

Peases West Primary School – Catch-up Premium Strategy 2020 - 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	94 94
Proportion of disadvantaged	57% (54/94) 55 (59%)
Catch-up Premium allocation (No. of pupils x £80)	£7360
Publish Date	Sept 2020
Review Dates	Dec 2020 / Mar 2021 / June 2021
Statement created by	Alison Johnson
Governor Lead	Lynn George

Context of the school and rationale for the strategy

The school's catchment is relatively high in terms of disadvantage. Approximately 9% of pupils engaged with home learning during the Covid-19 lockdown, although this was variable over time. Following the wider reopening, approximately 25% of eligible year groups and children of key workers attended school from 15th June. 6 entitled disadvantaged pupils attended school during the summer. Teachers have undertaken assessments as children return to school in order to ascertain current levels of knowledge and understanding.

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.	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 Peases West well-being programme for schools. (Lead staff access additional training)	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 daily/ weekly basis which support he	Peases West well-being programme shown to improve pupils' engagement resulting in accelerated progress and increased wellbeing / settled children.	£1000	Determined from pupil conversations/ observations/ consultations/M H ambassadors.	HT/PSM	Staff CPD Autumn 20. Safeguarding team meet with MHST. Mental Health activities, assemblies and events planned weekly. Children given opportunities to reflect on their own

		<p>mental health needs of all pupils.</p> <p>Mental Health ambassadors meet termly to consult on early signs of mental health needs within bubbles.</p>	<p>MHST referrals/impact of support.</p>				<p>and others' mental health and can discuss strategies to help them manage mental health.</p> <p>A20 – MH ambassadors appointed within each bubble. Ambassadors and safeguarding team hold consultation sessions half termly to identify children for referral to MHST.</p>
B	<p>CPD provided for staff on the increased effective use of remote learning and related technology.</p> <p>Technology purchased.</p> <p>Children are further trained in its use – particularly in independent learning strategies, self-regulation and online safety. (Training to be held for all staff).</p> <p>Parents/carers are made aware of the remote learning/technology and how it can support home learning.</p>	<p>Remote learning policy is in place and staff, pupils and parents are able to access it effectively.</p> <p>Necessary technology available to families to support learning.</p> <p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Engagement with remote learning.</p> <p>Staff surveys.</p> <p>Pupil surveys.</p> <p>Effective parental engagement supports learning.</p> <p>Parental questionnaire.</p>	£4000	<p>Engagement levels with remote learning.</p> <p>Availability/ access to necessary technology/ internet.</p>	<p>HT DHT</p> <p>ICT technician</p>	<p>CPD Spring 21 – online learning platforms.</p> <p>A20 - Ipadsex6; laptops x10 purchased.</p> <p>Online safety information shared with pupils/staff/ parents. Learning platform information shared. Support from school staff where necessary.</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	<p>Reading/phonic assessments identify children in need of support.</p> <p>10 min daily interventions for all identified pupils – basic skills.</p> <p>6 week Mable S&L therapy block + assessment.</p>	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	Small Group targeted support	<p>TA costs A20 £2240</p> <p>Mable credits £800</p>	Determined from baseline assessments made at the beginning of autumn term.	DHT	A20 - targeted additional phonic/basic skills sessions. Additional Mable S&L credits purchased. Progress made from A20 baseline data.
D	<p>Small group and 1:1 Maths Intervention with identified pupils.</p> <p>Baseline data from maths assessment tests.</p>	Maths results to improve and demonstrate gaps closing.	Teaching Assistants	TA costs as above.	Determined from baseline assessments made at the beginning of the autumn term.	DHT	A20 - targeted additional phonic/basic skills sessions. Progress made from A20 baseline data.

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.	Behaviour Interventions. Social and Emotional Learning. Metacognition and Self-Regulation.	£150	<p>CPOMS log</p> <p>Staff and pupils’ views entry / exit data.</p>	HT	<p>A20 – ZOR.</p> <p>A/SP: Mental Health activities, assemblies and events planned weekly. Children given opportunities to reflect on their own and others’ mental health and can discuss strategies to help them manage mental health.</p>
Total				£8190			

Governance – monitoring the effectiveness of the Strategy

Governors involved: Chair of Governors and Head Teacher
Committee meeting dates Autumn: December 2020 Spring: March 2021 Summer: June 2021
Autumn summary Catch up strategy shared with FPP committee – 04.12.21
Spring summary Catch up strategy review shared with C&S committee – 05.03.21
Summer summary