

# Sowe Valley Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 1.2.21



## **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 intervention document EW)*

*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	197
Proportion of disadvantaged	%
Catch-up Premium allocation (No. of pupils x £80)	£15,760
Publish Date	September 2020
Review Dates	January 2021
Statement created by	Carole Carter HT
Governor Lead	Mike Chappell Chair of Governors

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

- Upon re-opening on September 2<sup>nd</sup> 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 \_\_\_\_% (Excluding Reception who were not attending on first day of return ).
- 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.
- Teaching focused on Reading, Writing, Maths, PE and PSHE for the first half term. As a staff we discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. Staff taught to the previous year's Summer objectives for these subjects using assessments for learning to identify gaps in learning. More formal baseline assessments took place at the end of Autumn 1. Gaps were identified and staff focused on revising these areas through mental starters whilst moving on to teach Autumn 1 objectives where standards allowed. Other foundation subjects were re-introduced in Autumn 2 with the exception of ICT/Languages This was due to the fact that it was felt that ICT skills needed to be reinforced to support the children to access learning should another lockdown occur. Timetabling for the Spring Term allowed an extra session each week for the teaching of languages in order to catch up this area of learning.
- End of Autumn Term assessments were used to identify particular groups where 'catch up' was needed and individual children. Catch up Premium will be targeted to provide this support and intervention.

Our 'Catch Up' Strategy is centered around the following areas;

### Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

### Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

### Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

### Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

## **Barriers to future attainment**

		<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</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..	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the autumn term 2020.
	<b>B</b>	Home learning was quite limited due to a new platform being introduced. The use of Google Classroom can be developed further during this academic year to improve accesstolearningathomeforall pupils.	Astrongremotelearningoffer tobeinplace. Google Classroom is in place and all staff are trained in its use .Weekly homework activities are uploaded and feedback to pupils given as and when appropriate. Lessons take place within school through Google Classroom to support the children's' understanding
	<b>C</b>	To focus upon strategies and support which develop greater resilience and self confidence in our children.	To have an overall increase in children's resilience and self confidence by the end of summer term 2021.

Targeted academic support	D	To use 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.
	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 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		
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		
	I		

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

Barrier	Action	Desired outcome	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	All staff to receive ongoing CPD in relation to the bespoke Dimensions Curriculum to support mental health and whole school Positively me theme.	All staff are equipped for early recognition of children's mental health needs. 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.	Nil initially.		HT to facilitate the project delivery and disseminate training with rest of teaching staff after working through it with the project	Autumn term 2020.
B	CPD provided for staff on the effective use of the new online learning platform ( Google Classroom).. Children are trained in its use after this initial	The new platform is in place and staff, pupils and parents are able to use it effectively by beginning of	Free from LA.	Before and after surveys to be used with teaching and support staff to assess the impact on knowledge and	IT subject Lead/technician  HT to provide project overview.	Autumn Term 2020

	<p>stafftraining</p> <p>Parents/carers are made aware of the platform and how it can support and develop and extend home learning.</p>	<p>Spring term 2021.</p> <p>Home learning (homework) and communication with parents is enhanced (possible use of parent/ pupil surveys and questionnaires)</p>		<p>use of strategies.</p> <p>Possible use of Parental surveys and questionnaires to ascertain information before and after whole school training and roll-out.</p>	<p>Class teachers to be responsible for sending out and collating parental responses.</p>	
C	<ul style="list-style-type: none"> <li>• Baseline assessments to identify gaps in learning.</li> <li>• Recovery curriculum planned To focus on Maths, English, Science, PE and PSHE</li> <li>• Foundation subjects reintroduced Autumn 2</li> <li>• MFL Spring 1</li> <li>• ICT Spring 2</li> <li>• Whole class marking introduced to identify next steps</li> <li>• Baseline data gathered to determine intervention groups</li> <li>• Low stakes assessment to aid memory retention</li> <li>• Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need?</li> </ul>	<p>Analysis will show that whole class gaps have been filled</p> <p>Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made</p>	Free		HT SLT	<p>Autumn Term 2020</p> <p>Spring Term 2021</p>
D	<ul style="list-style-type: none"> <li>• CPD for staff to create Pupil Premium Offer that will be implemented into every classroom</li> </ul>	<p>Gap in data between Pupil Premium and non-pupil premium will have been narrowed</p>	Free	Baseline data	DHT HT	<p>Spring Term 2021</p>

**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)
D	Reading, Writing and Maths assessments made in Autumn Term will identify children in need of further targeted support.	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.	Initial baseline assessments in key identified areas.  Ongoing teacher assessments during each term.  End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.	To be determined as we progress into 2020/2021..	<i>Determined from assessments made at the start of the autumn term 2020. End of year baselines to be used – July 2021.</i>	HT/DHT strategic overview.  English and Maths leads within school.  Class teachers on an ongoing basis.	<b>Autumn 2020</b>
E	Targeted individual support from Teacher - Jade Wakefield for children identified from baseline Targeted support for Year 5 - am teaching/reduced class size	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.	See supporting document EW	£16,475		HT DHT JW	Spring 2021

F	Daily catch up sessions for English and Maths revisiting concepts not understood during lessons, extra reading, spelling, times table revision for Pupil Premium children within class	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.	Ongoing school based attainment and progress trackers across each term in 2020/2021.	TA costs		HT for allocation of support costs.  English coordinator and Maths coordinator.	<u>Spring</u> <u>Summer</u>
F							



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

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	<p>To embed our tried and tested behavioural approaches with our children across all year groups in Autumn 2020 and beyond.</p> <p>To ensure that all children understand expectations and relationships between adults and children across school.</p> <p>To encourage all staff to access emotional well being / behaviour training as it becomes available during 2020/2021</p>	To maintain the high / positive levels of behaviour that we expect from our children	Much work was done by class teachers during the March2020-July2020 Covid 19 school closure in order to maintain the family ethos and approach that we striveforasaschool - 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.	<p>None Initially.</p> <p>Training and CPD costs to be determined as and when required.</p>	Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.	<p>HT to overview process.</p> <p>Staff to attend CPD as and when they feel they require it.</p>	<b>Autumn 2020</b>
H	Mrs Claire Witt to continue develop her informal role within school of counsellor for any children who may be feeling vulnerable or have and worries or emotional	Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.	Evidence to be ongoing by observing our children in and around school.	Any training course costs for Mrs Witt to be determined bas we progress.	September baseline observations to be discussed with teaching staff in early staff meeting in September to see if any children have been identified	HT to coordinate across school and organise training if/when required during 2020/2021.	<b>Autumn 2020.</b>

	issues which need support and intervention.				as possible requiring personal and emotional after such a long school absence.		
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### **Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy**

<b>Governors involved:</b> Finance committee
<b>Autumn 2020 summary</b> Catch up funding discussed
<b>Spring 2021 summary</b> Catch up funding document shared
<b>Summer 2021 summary</b>