

Witton-le-Wear Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 14.09.20

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
Proportion of disadvantaged	10.34%
Catch-up Premium allocation (No. of pupils x £80)	£7520
Publish Date	14/09/20
Review Dates	January 2021 - Spring term.
Statement created by	M.Stephenson HT
Governor Lead	B.Watt Chair of Govs

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

- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture at 10.34% or 11 children in total.
- The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. Out of 98 children on roll we had 15 children who did not engage in any school directed learning which equates to 15.6% of our school population.
- Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Week 1 was 95.8% (Excluding Reception who were not attending on first day of return). This is for Week Beginning 7th September 2020
- Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well being. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We have agreed that these baselines will be carried out by the end of September 2020. At this point we will discuss as a staff what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and then SMT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identifies children to catch up in their areas of identified need. Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:
Overall 2020/2021: £7520 Autumn 2020: £2193 Spring 2021: £2193 Summer 2021:£3133 (These amounts are based upon £80 per child with 94 children on roll).

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19..	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the autumn term 2020..
	B	Home learning is quite limited due to the current platforms used and can be developed further during this academic year to improve access to learning at home for all pupils.	A strong remote learning offer to be in place. A new and improved platform is in place and all staff are trained in its use (LA based Teams training planned and being delivered during Autumn term 2020.Weekly homework activities are uploaded and feedback to pupils given as and when appropriate..
	C	To focus upon strategies and support which develop greater resilience and self confidence in our children.	To have an overall increase in children's resilience and self confidence by the end of summer term 2021.
Targeted academic support	D	To use September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.
	E	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020..	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021..
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Wider Strategies	G	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021..
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Teaching priorities for current academic year i.e. Professional development and support .

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	All staff to receive ongoing CPD in relation to the bespoke Building Relationships resilience project which is being delivered in our school during the Autumn 2020 (Each week over 10 weeks- initially with Y5/6). Information on strategies and approaches from the project is to be rolled out and disseminated with all staff during Autumn 2020 and Spring 2021.	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 regular basis which support the mental health and emotional and social needs of all of our children.	The Building Relationships resilience project shown to improve pupils positive engagement with each other in various situations and to improve their levels of emotional and mental well being.	Nil initially.	<i>Determined from pupil survey and questionnaires WB 14/09/20.</i>	HT to facilitate the project delivery. B Kasner-Wood (Class teacher), to disseminate training with rest of teaching staff after working through it with the project lead, Kay Clark, and Y5/6.	Autumn term 2020.
B	CPD provided for staff on the effective use of the new online learning platform (TEAMS based).. Children are trained in its use after this initial	The new platform is in place and staff, pupils and parents are able to use it effectively by beginning of	To use TEAMS as an effective learning platform – initial training for staff in September 2020 with Durham LA ITSS department.	Free from LA.	Before and after surveys to be used with teaching and support staff to assess the impact on knowledge and	IT subject lead – R Redfern. HT to provide project overview.	

	staff training in first half of Autumn term 2020..	Spring term 2021.			use of strategies.		
	Parents/carers are made aware of the platform and how it can support and develop and extend home learning.	Home learning (homework) and communication with parents is enhanced (possible use of parent/ pupil surveys and questionnaires)	Effective parental engagement supports home /online learning and ensures greater consistency of learning for children.		Possible use of Parental surveys and questionnaires to ascertain information before and after whole school training and roll-out.	Class teachers to be responsible for sending out and collating parental responses.	
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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)
D	<p>Reading, Writing and Maths assessments made in September 2020 will identify children in need of further targeted support.</p> <p>15 min daily interventions with class based TS's for identified pupils – basic skills nurturing and development..</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>	<p>Initial September baseline assessments in key identified areas.</p> <p>Ongoing teacher assessments during each term.</p> <p>End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.</p>	<p>To be determined as we progress into 2020/2021..</p>	<p><i>Determined from assessments made at the start of the autumn term 2020.</i></p> <p><i>End of year baselines to be used – July 2021.</i></p>	<p>HT/DHT strategic overview.</p> <p>English and Maths leads within school.</p> <p>Class teachers on an ongoing basis.</p>	<p><u>Autumn 2020</u></p>

	Targeted support from “Online Tutors” (National Tutoring Programme)						
E	<p>Afternoon Reading and Maths Intervention and support with identified Y2 and Y6 pupils.</p> <p>Baseline data from identified reading and maths tests.</p>	<p>KS1 and KS2 Reading Results to improve as progress and learning develops during 2020/2021</p> <p>KS1 Target of %</p> <p>KS2 Target of %</p>	<p>Ongoing school based attainment and progress trackers across each term in 2020/2021.</p>	<p><i>TA costs and supply costs to be determined after we see numbers of children identified as needing catch up support from initial September 2020 baselines across key areas.</i></p>		<p>HT for allocation of support costs.</p> <p>English coordinator and Maths coordinator.</p>	<p><u>Autumn 2020</u></p>
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Wider strategies i.e. Behaviour approaches, mental health and social/ emotional support..

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	<p>To embed our tried and tested behavioural approaches with our children across all year groups in Autumn 2020 and beyond.</p> <p>To ensure that all children understand expectations and relationships between adults and children across school.</p> <p>To encourage all staff to access emotional well being / behaviour training as it becomes available during 2020/2021</p>	To maintain the high / positive levels of behaviour that we expect from our children	Much work was done by class teachers during the March2020-July2020 Covid 19 school closure in order to maintain the Big Family ethos and approach that we strive for as a school - children still have that good relationship with staff in school and this should provide a really positive starting point for behaviour management during 2020/2021.	<p>None Initially.</p> <p>Training and CPD costs to be determined as and when required.</p>	Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.	<p>HT to overview process.</p> <p>Staff to attend CPD as and when they feel they require it.</p>	Autumn 2020
H	Mrs Jenny Smith to continue develop her informal role within school of counsellor for any children who may be feeling vulnerable or have and worries or emotional	Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.	Evidence to be ongoing by observing our children in and around school.	Any training course costs for Mrs Smith to be determined bas we progress.	September baseline observations to be discussed with teaching staff in early staff meeting in September to see if any children have been identified	HT to coordinate across school and organise training if/when required during 2020/2021.	Autumn 2020.

	issues which need support and intervention.				as possible requiring personal and emotional after such a long school absence.		
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Additional funding supporting provision

At this moment in time we have not undertaken any baselines to ascertain the catch up needs of individual children or identified groups. Once this has been undertaken we will be in a better and more realistic position to analyse what funding we may need to draw upon in order to support these identified children, groups or cohorts.

Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

Governors involved: – Chair of Governors; – Vice-Chairs of Governors; – Head Teacher – Chair of Finance			
Committee meeting dates			
Autumn:	December 2020	Spring: March 2021	Summer: June 2021
Autumn 2020 summary Briefly state what was discussed and the outcome.			
Spring 2021 summary			
Summer 2021 summary			