

St Oswald's C of E Aided Primary and Nursery School – Catch-up Premium Strategy 2020 - 2021

Updated December 2020

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 (Oct 2020 census)	141
Proportion of disadvantaged	14%
Catch-up Premium allocation (No. of pupils x £80)	£11,280
Publish Date	Sept 2020
Review Dates	
Statement created by	A Hassall
Governor Lead	A Robinson

Context of the school and rationale for the strategy

Our school's catchment is low in terms of disadvantage. Following the wider reopening of school in June we were open to Key Worker children and vulnerable children. As our school has a high proportion of Key Worker children (more than the calculated space available using government guidelines) we were only able to accommodate children from this category in addition to those who were identified as vulnerable. Teachers undertook formative assessments at the start of the Autumn term to determine children's knowledge and understanding and this will then be followed up with summative assessments for Years 2 – 6 in the latter part of the term.

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require CPD to develop a greater understanding of children's 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 and will continue to be monitored throughout the year. As a result, children will be well-settled back into school life.
	B Home learning requires some further refinement and an agreed consensus. In addition, teachers need to develop pupil's ability and confidence to use our online platform.	A strong remote learning offer is in place. Homework activities are uploaded and feedback to pupils given accordingly.
Targeted academic support	C Some pupil's stamina for writing has been impacted on as a result of the partial closure of schools.	Pupils writing stamina is improved compared to their starting points in September.
	D Although bespoke phonics lessons were produced by teachers during the partial closures of schools, children need additional support to ensure they reach the expected standard/make progress to achieving the expected standard in both Year 1, Year 2 and Year 3.	Phonic knowledge is improved and rapid progress is evident for pupils identified as in need of extra support including pupils who: <ul style="list-style-type: none"> - did not engage with remote learning - are vulnerable or have EHC plans
	E Some pupils had limited access to maths resources/teaching during the summer term, which has resulted in their knowledge and understanding being lower than expected in terms of ARE.	Mathematical skills are rapidly improved and progress is evidenced in formative and summative assessments.
Wider Strategies	F A number of pupils are struggling to maintain attention linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	Pupils are able to focus on their learning during lessons and behaviour incidents are minimal.
	G To ensure enough equipment is up to standard and readily available to support pupils learning both at home and in the case of remote learning.	This will have a positive impact on the quality of provision in all areas of the curriculum and will further support pupils' independent use of technology.

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	<p>All staff to be provided with additional detailed planning to support the delivery of PSHE.</p> <p>Identified staff member to undertake THRIVE training and (once training has begun) carry out a whole school assessment based around children's emotional well-being.</p>	<p>All staff are quipped for early recognition of children's mental health needs.</p> <p>The profile of PSHE is raised throughout school and lessons are taking place on a weekly basis which support the mental health needs of all pupils.</p>	<p>PSHE and, from Spring Term, THRIVE well-being programme, shown to improve pupil's engagement resulting in children being more settled within the classroom and there being increased progress within the curriculum.</p>	£200	Determined from pupil surveys/conversations.	HT and Subject Leader for PSHE	<p>Autumn term PSHE curriculum is being taught weekly. Identified staff member has begun THRIVE training which will allow for a whole school assessment process to take place at the beginning of Spring term. This information will then be analysed to home in on the needs of individual classes/pupils moving forwards.</p>
B	<p>Children are further trained in the use of DB primary.</p> <p>Areas of challenge when using the platform are identified.</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>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>DB platform is effective and working well and being used regularly.</p> <p>Effective parental engagement supports learning (+3 months)</p>	DB primary already used by school therefore no cost.	<p>Engagement levels with DB primary</p> <p>Discussions with parents/survey</p>	SLT and Class Teachers	<p>Autumn term All teachers can effectively use DB primary. All pupils have access to the platform and most are being set homework using the platform.</p> <p>A questionnaire is being develop to share with parents in the Autumn Term a, from which support sessions will be delivered by the Deputy Headteacher remotely.</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	Improve children's stamina for writing through careful planning. CPD sessions arranged to support this.	Pupils writing stamina is improved compared to their starting points in September.	Children's written work	£250	Determined from children's written work.	HT/DHT	<p>Autumn term</p> <p>The sequencing of English has been carefully planned to support children to improve their stamina for writing and to ensure purpose for writing which can be used when writing in other curriculum areas. There has been an improvement in the quality of writing in subject books as a result of this approach. This careful planning of writing needs to continue into the Spring Term.</p> <p>CPD for staff has been organised, some of which has started this term and the remainder is scheduled for the Spring Term.</p> <p>Spring Term</p>
D	Group phonics sessions – including small group catch up sessions and 1:1 session where necessary. Additional staff to be trained in the delivery of phonics (cross	Pupils make accelerated progress in phonics.	Education Endowment Fund Teaching and Learning Toolkit: Small group Tuition (+4months) Feedback (+8months) One to One Tuition (+5 months)	£2000, (Cross reference Pupil Premium)	Phonics assessments	DHT	<p>Autumn term</p> <p>Children from their starting points at the beginning of the Autumn Term are making good progress. 18/20 children in Year 2 passed the phonics test, some of whom really benefitted from the group phonics sessions.</p> <p>Additional training for staff in the delivery of phonics has been organised for the Spring Term.</p>

	reference Pupil Premium spending)						Spring Term
E	<p>Individual Year group teaching of maths (reduction in class size).</p> <p>Small group and 1:1 maths sessions for identified pupils</p> <p>Maths assessments to take place in Autumn term.</p>	<p>Maths assessment to indicate a clear improvement and a closing of gaps which have occurred as a result of lost learning.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Feedback (+8 months)</p> <p>Reduction in class size (+3months)</p> <p>One to One Tuition (+5 months)</p> <p>Small group Tuition (+4months)</p>	£10,000 (Teacher and resource costs)	<p>Identified by formative assessments made by teachers at the beginning of Autumn term then following on from this Summative Assessment carried out at the end of Autumn Term and Summer Term.</p>	SLT	<p>Autumn term</p> <p>Autumn term assessments indicate that the majority of children have made good progress this term. Targeted support for pupils is being delivered and adapted where necessary to support children to make progress.</p> <p>Spring Term</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)
F	<p>Wellbeing and related PSHE activities to be implemented to support pupils.</p> <p>Small group support and 1:1 support to be provided for pupils where need is identified.</p>	<p>Positive impact on identified SEMH pupils’ emotional wellbeing.</p>	<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>	£500	<p>(behaviour data)</p> <p>(To add when programme starts)</p>	SENDCO	<p>Autumn term</p> <p>Appropriate support has been identified for pupils where necessary.</p> <p>Also the need for additional individuals be trained using the Thrive approach to allow for more 1:1 support to take place.</p> <p>Baseline data to be collected when Thrive practitioner completes training in the Spring Term.</p> <p>Spring Term</p>

G	To ensure we have enough technological equipment to facility the delivery of a full curriculum alongside the necessary restrictions due to limiting the sharing of equipment.	Improved access to technology	EEF school planning guide - 'some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school'	£4520	Audit of resources	DHT	<p>Autumn Term Additional equipment has been purchased.</p> <p>However, a more comprehensive audit of the functionality of current equipment is needed, and will be undertaken in the Spring Term.</p> <p>Spring Term</p>
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Additional funding supporting provision

The school are supplementing the additional cost for Catch up from the school budget, there is also a link between some of these outcomes and Pupil Premium barriers which are being paid for through Pupil Premium.

Governance – monitoring the effectiveness of the Strategy

<p>Governors involved: A Robinson</p>
<p>Meeting dates FGB: 19.11.20, 24.11.20</p>
<p>Autumn summary: - An outline of spending and barriers was shared with governors during the meetings mentioned above. A final version of this strategy was sent to the link Governor A Robinson.</p>
<p>Spring summary</p>
<p>Summer summary</p>