



Shincliffe CE Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 19.3.2021

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	207
Proportion of disadvantaged	5.9%
Catch-up Premium allocation (No. of pupils x £80)	£16,560
Publish Date	20.9.2020
Review Dates	Dec 2020, March 2021
Statement created by	D Tait
Governor Lead	P Kashouris

Context of the school and rationale for the strategy

The school's catchment is relatively low in terms of disadvantage. Approximately 80% of pupils engaged with home learning during the summer term. This was to varying degrees. Following reopening approximately 60% of eligible Reception and Y1 together with 30 key workers attended school from 15th June. All entitled disadvantaged pupils attended school during the summer. Teachers undertook baseline assessments as children returned to school in September in order to determine if children's learning has regressed and to what extent. All pupils engaged with home learning during the spring term lockdown 2021 and approximately 90 children accessed on site provision. We are currently reassessing pupils following the full reopening of school.

Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	Staff require CPD to develop a greater understanding of children's emotional wellbeing and mental health needs.	Staff are better informed and have greater clarity about how to support further support children with emotional wellbeing and mental health needs. This is a focus of daily/ weekly teaching in the autumn term.
	B	Home learning requires further refinement and development in order to improve access to learning at home for all pupils. Develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online.	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.
Targeted academic support	C	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.
	D	Some pupils had limited access to maths materials/teaching during the summer term and therefore, their maths attainment is lower than expected in terms of ARE.	Mathematical skills are much improved and rapid progress is demonstrated on a termly basis.
Wider Strategies	E	A small minority 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)
A	All staff to receive CPD in relation to THRIVE well-being programme for schools.	All staff are quipped for early recognition of children's mental health needs.	THRIVE well-being programme shown to improve pupils' engagement resulting in	£500	Determined from pupil surveys / conversations	SENCO	Staff training has been updated. Targeted children are settled and working well in school.

		The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.	accelerated progress and increased wellbeing / settled children				The new RSE curriculum has been implemented and this supports pupils' wellbeing. Staff continue to support pupils and additional resources are in place to support pupils during the full reopening in March 2021 Staff are accessing THRIVE assessments and are accessing resources to meet emotional needs of the children.
B	<p>CPD provided for staff on the increased effective use of DB Primary. Children are further trained in its use. They develop resilience in using the platform.</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p> <p>Online safety links and information shared with pupils and parents.</p>	<p>The 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>Children remain safe online.</p>	<p>DB Primary as learning platform is effective and well-used</p> <p>Effective parental engagement supports learning</p>	£1000	<p>Engagement levels with DB Primary</p> <p>Behaviour log</p>	SLT	<p>All staff are effectively using DB Primary for weekly homework tasks. All pupils have access to the platform and have been trained in its use in an age-appropriate way. Parents have been supported to sue the platform with their children at home and online safety information shared via the weekly bulletin. Isolating children have been provided with effective home learning.</p> <p>All pupils were able to access remote learning during the Spring term</p>

							lockdown. Remote learning was delivered effectively using DB Primary. Following the Spring 2021 lockdown, all pupils will be reassessed on their return to school in order that catch up resources can be targeted appropriately. Isolating children have been provided with effective home learning.
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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	Reading assessments made identify children in need of support. 10 min daily interventions for all identified pupils – basic skills.	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8)	TA costs £6000	Determined from assessments made at the start of the autumn term	English lead	Autumn term assessments demonstrate that targeted pupils are making accelerated progress. Interventions are refined and adapted as necessary. Following the Spring 2021 lockdown, all pupils will be reassessed on their return to school in order that catch up resources can be

							<p>targeted appropriately. Summer term assessments demonstrate that targeted pupils are making accelerated progress. Interventions are refined and adapted as necessary.</p>
D	<p>Small group and 1:1 Maths Intervention with identified pupils.</p> <p>Baseline data from maths assessment tests.</p>	<p>Maths results to improve and demonstrate gaps closing.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	<p>TA costs £6000</p>	<p>Determined from assessments made at the start of the autumn term</p>	<p>Maths lead</p>	<p>Autumn term assessments demonstrate that targeted pupils are making accelerated progress. Interventions are refined and adapted as necessary.</p> <p>Following the Spring 2021 lockdown, all pupils will be reassessed on their return to school in order that catch up resources can be targeted appropriately. Targeted interventions carried out in response to reassessments. Summer term assessments demonstrate pupil progress.</p>

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>Wellbeing and related resources planned for, implemented and evaluated across the school via SRE teaching and mental health leads' support to pupils.</p> <p>Small group and 1:1 wellbeing support / Intervention with identified pupils.</p>	Positive impact on identified SEMH pupils' emotional wellbeing.	<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>£500</p> <p>£2000</p>	<p>Behaviour incidents log</p> <p>Staff and pupils' views entry / exit data</p>	SENCO	<p>Intervention with targeted pupils has ensured that they are settled and happy within school. Emotional needs have been effectively met.</p> <p>Intervention with targeted pupils remotely, within school and on their full return to school has ensured that they are settled and happy within school. Emotional needs have been effectively met.</p> <p>Further interventions with targeted pupils were carried out. Emotional needs have been effectively met</p>

Governance – monitoring the effectiveness of the Strategy

<p>Governors involved: Chair of Governors and Head Teacher</p>
<p>Committee meeting dates Autumn: SLIC Committee 12th November 2020 and Finance Committee 26th November Spring: SLIC Committee 25th February 2021 Summer:</p>
<p>Autumn summary Both committees discussed Interventions and Catch up Premium including:</p> <ul style="list-style-type: none"> Funding allocation – School's allocations will be (No. of pupils x £80) £16,560.

- That 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 government guidance.
- That we must be able to account for how this money is being used to get pupils back on track and teach a normal curriculum as quickly as possible.
- The more detailed statement which details the breakdown of costs for the Catch-up Premium was discussed. These include:
 - All staff to receive CPD in relation to THRIVE well-being programme for schools. Additional hours for TA's to offer emotional support.
 - CPD provided for staff on the increased effective use of DB Primary. Parents/carers are made aware of the platform and how it can support home learning in the event of isolation/another lockdown.
 - Reading assessments made identify children in need of support. Daily interventions for all identified children and targeted support from TA's.
 - Small group and 1:1 Maths intervention with identified pupils.
- National Tutor Programme – the School and teachers would rather pay existing staff (Teaching Assistants) for additional hours as this is more effective and efficient as they know the children. Also, this would be difficult to deliver external support in School due to the limitations of space.

Spring Summary

The SLIC committee discussed Interventions and Catch up Premium including:

- Update on the Catch Up Premium Statement
- Intervention with targeted pupils remotely, within school and on their full return to school
- Remote education support
- Reassessment of pupils on the full return to school.

Summer summary

Summer summary

FGB discussed the use of catch up premium and what was happening to further support the children:

- Baseline assessment carried out and shared with SLT, Teachers and Tas
- Targeted interventions put in place to help children close gaps
- Teachers reviewed curriculum areas that had not been taught due to remote learning eg; DT, Art, Science Experiments and taught these as a block of work to make sure coverage had occurred
- Strong focus on supporting the mental well-being of children – use of Thrive assessments to provide targeted support