

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

Updated July 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 (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 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> <p>Spring Term PSHE Curriculum continues to be taught weekly and covers a range of ideas and issues. Short term and medium term planning has been provided to all staff. Although, planning will need to be continually adapted depending on cohort and assessment. New resources have been purchased and more specific resources are being sources to support curriculum delivery. Staff to make greater use of new TWINKL resource to support new updates with PSHE. Relevant training is currently being identified and matched to requests by staff. A new Thrive practitioner is now trained and a further two staff members are currently being training. Children have been identified who would</p>

							<p>benefit from Thrive support and some sessions have begun.</p> <p>Summer Term</p> <p>Staff are making greater use of the resources purchased to support the delivery of the new PSHE curriculum and the PSHE lead is continuing to provide more detailed outlines to support practitioners delivering aspects of the curriculum for the first time. Further training needs have also been identified and appropriate courses have been identified.</p> <p>Thrive practitioners have been trained and are having a positive impact on the support provided for individual pupils. A whole school approach to Thrive has been discussed with practitioners and a plan has been put in place to align with the children's emotional wellbeing. The next steps of this plan will be discussed in detail in September including a meeting with Jo Warner the deputy director of the diocese to revisit our behaviour policy.</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>The platform is in place and staff, pupils and parents are able to use it effectively.</p>	<p>DB platform is effective and working well and being used regularly.</p>	<p>DB primary already used by school therefore no cost.</p>	<p>Engagement levels with DB primary</p>	<p>SLT and Class Teachers</p>	<p>Autumn term</p> <p>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 developed to share with parents in the Autumn Term, from</p>

	<p>Parents/carers are made aware of the platform and how it can support home learning.</p>	<p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Effective parental engagement supports learning (+3 months)</p>		<p>Discussions with parents/survey</p>	<p>which support sessions will be delivered by the Deputy Headteacher remotely.</p> <p>Spring Term Due to the third lockdown and second partial closure of school the planned parent training sessions and questionnaire did not take place. Instead individualised support was provided to parents when needed. DB Primary was successfully used this term, allowing for home learning to continue as well as being able to use it to support class isolations. Children in KS2 are using it with only minimal issues, and where these arise, they are able to email for assistance and issues can be resolved. Familiarity (of staff and children) with the platform has made it easy to switch to and from home learning in the event of individuals of the whole class having to stay off school. Some queries and suggestions about the operation of the platform have been sent to DB, who have responded with a list of actions and improvements they intend to made moving forwards.</p> <p>Summer Term Some items raised during dialogue with DB Primary have been implemented. Particularly valuable is the new format for children viewing tasks in a more organised way.</p>
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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	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 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 Opportunities for writing have been included not only in English but in a range of other subjects (writing for a purpose). Planning to teach about non-fiction text types at the start of the year has meant the children are familiar with these and so they can be included throughout the curriculum so the children can produce authentic pieces of e.g. historical information or scientific explanation. There is evidence that the children have an improved understanding of</p>

							<p>audience and purpose and an ability to adapt their writing with increased confidence. Within KS1 and Reception a real focus on slowing down the process and self-marking has improved the quality of writing. The Sounds Write phonics scheme is having a positive impact on our Reception children, when attempting to write short sentences. Online training and discussion sessions with County Literacy Advisor has given the opportunity for further reflection on current practice and has provided ideas for further developing good practice.</p> <p>Summer Term Children being back in school allowed more opportunities for longer writing tasks, in particular for authentic writing opportunities. Children made progress in this area. However, after the impact of the third national lockdown as well as several bubble closures in the summer term children's writing stamina is something we need to continue to consider as we move into the next academic year as well as the need to relearn some good habits that have been lost due to disruption.</p>
D	Group phonics sessions – including small group catch up sessions and 1:1	Pupils make accelerated progress in phonics.	Education Endowment Fund Teaching and Learning Toolkit: Small group Tuition (+4months)	£2000, (Cross reference Pupil Premium)	Phonics assessments	DHT	<p>Autumn term 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</p>

	<p>session where necessary.</p> <p>Additional staff to be trained in the delivery of phonics (cross reference Pupil Premium spending)</p>		<p>Feedback (+8months) One to One Tuition (+5 months)</p>				<p>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> <p>Spring Term Training has been undertaken by more staff, including a KS2 staff member so that the progress made in Year 2 can be maintained as the children move into KS2. Lockdown has had a negative impact on the planned 1:1 and group sessions. However, this has been recognised and plans are put in place for effective SW interventions in the summer term.</p> <p>Summer Term The practitioners newly trained in SW were able to carry out phonics and spelling sessions during Summer term allowing for new training to be put into practice. The children in receipt of pupil premium funding in KS1 particularly benefitted from this and are making good progress.</p>
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 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) Reduction in class size (+3months) One to One Tuition (+5 months) Small group Tuition (+4months)</p>	<p>£10,000 (Teacher and resource costs)</p>	<p>Identified by formative assessments made by teachers at the beginning of Autumn term then following on from this Summative Assessment carried out at</p>	SLT	<p>Autumn term Autumn term assessments indicate that the majority of children have made good progress this term. Targeted support for pupils is being delivered and adopted where necessary to support children to make progress.</p> <p>Spring Term Due to the disruption of teaching during the Spring term ongoing assessment will be necessary to</p>

	Maths assessments to take place in Autumn term.				the end of Autumn Term and Summer Term.		<p>determine if the good progress has been maintained by all children while they have been learning at home. Single year group teaching allows teachers to focus on year group objectives and build on previous learning. Summer Term assessment will enable us to evaluate the success of this strategy across the year. Consideration needs to be made to ensure that when KS1/Reception are split into single year groups that the best is made out of the space available to best support outcomes for pupils.</p> <p>Summer Term Internal tracking data showed that pupils across the year made on average positive progress of 0.1. Teachers also commented that supporting children to know and remember more in a single age class for maths has proven very valuable.</p>
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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</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>	£500	(behaviour data)	SENDCO	<p>Autumn term 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>pupils where need is identified.</p>				<p>(To add when programme starts)</p>	<p>Baseline data to be collected when Thrive PR actioner completes training in the Spring Term.</p> <p><u>Spring Term</u> PSHE content is being carefully considered to ensure that it is appropriate for all children and where sensitive issues may arise for specific children, parents and carers are informed prior to teaching going ahead.</p> <p>Well-being has been a focus when the children returned after lockdown, although for some classes further adjustments are planned for the summer term based on their needs e.g. timetables will be adjusted for the summer term in KS1/reception to allow some quiet time at the start of each day to support the children's well-being. Well-being is integrated within the new PSHE curriculum. Further training is being identified to further support PSHE including mental health first aid training, to support children and staff. Thrive will be further implemented in the Summer term once training of additional practitioners has begun. Where need identified children are supported on a 1:1 basis/ small group.</p> <p><u>Summer Term</u> Identified children have benefited from their one to one or group thrive sessions with many of the children being supported being able to engage better with their learning.</p>
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							<p>We are going to look to build further capacity for this in future years.</p> <p>Support for pupils wellbeing was also delivered through our PSHE curriculum.</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 The Audit is on-going. The pace of the audit has been reduced due to the impact of partial school closures. More information will be available in the Summer Term.</p> <p>Summer Term Computers were provided to all children who needed them to access home learning.</p> <p>The purchasing of new iPads supported the delivery of the curriculum. However, the technology resource audit has revealed further need for spending on resources to facility the delivery of the curriculum.</p>

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

Governors involved:
A Robinson
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.
Spring summary
- A discussion around progress made was undertaken with A Robinson and the challenges of the partial school closure and individual class isolations. This information was also shared at FGB
Summer summary
- Shared with link governor and will be disseminated to FBG at the next meeting.