

# West Pelton Primary School – Catch-up Premium Strategy 2020 - 2021

Updated: April 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 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	63
Proportion of disadvantaged	34
Catch-up Premium allocation (No. of pupils x £80)	5040
Publish Date	Sept 2020
Review Dates	Dec 2020 / Mar 2021 / June 2021
Statement created by	V. Hewison
Governor Lead	M.Pallent

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

The school's catchment is relatively high in terms of disadvantage. Approximately 80% of pupils engaged with home learning during the Covid-19 lockdown, although this was variable over time. Following the wider reopening, approximately 10% of in eligible year groups and children of key workers attended school from 15<sup>th</sup> June we therefore extended our opening to all year groups to encourage a return to school. 25% entitled disadvantaged pupils attended school during the summer. Teachers are currently undertaking assessments as children return to school in order to ascertain current levels of knowledge and understanding.

### **Barriers to future attainment**

	<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b> Home learning requires further refinement and development in order to improve access to learning at home for all pupils.	A strong remote learning offer is in place. All staff are trained further in its use in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly. Additional resources are acquired.
<b>Targeted academic support</b>	<b>B</b> Although online learning materials provided for Reading during the summer term were accessed by the majority of pupils, baseline assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working well below ARE.	Pupils make accelerated progress in reading from their starting points at the beginning of the autumn term.
	<b>C</b> Gaps in learning due to inconsistencies in learning and issues around fluency mainly through partial engagement in remote learning and attendance	Fluency in basic skills regained. Gaps in learning addressed and gaps between peers narrowed.

<b>Wider Strategies</b>	<b>D</b>	A number of pupils are struggling to settle back into class and school 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. Behaviour incidents are minimal.
-------------------------	----------	--	---

**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)
<b>A</b>	<p>CPD provided for staff on the increased effective use of Dojo and Teams.</p> <p>Children are further trained in its use – particularly in independent learning strategies, self-regulation and online safety.</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p>	<p>The platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Education City also used to supplement online resources (along with White Rose and National Oak academy)</p> <p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Engagement with Dojo and Teams</p> <p>Staff surveys</p> <p>Pupil voice</p> <p>Effective parental engagement supports learning</p> <p>Parental questionnaire</p>	Through SLA and CPD time	<p>Engagement levels with Dojo and Teams</p> <p>Engagement levels with Dojo and Teams</p>	SLT	<p>Autumn term – CPD completed and weekly homework set in 2<sup>nd</sup> half of term.</p> <p>Spring – national lockdown therefore Nursery moved to tapestry (EYFS / Reception also used Tapestry alongside Teams) whilst rest of school moved seamlessly to Teams. All logins were already in place therefore no time lost. Use of Education City to supplement learning tasks</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)
B	<p>Reading assessments identify children in need of support.</p> <p>Introduction of Myon reading – online reading library accessed at both school and home</p> <p>Additional support from TA to deliver phonics and reading support for Year 1 children</p>	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4)</p> <p>Feedback (+8)</p>	My on reading £2000	Determined from baseline assessments made at the start of the autumn term	English lead	<p>Autumn term – from initial AR tests where there was a widening gap between pupils. All pupils now reading consistently and progress being made through AR data. Myon introduced across school. Additional TA support in EYFS / Y1 / Y2 to allow for small group phonics teaching. Class level phonics data shows progress.</p> <p>Spring term – national lockdown but reading tasks set through English and Myon Phonics activities, tasks and teaching set via Tapestry including pre-recorded teaching.</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)
C	Gaps in learning due to inconsistencies in learning and issues around fluency mainly through partial	Fluency in basic skills regained. Gaps in learning addressed and	Return to school data	£2040+	Determined from baseline assessments made at the	English / Maths lead with CT	Autumn term – pupils identified for catch up sessions to address lost learning and gaps.

	engagement in remote learning and attendance - use of targeted intervention such as Numicon, power of...resources	gaps between peers narrowed.			start of the autumn term		<p>Sessions delivered across 3 classes</p> <p>Spring – move to online work with differentiated work aiming to improve fluency and build on prior gains.</p> <p>Summer – implement catch up sessions for basic skills across school (led by HLTA)</p>
--	---	------------------------------	--	--	--------------------------	--	--

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
E	<p>Wellbeing and related resources planned for, implemented and evaluated across the school via SRE teaching and EWEL team support to pupils.</p> <p>Small group and 1:1 wellbeing support / Intervention with identified pupils from EWEL team (crisis response as needed)</p>	Positive impact on identified SEMH pupils' emotional wellbeing.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Metacognition and Self-Regulation (+7)</p> <p>School data on CPOMS and FTE</p>	£1000	Behaviour incidents log / CPOMS	SENCO	<p>Autumn term – small group work and 1:1 support</p> <p>Spring term – SEMH / EWEL support continued remotely</p> <p>Summer term – EWEL support continues face to face with additional referrals to crisis response</p>

## Governance – monitoring the effectiveness of the Strategy

### **Governors involved:**

Chair of Governors, Head Teacher, Curriculum committee

### **Committee meeting dates**

**Autumn:**December 2020 **Spring:**March 2021**Summer:** June 2021

### **Autumn summary**

CPD and focussed effort has been put into ensuring online learning platform (teams or Tapestry for younger children) is available and ready to use.

Additional resources have been purchased to facilitate online / remote learning

All children now using Teams / tapestry for homework and if bubble needs to isolate.

Use of class dojo for communication established across school inc Nursery

Clear evidence this has been a priority for the school.

Accelerated reader used for baseline reading assessments

Consensus of opinion gained around lost learning, inconsistencies in learning and fluency --> need for intervention programmes to narrow gaps

More CPD needed for Myon reading

Use of Education city as a resource continued to be used

EWEL support to continue face to face in school – small groups and bubbles are helping with positive behaviour management

### **Spring summary**

National lockdown and move to remote learning at beginning of January – all teachers / classes able to move to remote learning

IT skills of some families not as secure as we thought therefore additional over the phone support needed

All DfE laptops loaned out or in use in school

Additional chromebooks purchased for use in school by critical / key worker children

All critical worker children accomodated

All vulnerable children offered a place

Children able to continue with reading through Myon / AR

Myon CPD delivered

Use of PSHE sessions in set work remotely

Clear consistency across school in work set and expectations of children

### **Summer summary**

EWEL sessions to return