

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



## **Funding allocation (Mainstream Schools)**

### **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	341
Proportion of disadvantaged	20%
Catch-up Premium allocation (No. of pupils x £80)	£28, 640
Publish Date	October 2020
Review Dates	January 2021
Statement created by	R Brunton
Governor Lead	TBD

## **Context of the school and rationale for the strategy**

Due to COVID19, large numbers of pupils have gaps in their learning. In a recent survey 75% of our parents said they had engaged in some home learning over lockdown. This means we have at least quarter of the school who may not have had any home learning and therefore have gaps in their learning. Of those who did access the online work, many still cited problems such as sharing devices, internet speed etc as barriers which stopped the learning being effective. All of our children have had huge disruption to their education, including those with SEND and those who are disadvantaged. Of our vulnerable children, only three attended school during lockdown. Early Pupil progress meetings have already taken place which focused on pupil and staff wellbeing and allowed teachers to discuss the gaps they have identified and where this funding needs to be targeted. Our staff are stretched to capacity due to restrictions around bubbles, staggered start and finish times, staggered lunches etc. We believe that the best use of the funding will be to use external staff to deliver catch up interventions across school and social interventions which increase pupil wellbeing. By not increasing teacher workload we will contribute to the increased well being of our teaching staff.

## **Barriers to future attainment**

Barrier	Desired outcome
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<b>Teaching priorities</b>	<b>A</b>	Staff require CPD to develop a greater understanding of childrens' 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 weekly RSE teaching in the autumn term.
	<b>B</b>	Home learning to be developed further to improve access to learning at home for all pupils including those isolating due to COVID symptoms or contact with infected people	A strong remote learning offer is in place. A new and improved google classroom platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	<b>C</b>	Gaps in curriculum identified by subject leaders	Subject leaders redesign plans to fill gap in teaching so children continue to make progress . Targeted intervention to support gaps in knowledge.
<b>Targeted academic support</b>	<b>D</b>	Gaps in basic maths skills eg calculation have been noted during early PP meetings	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	<b>E</b>	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.
	<b>F</b>	Gaps in phonics knowledge in Year 2 due to missed teaching time and lack of parents knowledge of phonics	At least 90% of children who take the phonics test in Autumn 2 pass
	<b>G</b>	Gaps in basic skills in grammar noted by staff during early PP meeting	Pupils make accelerated progress in SPAG from their starting points at the beginning of the autumn term.
<b>Wider Strategies</b>	<b>H</b>	Some pupils are struggling to settle back into class routines and have anxiety around returning to school	All pupils are able to focus on their learning during lessons.
	<b>I</b>	Staff require their own support for anxiety around COVID 19 and the return to school	Staff feel safe at work and able to focus on delivering the best outcomes to our children

**Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers**

<b>Barrier</b>	<b>Action</b>	<b>Desired outcome</b>	<b>Evidence source</b>	<b>Cost</b>	<b>Baseline data</b>	<b>Person responsible</b>	<b>Impact/ evaluation (autumn, spring, summer)</b>
A	Contract booked with LA to support staff and pupil wellbeing	All staff are equipped for early recognition of children's mental health needs. The profile of RSE is raised throughout	<b>Staff survey</b>	£1, 500	Determined form staff and parent questionnaires	HTs	

		school and lessons are taking place on a weekly basis which support the mental health needs of all pupils.					
<b>B</b>	Home learning to be developed further to improve access to learning at home for all pupils including those isolating due to COVID symptoms or contact with infected people  Parents/carers are made aware of the platform and how it can support home learning via online demonstration with RA	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 by whole school email system	Monitored use of google classroom  Parent and staff surveys	£0	Results of parents questionnaire about home learning	RA - Computing Lead	
<b>C</b>	Gaps in curriculum identified by subject leaders	Gaps in subject areas identified and planning amended	Whole School curriculum document	£0	Notes from early PP meetings	CT Curriculum Lead and HT	

**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 E F G	Targeted support from "Online Tutors" (National	Progress is accelerated termly to ensure	Education Endowment Fund	Oncost of Academic Mentor-	Determined from assessments	RB-HT	

	Tutoring Programme) and academic mentors	pupils are able to access age appropriate learning materials.	Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8)	approx £2,500	made at the start of the autumn term and early PP meetings		
D F E G	Targeted support from external staff in phonics, SPAG, Maths and reading  Lunchtime Supervisors paid extra hour to hear 121 readers across the school	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials. % increase by next PP meeting	Education Endowment Fund Teaching and Learning Toolkit:  Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)	<i>£23,000 for FT person for academic year -TBD</i>  <i>£9.62 per hour for LTS</i>	Determined from assessments made at the start of the autumn term and early PP meetings  Data From phonics test in Autumn 2	RB-HT  All teachers	

**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)
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G	Social Interventions in place ; Relax Kids Counsellor Music Therapy Lego Therapy	Positive impact on identified SEMH pupils' emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit:  Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	£7, 900 per year for Counsellor from PP funding  £218 per day for music therapy  £500 per term for Relax Kids  £0 Lego Therapy	From CPOMS and Leadership discussions	RB - SENDCO	<u>Autumn 2019</u>
H	Staff wellbeing a whole school priority  Staff workload reduced Counselling available for staff who need it	staff return to school feeling happy and safe Support in place for those who need it	Reducing workload document  Contract with LA focuses on staff and pupil wellbeing	Extra hours for school counsellor SLA on wellbeing with LA	Staff questionnaire from Summer Term 2020	RB and CT	

**Additional funding supporting provision**

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PP pays for Counsellor and Relax kids which were already established in school but increased time has been given to both.  
PP will pay for music therapy and costs associated with the new room  
PP pays for extra support for word boxes and reading from LTS

### **Governance – monitoring the effectiveness of the Pupil Premium Strategy**

**Governors involved:**

– Chair of Governors;– Vice-Chair of Governors;– Head Teacher

**Committee meeting dates**

**Autumn:** October 2020

**Spring:**

**Summer:**

**Autumn summary**

**Spring summary**

**Summer summary**