

# Crook Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 13 .10.21

## **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	363
Proportion of disadvantaged	40%
Catch-up Premium allocation (No. of pupils x £80)	£29040
Publish Date	30.09.2020
Review Dates	31.12.2020 / 01.09.2021
Statement created by	A Lupton / L Robinson
Governor Lead	J Gent

## **Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)**

The school serves a community where 43% are available for pupil premium funding. In addition, there are a significant number of children who are not available for funding but are still classed as vulnerable due to multi risk factors such as lack of opportunity, low income and few children come from households where parents have experienced higher education. Despite parents engaging with the school and staff providing quality work each week which was accessible online and in paper form, less than 50% of children engaged in regular learning. Of the year groups that returned to school, 17% of reception returned, 11% of Year 1 and 10% of year 6. In summary, only 9% of children were regularly educated during the summer term in school and this included vulnerable children and children of key workers. 4% of disadvantaged children came to school. Teachers sent out summer support packs as part of our transition programme but there has been minimal return. All children were assessed in order to create a baseline at the end of September 2020 and again at the end of September 2021.

## Barriers to future attainment

	<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b> Staff prepared high quality resources but at times, parents did not know how to support the learning.	Staff to be mindful of lack of support in home and the new platform will allow direct support for the child.
	<b>B</b> Home learning is limited due to use of websites and lack of feedback and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
<b>Targeted academic support</b>	<b>D</b> Only a small proportion of pupils engaged with the provided learning. Therefore children have returned to school below ARE	Through targeted support and a recovery curriculum, children will make accelerated progress in English and Maths
	<b>E</b> Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Purchasing an online reading package will enable children to have an online library. Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	<b>F</b> Some children have not had quality vocabulary exposure during lockdown and /or self regulation and motor skills development.	Targeted support for children with speech and language and /or motor skills by Occupational Therapist and Speech and Language will lead to accelerated development for those children.
<b>Wider Strategies</b>	<b>G</b> Some pupils are struggling to settle back into class 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. Children need to gain resilience and thus we have invested in Commando Joes; a character education package which enables children to develop critical thought and reflection.

**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
A	Staff prepared high quality resources but at times, parents did not know how to support the learning.	See below	Teachers uploading planning, resources and videos	£470 for training and cameras	Less than 50% of children engaged in online learning.	L Robinson to monitor	All staff and children to be confident in using the platform. <u>Evaluation.</u> The Spring term lockdown showed how proficient staff and pupils had become in using google classroom. Staff taught daily live online providing high quality resources to supplement teaching (Using Oak Academy and Little Wandle Phonics videos to support live teaching - both DfE accredited) Pupils were expected to submit learning through the classroom which allowed teachers to provide feedback and assess learning regularly. As a result of high quality teaching and activities, 73% of pupils engaged with online lessons, whilst 63% of pupils submitted work.
B	Home learning is limited due to use of websites and lack of feedback and can be developed further to improve access to learning at home for all pupils.	The new platform is in place and staff, pupils and parents are able to use it effectively.  Home learning (homework) and communication with parents is enhanced)	Children using the platform from home and evidence in returning work.	As above	As above	A Lupton/L Robinson	In case of lockdown, self isolation, children to be engaged in online learning- monitored regularly by staff. <u>Evaluation</u> Rigorous monitoring of remote learning took place by the SLT and staff. This included vulnerable children referrals to the LA, online support to parents with behaviour and understanding of concepts. Live lessons took place every morning with either set work, interventions and more live teaching in the afternoons. Laptops were shared with children who needed them. Google classroom was used as the platform. Parents received phone calls in addition and

						<p>social media such as Marvellousme and Facebook were also used to communicate with parents . There were approximately only 30 children who did not engage regularly . The school exhausted all avenues to get these children to engage.</p> <p>Over the spring term lockdown 73% of pupils engaged with online lessons daily, whilst 63% of pupils submitted work regularly. This was a significant increase from 43% in the first lockdown where live lessons were not provided.</p> <p>Extra data (25-7%), wifi routers (1-1%) and chrome books were provided to 97 pupils (27%) ensuring access to online lessons was available to all pupils.</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)
D	Only a small proportion of pupils engaged with the provided learning. Therefore children have returned to school below ARE	Targeted children work in small groups and reach ARE, commencing with Year 5	Education Endowment Fund Teaching and Learning Toolkit:  Small Group Tuition (+4) Feedback (+8)	£17,844.	Determined from assessments made at the start of the autumn term	SLT	Spring data should show accelerated progress of identified children. <u>Evaluation</u> Due to lockdown, Spring data was unable to be collected. In addition due to bubbles isolating at the end of the summer, a secure data drop was unable to be collected. September 21 baseline data shows progress of target children with high needs through teacher assessment of work. High needs children engaging in the engagement model allowed for the rest of the cohort to receive targeted teaching over the 10 weeks of summer term. As a result, attainment improved in reading, writing and maths by 10%.
E	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Children are reading at ARE and more evidence of children reading at home	Education Endowment Fund Reading Recovery Programme	£2364 (Myon) £360 (Reading Planet)	Education Endowment Fund Teaching and Learning Toolkit	G Nicholson	Autumn data should show an increase in reading age from baseline . <u>Evaluation</u> September 2122 baseline assessments compared to Spring 2021 assessments (return from lockdown) show an increase in the % of pupils working towards or at age related expectations in KS2 reading. (average 10% increase across KS2) KS1 data has been maintained. As well as contributing to improving the reading of KS2 pupils this investment enabled children to read as a deep dive in reading showed the paucity of reading books in the home. As a result more children are working towards or on track across KS2 than in writing. As Key Stage 1 children did not

							have the basic phonic knowledge to enable them to read, gaps are wider in KS1 with limited impact from a reading scheme at home - pupils still require an adult to read with them. Intensive phonic intervention is taking place in school.
F	Some children have not had quality vocabulary exposure during lockdown and /or self regulation and motor skills development.	Improvement in speech and language and physical motor skills so that they are no longer a barrier to learning	Alex Quigley "Mind the Gap" research-Huntington Academy research/EEF.	£4462	Determined from assessments made at the start of the autumn term	SENDco	<p>SEN support plans  Professional reports  Evidence in books  Contribution of children to lessons.  Interventions</p> <p><u>Evaluation</u>  Professional reports show that children who have engaged with SALT are making progress and engaging the services of a private SALT therapist has enabled us to target children.  Occupational health therapist support enabled us to get evidence to successfully secure EHCPs for children who required them. CPD for staff enabled teachers and support staff to undertake interventions to improve handwriting.</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
G	Some pupils are struggling to settle back into class 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. Children need to gain resilience and be able to independently learn. Children to develop critical thought and reflection.	Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)  Commando Joes/DFE research into programmes.	£3750	Baseline data from Commando Joes	L Taylor	Termly data shows learning behaviours improving. <u>Evaluation</u> Teacher assessments and feedback show that Commando Joes is well received by children and now is an integral part of the curriculum allowing children to reflect on their feelings and behaviour interventions. SLT scrutiny of evidence from COJO floorbooks shows pupils' improvements in their ability to reflect on key characteristics of the character education curriculum. As time was limited in school, this perhaps has not had as much impact yet as we would have liked although children are once again settled in school. character education and metacognition has formed a key part of our school improvement plan 2021-22 as well as an integral aspect of our new Connected Curriculum.

**Additional funding supporting provision**

Due to the significant issue with speech and language within school, further resources will be made from pupil premium funding to support this area across the school. ( See PP strategy)