

Nettlesworth Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 27.09.20

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	117
Proportion of disadvantaged	33ch 28.2%
Catch-up Premium allocation (No. of pupils x £80)	£8, 080
Publish Date	27.9.20
Review Dates	Jan 2021 April 2021 July 2021
Statement created by	Donna Lee/Head Teacher
Governor Lead	Mrs D Barclay

Context of the school and rationale for the strategy

- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture at 28.2% or 33 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 107 children on roll we had 4 children who did not engage in any school directed learning which equates to 3.7% 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 attended school full days immediately as we created a virtual transition page on our website and held an outdoor, socially distanced parents meeting and Teddy Bear's Picnic.
- Overall attendance for Week 1 -Week 4 September 2020 was 96.4%
- 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: £9,360 Autumn 2020: £2730 Spring 2021: £2730 Summer 2021:£3900 (These amounts are based upon £80 per child with 117 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 is a focus of daily/ weekly teaching in the autumn term.
	B Home learning is limited due to the current platform used 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 activities are uploaded and feedback to pupils given accordingly. Daily activities are uploaded onto website
	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 Only a small proportion of pupils (approx. 50%) engaged with the online learning materials provided for Maths -TT Rockstars during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	E Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	F 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

Wider Strategies	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.
	H	Self-confidence and self esteem Some children come to school with low self-esteem and require support to develop their confidence in their own ability. Some children require time to talk about experiences that have lowered their confidence so that they can start believing in themselves.	Increase confidence and self-esteem of individuals enabling them to access academic learning and encourage social experiences and provide enrichment opportunities.
	I	Pupils with specific social and emotional needs which affect their learning.	Children to feel that they have a supportive and approachable point of contact

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	Mental Health Trailblazer CPD to be attended by Mental Health Champion, DL	All staff are quipped for early recognition of childrens mental health needs.	Social and emotional learning moderate impact for moderate cost. Maslow's hierarchy of needs.	Intervention groups and one to one sessions to develop social skills and	Determined from pupil surveys Mental Health Trailblazer CPD	SEND/CO/HT	<u>Autumn term 2020</u> Meetings have taken place with HT/Mental Health Trailblazer. CPD given to staff Action Plan meeting arranged for Jan 21 with HT and Trailblazer Staff

		The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.		emotional needs.	to begin Oct 2020		
B	<p>CPD provided for staff on the effective use of the new online learning platform- TEAMS</p> <p>Children are trained in its use.</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively by beginning of Spring term 2021.</p> <p>Home learning (homework) and communication with parents is enhanced (possible use of parent/ pupil surveys and questionnaires)</p>	<p>To use TEAMS as an effective learning platform – initial training for CG in September 2020 with Durham LA ITSS department</p> <p>Effective parental engagement supports home /online learning and ensures greater consistency of learning for children</p>	Free from LA.	<p>Before and after surveys to be used with teaching and support staff to assess the impact on knowledge and</p> <p>Possible use of Parental surveys and questionnaires to ascertain information before and after whole school training and roll-out.</p>	<p>IT subject lead – R Aspinall.</p> <p>DHT to provide project overview.</p> <p>Class teachers to be responsible for sending out and collating parental responses</p>	<p>Autumn term 2020 CG has attended training and CPD regarding using TEAMS as a platform for learning. Children/Parents are currently happy with school website as platform</p>
C							

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)
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D	<p>Maths assessments made identify children in need of support.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p> <p>To provide 1-1 support (Qualified teacher + Pupil) to accelerate progress and boost attainment in Maths. (Linked with Covid-19 Catch Up funding).</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: one to one teaching and small group tuition show moderate impact. Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust) and EEF feedback gives high impact for low cost.</p> <p>Small Group Tuition (+4) Feedback (+8)</p>	<p>Qualified teacher delivering private tuition, approximately £1080 (10 weeks) for 8 pupils + communication time between tutor and class teacher.</p> <p>Repeat in the Spring and Summer Term for identified children as appropriate - £4140 (spring+ summer).</p>	<p>Determined from assessments made at the start of the autumn term</p>	<p>Maths lead</p>	<p><u>Autumn Term 2020</u> Assessments have been made, children have been identified and tutoring is now taking place weekly to provide targeted support. Daily interventions are also taking place with targeted children.</p>
E	<p>1:1 Reading Intervention with identified pupils.</p> <p>Baseline data from Sep 2020- 75% redoing tests.</p>	<p>KS2 Reading Results to improve to 87.5% 14/16 pupils</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	<p>TA costs</p> <p>LEXIA Extra Licenses £1100</p>		<p>English lead</p>	<p><u>Autumn Term 2020</u> Children identified, and targeted intervention is in place. All children can now access LEXIA, monitoring of this platform is in place and success celebrated weekly</p>
F	<p>Reading, Writing and Maths assessments made in September 2020</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age</p>	<p>Initial September baseline assessments in key identified areas. Ongoing teacher</p>	<p>To be determined as we progress into 2020/2021.</p>	<p>Determined from assessments made at the start of the</p>	<p>HT/DHT strategic overview. English and Maths</p>	<p><u>Autumn Term 2020</u> Children identified, and targeted intervention is in place.</p>

	will identify children in need of further targeted support. 15 min daily interventions with class based TAS's for identified pupils – basic skills nurturing and development..	appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.	assessments during each term. End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.		autumn term 2020. End of year baselines to be used – July 2021.	leads within school. Class teachers on an ongoing basis	
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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)
G	Additional support for all members of staff from maths and English leaders: All staff adopt self regulation approaches including the 9 question approach which impacts on pupil attainment and progress. All staff to recognise independent learners and develop a ‘can do it’ attitude for all disadvantaged pupils. To teach pupils how to plan, monitor and	Self-regulation for pupils Improving pupils’ independent skills. Teaching self-regulated strategies to be embedded, supporting children to make age related expectations. Gaps caused by reduced schooling COVID19 during the academic year 2019/20 are addressed and closed with additional support and intervention	EEF research: self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. Quality first teaching and catch up sessions impact positively on progress.	Resources £1000	SLT to share teaching and learning updates to rapidly identify and address any areas for development. Regular book checks will look at quality of feedback and marking. The quality of pupils editing work and making progress within a lesson. Monitoring of teaching to evidence quality over time of PP	SENDCO	Autumn Term 2020 Class Teachers and Support Staff offer catch up tuition after school three times per week. Progress of individuals tracked and monitored.

	evaluate specific aspects of their learning Catch up programs and intervention bespoke to the individual pupil and their gap.				teaching. 100% to be taught how to plan, monitor and evaluate specific aspects of their learning. Target tracker analysis to show that disadvantaged pupils are outperforming or matching progress of non-disadvantaged in all year groups. End of KS outcomes to show rapid closing of attainment gap. 100% of SEND support to be achieved All disadvantaged pupils to be reaching age related expectation or closing the age gap. Progress measure to be in line or above national for all subjects. National benchmarks show pupils are closing the gap		
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					using KS1/ KS2 outcomes.		
H	Increase participation in afterschool clubs. Staff training on highlighting strengths in pupils work and providing opportunities to raise their self-esteem within the classroom. Enable pupils to engage in school life fully including healthy lifestyles and resources to access learning Children to be involved in enrichment within school including accessing all afterschool clubs, trips and overnight residential trips	Increase confidence and self-esteem of individuals enabling them to access academic learning and encourage social experiences and provide enrichment opportunities	EEF evidence indicates that progress is made for all pupils but disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income pupils, such as increased attendance at school, improved behaviour, and better relationships with peers.	£700	Pupils show more confidence in lessons and are able to access lessons more frequently. They engage in learning more frequently with and without support of a teaching assistant. Pupils in all year groups are reaching their full potential. Improve self-esteem and confidence of disadvantaged pupils within social and new experiences High participation and success from afterschool clubs	Headteacher DHT English Leader Maths Leader	<u>Autumn Term 2020</u> Historian has been arranged to work with all classes on aspects relating to historical topics in curriculum for Spring Term
I	Mrs Yvonne Gallacher to continue develop her informal role within school of mental health	Children to feel that they have a supportive and approachable point of contact if they are feeling	Evidence to be ongoing by observing our children in and around school.	Any training course costs for Mrs Gallacher	September baseline observations to be discussed with teaching staff in early	HT to coordinate across school and organise training	<u>Autumn Term 2020</u> YG to support HT with mental trailblazer programme. YG attended CPD relating to this.

	first aider for any children who may be feeling vulnerable or have and worries or emotional issues which need support and intervention	any mental anxiety or are in need of emotional support.		to be determined as we progress £60	staff meeting in September to see if any children have been identified as possible requiring personal and emotional after such a long school absence.	if/when required during 2020/2021	
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Additional funding supporting provision

At this moment in time are undergoing baselines to ascertain the catch up needs of individual children or identified groups Once this has been undertaken we will 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; Mr A O’Roarty– Vice-Chair of Governors; Mrs D Barclay – Head Teacher; Mrs D Lee

Committee meeting dates

Autumn: **December 2020** **Spring: March 2021** **Summer: July 2021**

Autumn summary

Catch Up premium strategy was shared with link governors in the AutumnTerm. Discussed the desired outcomes in line with the needs of the children. All year groups have a designated tutor to offer identified children one to one extra support. Interventions have been monitored and reviewed and are showing impact on pupil progress and on behaviour well-being.

Spring summary**Summer summary**