <p>BY – Teaching Assistant</p> <p>Class teachers</p>	<p>Autumn 2019</p>
D	<p>Additional 1:1 reading sessions for targeted pupils.</p> <p>Use STAR reading test to determine ZPD scores and reading ages</p>	<p>Reduction in gaps created during Covid-19 pandemic and national lockdown</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6)</p>	<p>Investment in Accelerated Reader books at lower levels for Year 4/5 pupils. £160</p>		<p>English lead</p>	<p>Autumn 2019</p>

			Teaching Assistants (+1)				
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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 (autumn, spring, summer)
E	<p>Explicit teaching of Social and Emotional Learning in PSHCE lessons and throughout the curriculum</p> <p>Zones of Regulation CPD delivered. Zones of Regulation CPD actions implemented and evident in all classrooms across the school.</p> <p>Place2Be Counselling Service and related resources planned for, implemented and evaluated.</p> <p>Mental Health Trailblazer CPD attended by Mental Health Champion.</p>	<p>Positive impact on identified SEMH pupils’ emotional wellbeing.</p> <p>Staff feel better equipped</p>	<p>Place2Be CORC Report 2018 – Child Outcomes Research Consortium. Identified that 1:1</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p> <p>Place2Be Counselling demonstrates a higher level of impact compared to other services.</p>	<p>£0</p> <p>£0</p>	<p>Some children have found the transition back to school difficult.</p> <p>Potential effects of longer periods at home.</p>	<p>Head Teacher</p> <p>Class Teachers</p>	<p><u>Autumn 2019</u></p>
	Staff training session where all	Staff as a whole are upskilled.		No cost			

staff feedback from individual courses.							
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Additional funding supporting provision

Further sessions in addition to funding for intervention teacher.
Resources being bought into to support and supplement interventions already in place.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: Headteacher discussed plan with all governors at Autumn Term Meeting.		
Committee meeting dates		
Autumn: November 2020	Spring:	Summer:
Autumn summary		
Spring summary		
Summer summary		