

St. John's C of E Aided Primary School – Catch-up Premium Strategy 2020 - 2021

September 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	205
Proportion of disadvantaged	47%
Catch-up Premium allocation (No. of pupils x £80)	206 x £80 = £16,480
Publish Date	September 2020
Review Dates	January 2020
Statement created by	Andrew Farnell (HT), Andrew Kay (DHT) and Nicola Pallister (DHT)
Governor Lead	Alison Tweddle (Chair) and Jade Plews

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

Context:

St. John's is a Church of England Voluntary Aided Primary School with an attached Local Authority Nursery. We have a strong ethos based on Christian Values. The aim of the school is to provide a distinctively inclusive and secure environment in which all can 'Achieve their potential as God's children'.

We serve a community with high levels of economic and social deprivation. The overwhelming majority of children are living in homes that have experienced or live with one or more of the following indicators: unemployment, alcohol and drug abuse, domestic violence, families feuding, bullying and intimidation, anti-social behaviour, family break – up, ill health, adult emotional and mental health needs, mortality and morbidity issues, low income or debt problems. These factors have led to historic high levels of illness and pupils with a wide range of Special Educational Needs specifically linked to SEMH.

The school has historically significantly higher than average levels of FSM and SEND pupils. Disadvantaged, Free School Meals children currently stands at 47% of all pupils. This is an increase of 13% compared to October 2019 and definitely due to the impact of COVID 19. We currently have almost 25% children with specific Special Educational Needs (SEN Status – EHCP or Support Plans).

Rationale:

Our approach to supporting disadvantaged and other pupils over 20 highly successful years, has always been a tiered approach based on:

1. High Quality Teaching and Learning
2. Targeted Academic Support
3. Wider Strategies (A place of Safety, Emotional Support and Enrichment)

Our success in each of these areas has been centred on a core team of Class Teacher and HLTA in every class base to support all children. This has been supported by other staff with specific responsibilities across school including: SEND support for targeted interventions and 'Time for Children' our SEMH support for children and families.

Strategic decisions for re-opening in September 2020 centred on the need to not only maintain, but extend this class-based support approach, with a focus on the key areas of need based on historic knowledge and identified priorities. To achieve this: we extended the contract of a full-time teacher, extended supply time for a teacher, created specific Leadership and Management time for English and Mathematics and re-deployed SEND and other support staff. Details of this were reviewed during the summer term with the SLT and Governing Body. (See detail in School Organisation – Structure)

Vulnerable Pupils (Lockdown):

From the beginning of nationwide lockdown in March 2020, in school we continued to provide school provision for those vulnerable children and children of key workers. At the start of the pandemic, we catered for approximately 5% of our children who needed to access our Key Worker/Vulnerable children's group. This continued to rise week by week as parents began returning to work. Our school continued to be open during the Easter holidays and May half term holiday. From June 2020, we increased our capacity to two Key Worker/Vulnerable Children's groups (24 in total), in addition to Year 1 (8 children) and Year 6 (6 children). In the summer term, 80% of our most vulnerable children attended school, including two Looked After Children.

Remote Learning: During Lockdown we provided paper-based home learning activities and signposted all families to on-line learning. Many of our vulnerable families do not have access to appropriate technology. For June and July, the average percentages of pupils regularly engaging with our Home Learning packs were:

- Reception – 27%
- Year 1 – 21%
- Year 2 – 23%
- Year 3 – 19%
- Year 4 – 15%
- Year 5 – 20%
- Year 6 – 14%
- Total average of pupils accessing Home Learning during lockdown is 20%. Therefore, on average, 80% of pupils did not access specific Home Learning tasks.

As part of our Home Learning Packs and our school groups, we encouraged pupils to access the Oak National Academy/BBC Bitesize learning resources as well as many other useful online sites. Work was not provided for pupils during the summer holiday break. Our knowledge of our pupils and families learning experiences prior to and during lockdown recognises that a key area for development is our on-line learning programme.

Assessment:

At the beginning of the Autumn Term 2020, all pupils in school have been informally assessed (formative) by staff in the Core subjects of English and Maths. It is clear that the majority of our children have not made progress in any areas, and many have regressed significantly with their Reading, Writing and Maths skills.

September: We have formally assessed our KS2 pupils in reading comprehension using the online *Star Reading* assessments. The progress findings are as follows (as from February 2020 to September 2020):

- Year 3 – 7 pupils regressed and 4 stayed the same = 11/27 = **41% of pupils have not made any progress in reading**
- Year 4 – 16 pupils regressed and 1 stayed the same = 17/29 = **59% of pupils have not made any progress in reading**
- Year 5 – 13 pupils regressed and 4 stayed the same = 17/30 = **57% of pupils have not made any progress in reading**
- Year 6 – 16 pupils regressed and 1 stayed the same = 17/30 = **57% of pupils have not made any progress in reading**

This data indicates that on average, **53.5% of KS2 pupils have not made any progress in reading.** Children's attainment in the key areas of the Curriculum have been significantly and negatively impacted by COVID 19.

October: NFER Assessments will be used to provide summative data for English and Mathematics (Use of previous Summer Term Assessments). This data will also provide Gap Analysis.

November: NFER Assessments (Autumn Term). This will return our assessment cycle to that planned prior to lockdown.

Attendance:

Weeks before lockdown compared to weeks following reopening.

4 wks. before lockdown - 24.02.20 to 20.03.20: 96.1% without Reception (93.09% with Reception)

4 wks. on return - 03.09.20 to 25.09.20: 94.3% without Reception (95.07% with Reception)

Friday of lockdown 20.03.20: 93.9% without Reception (87.43% with Reception)

Thursday of reopening 04.09.20: 95.9% without Reception (94.5% with Reception)

Attendance is broadly similar to that before lockdown. A small minority have chosen to continue self-isolation (Three children – N, Y2 and Y5), and one family (One child - Y3) has opted for home education.

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staffing: Extending number of Teaching Staff across school – Supporting Leadership and Management of English and Mathematics	Staffing in all class bases enables all three aspects of tiered approach to be delivered effectively.
	B School timetable required updating to meet needs post-COVID 19 'catch-up programme'.	To provide more opportunities in the school day for teaching of English and Mathematics. This is to enable teaching of current Curriculum and provide catch-up opportunities.
	C Home/school learning is currently limited. This is historically due to a wide range of barriers for both parents and pupils. Issues linked to IT including limited access to hardware and lack of engagement in home learning opportunities. *Only a very small proportion of pupils (approx. 20%) engaged with the online learning materials provided during the Summer term (Lockdown).	A strong remote learning offer is in place. A new and improved range of online learning opportunities are in place and all staff are trained in their use. Weekly homework activities are uploaded and appropriate feedback to pupils and parents is given accordingly.
Targeted academic support	D Staffing: Levels - Staff previously deployed across school no longer able to do this because of restrictions.	Staffing in all class bases enables all three aspects of tiered approach to be delivered effectively.
	E In Maths, the majority of pupils working below ARE and some working well below ARE.	Pupils make accelerated progress in Maths from their starting points at the beginning of the Autumn term.
	F Many pupils have had limited access to reading materials during the summer term and therefore their reading ages are lower than expected. On average, 53.5% of KS2 pupils have made no progress in reading since February 2020 (see Star Reading assessment data).	Reading skills are much improved and rapid progress in reading ARE is demonstrated on a termly basis.
	G Many pupils have not had experience of writing during the Summer Term. Attainment in writing is therefore lower than expected.	Writing skills are improved and rapid progress in writing ARE is demonstrated on a termly basis.
Wider Strategies	H Some pupils may struggle to settle back into school and class routines. Others may have a limited attention span linked to difficulties experienced due to COVID 19 and the lack of structured learning experiences since March 2020.	All pupils are able to attend school and focus on their learning during lessons.
	I Overall Emotional well-being may be affected. Uncertainty of pupils additional Mental Health needs.	Pupils have opportunities to share feelings and are provided with support within class, group or individually as required.

Teaching priorities for current academic year: Professional Development, recruitment and retention

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/Evaluation (Autumn, Spring, Summer)
A	<p>Additional Teaching Staff - Retention of Maternity Cover</p> <p>Creation of Additional Leadership Time: Including specific time for English and Mathematics.</p> <p>Focus on High Quality Teaching:</p> <ul style="list-style-type: none"> • Explicit • Scaffolding • Cognitive and Metacognitive • Flexible Grouping 	<p>Successful return to class for all pupils.</p> <p>Additional Monitoring of En and Ma throughout year.</p> <p>Maintain focus on pupil progress. Providing support for Teachers, pupils and parents.</p>	<p>Pupil Attitudes to Teaching and Learning</p> <p>Pupil Outcomes.</p> <p>Monitoring reports.</p> <p>Additional strategies:</p> <ul style="list-style-type: none"> • Mentoring • Parental Engagement – calls home • Pupil Support meetings – small group and 1:1 <p>Pupil Outcomes.</p>	<p>Teacher: £35,543</p> <p>Supply Day: £6,000</p>	See NFER Assessment Data Reports	<p>HT</p> <p>English and Mathematics Co-ordinators</p>	See details on School Organisation Structure – Rationale for each class
B	Review whole school timetable.	Revise all teaching and break times to enable 'catch-up' sessions	<p>Current routines are in place and are working effectively.</p> <p>SLT Monitoring of Curriculum – Timetable checks</p>	£0	N/A	SLT	Beginning of Autumn Term 2020: All class timetable revision in place and operating as planned.
C	Homework and online learning opportunities are in place in the event of class/school lockdown.	The new routines are in place and staff, pupils and parents are able to use all effectively.	Data from: Purple Mash White Rose Maths Phonics Bug etc	CPD £500 Initial Allocation		SLT	Autumn Term 2020

	<p>CPD provided for staff on the effective use of the online learning strategies: Office 365 / Google Classroom / Purple Mash / Oak National Academy / White Rose Maths / Phonics Bug / Accelerated Reader</p> <p>Children are trained in school in the effective use of all programs.</p> <p>Parents/carers are made aware of each platform and how to use effectively to support home learning.</p>	<p>Home learning and communication with parents is enhanced (evidence from parent/pupil surveys).</p>	<p>Engagement Records and Self Evaluation: Effective parental engagement supports learning.</p> <p>Staff CPD Records</p>	<p>Additional Curriculum Resources £1000. Initial allocation for En and Ma</p> <p>*IT Resources £20,000 Investment to support all developments.</p>			
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Targeted academic support: 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>Staffing increased in R, Y1, Y2, Y3 and Y4 Class Bases. Specific support maintained in Y5 and Y6 (TfC)</p> <p>Continuity provided for Y6 - retain Class teacher from Y5.</p>	<p>Support provided routinely in each class and withdrawal for:</p> <p>Structured interventions. Small group tuition. One to one. Reading Interventions.</p> <p>High quality outcomes in pupils</p> <p>Support continuity of teaching and learning from pre-lockdown.</p>	<p>Observations: Monitoring</p> <p>Pupils attitudes to learning.</p> <p>Progress within lessons.</p> <p>Work scrutiny</p> <p>Outcomes in EYFS. KS1 Phonics and all NFER assessments, future SATs.</p>	<p>See overall Staffing Budget and link to Pupil Premium Report</p>		HT	

E	<p>Use of NFER Maths assessments to identify children in need of support.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p> <p>Provide opportunities for independent online learning for Maths.</p> <p>Additional tracking of progress (to enhance current systems – not replace)</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Results from NFER Maths assessments (October and November 2020)</p> <p>Small Group Tuition</p> <p>Feedback</p> <p>Additional learning Opportunities in place for identified pupils/groups</p>	<p>£ 700</p>	<p><i>Determined from assessments made at the start of the autumn term</i></p> <p>See NFER Assessment Data Reports</p>	<p>SLT & Maths subject leader</p>	<p>Autumn Term 2020</p>
F	<p>1:1 Reading Interventions with identified pupils. (DHT)</p> <p>Provide opportunities for independent online reading. Rapid Reading.</p> <p>Additional tracking of progress (to enhance current systems – not replace)</p>	<p>Reading Results to improve to return to pre COVID levels – in line with pupil targets.</p>	<p>Phonics Bug (EYFS & KS1) Data</p> <p>Feedback from Rapid Reading</p> <p>1:1 Tuition</p> <p>Baseline data from Star Reading Assesments (KS2)</p> <p>HLTAs and TAs Feedback</p>	<p>£2000 Initial Allocation</p>		<p>English lead</p>	<p>Autumn Term 2020</p>
G	<p>Writing: Review opportunities for additional support and intervention.</p>	<p>Improve pupil confidence in writing independently.</p> <p>Improve key writing skills.</p>	<p>Pupil outcomes: evidence of writing across the curriculum.</p>			<p>DHT / English Lead (NP)</p>	

Wider strategies: Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/Evaluation (Autumn, Spring, Summer)
H	Increase in Staffing (As above)	Provide immediate source of support for social as well as academic needs.	Observations				
I	Engagement with Mental Health Trailblazer Staff CPD	Positive impact on identified SEMH pupils' emotional wellbeing.	Behaviour Interventions Social and Emotional Learning	N/A School already part of Project		SENDCO	Autumn term 2020
	'Bucket Filling' Whole School Approach to supporting Positive Mental Health	Developing: Emotional resilience Promoting Good Life Outcomes Listening Care, Concern and Respect Kindness and Gratitude	Class based Work Display			SLT and PSHE Co-ordinator. Supported by: Class Teams	

Additional funding supporting provision

There is a complete crossover between the Catch-Up funding and our Pupil Premium Funding.

Catch-up funding added to Pupil Premium funding ensures staffing levels are high in every classroom (see Staffing Structure).

The additional costs incurred in retaining the services of the additional Teacher and additional supply costs are £41,500. This is £25,000 above Catch-Up Premium allocation, even before curriculum resources costs are included.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

As with all school funding, governors need to be aware of what it is to be spent on and why. It may be a good idea to involve the same governors who are involved in monitoring the use of pupil premium funding, as they should be used to the format used.

Governors involved:

- Chair of Governors: Alison Tweddle
- Vice-Chair of Governors: Trish Pemberton
- Head Teacher: Andrew Farnell

FGB / Committee meeting dates

Autumn:

- **FGB** - October 6th and November 10th 2020
- **Committee** - TBC

Spring:

Summer:

Autumn summary

Governors were presented with a summary review of the initial impact of the Catch-up Strategy:

- **Pupils are settled in all classes**
- **Support for pupils is immediately available**
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- **Attendance is good**
- **The curriculum is being fully taught and monitoring activities are taking place**
- **Baseline assessments have been completed**
- **Additional tracking systems in Reading indicate that pupils are beginning to ‘catch-up’**
- **Progress is being monitored**

Spring summary

Summer summary