

The Grove Primary School- Catch Up Premium Strategy 2020/21

Updated 28th 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	180
Proportion of disadvantaged	39%
Catch-up Premium allocation (No. of pupils x £80)	£14440
Publish Date	28 th September 2020
Review Dates	January 2021 April 2021 July 2021
Statement created by	B Atkinson
Governor Lead	C Grundy

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 high compared to both a local and national picture at 39%. There has been an increase of children entitled to FSM during lockdown.
- The majority of children from Nursery to Year 6 engaged with the detailed online learning that the school provided. Out of 214 children (Nursery to Year 6) we had 18 children who did not engage in any school directed learning which equates to 8.41% of our school population.
- The return to school was positive and many aspects were kept the same (staggered starts and finish times). All Reception children started together and completed whole school days. Each class had clear instructions and videos were added to the class web pages to support with transition. During the last week of the school holidays, families were invited to practise the walk to school and the school gate was left open in order to do this. Some children took up the offer of visiting their new classroom and teachers too. Attendance for the 1st week back was 96.5%
- School was fully closed for the summer break and no remote learning took place in order to give staff a break so that they could fully recover in preparation for the Autumn term.
- As a staff we have discussed then need for accurate baselines in order to carefully target Catch Up Premium. The baseline assessments will be carried out by the end of September 2020. Senior leaders will use the information to carefully target interventions and support which will be financed using the following Catch Up Premium amounts.
Overall 2020/2021: £14440 Autumn 2020: £4200 Spring 2021: £4200 Summer 2021: £6000 (These amounts are based upon £80 per child with 180 children on roll from Reception to Year 6).

Barriers to future attainment

		Barrier	Desired outcome
Teaching Priorities	A	Children have had different routines and through learning from home have had to adapt routines and the normal school day due to Covid 19. Staff need to develop a greater understanding of children's mental health needs in order to support them and their families as they return to school.	Greater emphasis is placed on mental health needs and opportunities planned for on a daily basis to support children return to school. Staff are better informed and have greater clarity about how to support children with mental health needs working with the Mental Health Support Team.
	B	Development of our Remote Learning Offer to support children in the event that they may have to learn from home.	Previously, Tapestry was used to support those families in EYFS. We have looked at possible platforms and have decided that Tapestry will be rolled out to all families to support learning in the event that families have to work from home. Louise Gibson working with Carly Grundy to support families and staff.
	C	To use September baselines to understand where children are and to carefully plan interventions and support to help children close the gaps in their learning in Reading, Writing, Spelling and Maths.	Pupils make accelerated progress from their September starting points (see targeted academic support for additional information).
	D	Reading- Update and implementation of new reading materials so that each child has a booked matched to their reading ability and one for pleasure.	Fiona Gargett to work with staff to develop skills for assessing reading. Staff will be able to accurately assess children and match books that are suitable to develop fluency and understanding. Staff will ensure that

Targeted academic support		Children all have a planner to record reading comments by staff, family members and themselves too.	reading is given a higher priority so that children are given opportunities to develop reading skills so that children become more confident.
	E	Phonics- RWInc continues to be taught to those children in Rec/Y1/Y2 and Y3. Families were able to access some resources during lockdown although this is the case children have still got gaps in their learning based on September baseline.	Fiona has assessed all R/Y1/Y2 and Y3 children and these children have been grouped by stage and have a dedicated 30 minutes daily session of phonics. RWInc training has been booked in for all staff (February 2021) so that staff are upskilled and support children to make accelerated progress.
	F	Maths- Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall basic facts as quickly as they might have done.	White Rose Maths Catch Up Materials purchased to support Maths teaching as children return to school. Timestable Rockstars also purchased to support children to develop their multiplication facts as this is an area where children have fallen behind.
Wider Strategies	G	A number of pupils may find it difficult to get back into routines of learning and behaviour for learning as they return to school.	Behaviour Policy was updated and implemented before lockdown. Staff to remind children of the restorative approach and class banks (penny charts) as a reward system. Staff to introduce a feelings board as a means of self- registration so they can gauge whether

	H		children are ready for learning. Use of PSHE resources and mental health Trailblazer resources to support children and families.
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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	<p>Mental Health Trailblazer attended by Bernadette Atkinson.</p> <p>All staff involved in CPD with Mental Health Support Team (21st September 2020). Bernadette and Rachel C met virtually with Rebecca Wrightson to create an action plan (16th October 2021). Resources shared and opportunities planned.</p>	<p>All staff are equipped for early recognition of children's mental health needs.</p> <p>Rachel C to have weekly drop in sessions with Rebecca to discuss individual needs of children and how best to support them and their families.</p>	<p>Mental Health Resources and Support materials.</p>	<p>No cost involved.</p> <p>SCARF resources =£570</p>	<p>Staff to provide information for Rachel C to support conversations with Rebecca W</p>	<p>Bernadette Atkinson and Rachel Crowe</p> <p>Nicola Duggan PSHE co ordinator</p> <p>Nicola Duggan PSHE co ordinator</p>	<p>Autumn term 2020</p> <p>Action plan completed with Rebecca Wrightson and staff training provided. Emotional Literacy sessions (We Eat Elephants planned in for Y1/2, Y3/4 and Y5/6 but unable to take place in line with risk assessments)</p> <p>Spring term</p> <p>Nicola PSHE co ordinator implementation of SCARF resources and added to long term planning to raise the profile of PSHE. All staff using resources to support children's mental health.</p> <p>Summer term</p> <p>Website update of resources, RSE consultation with parents and implementation of RSE in line with National guidance. Staff CPD for KS2 staff. Information for parents shared via Tapestry.</p>

B	<p>Development of our Remote Learning Offer to support children in the event that they may have to learn from home. Tapestry purchased for whole school population. CPD delivered by Carly Grundy and Louise Gibson to staff.</p>	<p>Remote learning offer fit for purpose so that children can access learning in the event of a bubble closure/ another lockdown.</p>	<p>Tapestry proved to be most cost effective and already used by some of our families with children in EYFS</p>	<p>Tapestry cost= £536.40</p>	<p>Parental questionnaire (66 families responded)</p>	<p>Bernadette Atkinson Carly Grundy Louise Gibson</p> <p>All staff responsible for setting home learning in line with Remote Learning Policy</p> <p>All staff responsible</p>	<p>Autumn term 2020 Tapestry purchased for whole school (previously, just for EYFS). Remote Learning Policy written and shared with stakeholders too. Remote Learning Policy added to the website. Staff created settling in reports that were shared-with parents- via Tapestry.</p> <p>Spring term 50 children accessing school and others remote learning via Tapestry. Questionnaire sent to parents (66 responses in total). Responses sent via Microsoft Forms and feedback positive. Staff checking in with families not engaging. 31 laptops and 5 modems received from DfE and these were offered to families. Staff sharing remote learning/in class teaching.</p> <p>Summer term Tapestry used to support assessment of foundation subjects and to share reports with parents.</p>
C	<p>To use September baseline</p>	<p>To use information</p>	<p>Children's individual baseline assessments</p>	<p>Additional sessions of</p>	<p>September assessments</p>	<p>All staff responsible</p>	<p>Autumn term 2020</p>

	<p>assessments to understand where children are and to carefully plan interventions and support to help children close the gaps in their learning in Reading, Writing, Spelling and Maths.</p>	<p>gathered to plan and support children to make progress form their September starting points.</p> <p>Look at and identify children to access 1:1 and or small group interventions.</p>	<p>Staff to complete intervention timetable and share these with Carly Grundy (SENDco)</p>	<p>support for children ½ day release day for Fiona Gargett to monitor different elements of Literacy, ½ day release Carly Grundy to monitor SEND and PP TA support x3 afternoons= @£6000</p>			<p>Children identified and targeted to receive 1:1 small group interventions.</p> <p>Carly Grundy monitoring to ensure that interventions were having an impact. Staff shared end of term assessments with subject co ordinators. Staff also reported to parents.</p> <p>Spring term</p> <p>Vulnerable and SEND children invited to attend school. Others targeted via Tapestry. Some vulnerable/SEND children took up the offer of a laptop and or modem to support them while learning from home. Engagement monitored by Carly Grundy.</p> <p>Families offered stationery and book swaps also introduced so that children had access to quality reading material.</p> <p>Summer term</p> <p>Staff continued to work together to provide quality first teaching and small group interventions as children returned to school that focused on basic skills. Subject co ordinators compiled assessments</p>
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							to find out where children were in relation to their starting points. Majority of children making good progress from their starting points.
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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 and E	<p>Reading- Update and implementation of new reading materials so that each child has a booked matched to their reading ability and one for pleasure.</p> <p>Children make accelerated progress from their September starting points.</p>	<p>Staff to ensure enough time given for planned reading opportunities to develop fluency and understanding.</p> <p>Majority of children to be at or above age-related expectations by end of Summer term 2021.</p>	<p>Initial September baseline assessments in Reading (RWInc)</p> <p>Ongoing teacher assessments during each term.</p> <p>Some children receiving additional targeted 1:1 phonics/reading interventions delivered by teacher/TA in Y1,2 and 3.</p> <p>Fiona Gargett to support KS2 staff</p>	<p>Reading planners for whole school =£1614.60</p> <p>New reading materials KS2=£3115</p>	<p>Assessments during September 2020</p>	<p>SLT strategic overview.</p> <p>English (Fiona Gargett)</p> <p>All staff to monitor changing of reading books and comments</p>	<p>Autumn 2020</p> <p>Fiona Gargett completed baseline assessments for RWInc assessments for RWInc groupings. Small groupings across Y1/2 and Y3 pupils. End of term assessments show children making good progress from their September starting points.</p> <p>Increased TA support in Year 2 and 3 to release staff to deliver interventions (ongoing over the course of the year).</p> <p>Spring</p> <p>Staff continue to support development of reading through Tapestry as the majority of children learned from home.</p>

			with assessing KS2 children.	Whole staff RWInc CPD= £960 Updated RWInc resources= £200 Catch Up Literacy (TA X2) = £800		made in planners.	Book Swap encouraged so that children could change their reading books. Summer Fiona Gargett led a Reading staff meeting to look at reading assessment across KS2. Fiona worked with staff to support and listened to the bottom 20% of readers to ensure that assessment methods were robust and secure.
F	Maths- Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic	Staff to use White Rose resources to support planning to close gaps and target individual children.	Initial September baseline assessments in Maths	White Rose Catch Up Resources =£120 Timetable Rockstars= £95	Assessments during September 2020	SLT strategic overview Maths leads William Gray and Emma Howe	Autumn 2020 Staff using White Rose Catch Up materials to support them in class. Wake Up Shake Up sessions are used to support fluency. Timestable Rockstars used and children rewarded with money on their chart. Spring Children accessing daily maths via Tapestry. Work corrected so children had a sense of achievement. Children independently assessed their own work and made comments.

	skills has suffered – children are not able to recall basic facts as quickly as they might have done.						<p>Summer</p> <p>Staff meeting with initial discussions about developing fluency using NCETM and other resources. Further information to be shared with staff in Autumn 2021.</p> <p>Assessments completed and shared with senior leaders and governors too.</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)
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G	<p>A number of pupils may find it difficult to get back into routines of learning and behaviour for learning as they return to school.</p>	<p>To have high expectations for behaviour and share these with our children.</p> <p>To ensure that children are ready for learning.</p>	<p>Make use of Behaviour Policy and rewards for behaviour ie class bank and the use of whole class rewards</p>	<p>Small cost (school fund for rewards)</p>	<p>Class based and ongoing. Classes making use of 'mood boards' so the children can self- register to support staff with how they are feeling at different points of the day.</p>	<p>HT to overview process.</p> <p>Staff to attend CPD as and when they feel they require it.</p>	<p>Autumn 2020</p> <p>Classes making use of mood boards and staff on hand to discretely speak to children if they have negative emotions during Wake Up Shake Up sessions.</p> <p>Mental Health emotional literacy sessions booked in We Eat Elephants (not carried out).</p> <p>Spring</p> <p>Staff and children switched to remote learning in January. Tapestry used as remote learning offer and staff continued to 'check in' with children. Pupils accounts for Year 4,5 and 6 were updated so that children had direct contact with teachers and they could upload their own work. Staff contacted families who were not engaging by telephone to 'check in' and offer resources eg stationery, technology, food items etc.</p> <p>Routines remained in place ie staggered start times, play and lunch times that were familiar to children to support them return to school.</p>
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							<p>Summer</p> <p>Routines continued to stay the same ie staggered drop off and collection times, play times and lunch times. Staff and children involved in update of Behaviour policy through questionnaires ie review of 5 point scale. The policy was updated and reviewed and shared with staff and governors.</p>
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