

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

Updated 14/2/2021 and final review in July 2021.

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	97
Proportion of disadvantaged	46%
Catch-up Premium allocation (No. of pupils x £80)	£8720 based on January census
Publish Date	20 th October 2020
Review Dates	January 2021
Statement created by	Joanne Clements
Governor Lead	Jeffrey Teasdale

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

- We have a high proportion of disadvantage pupils including FSM, PPG, Service CLA and PCLA.
- The majority of our pupils did not engage in home learning throughout lockdown (estimated at two thirds)
- School reopened for all pupils on September 3rd 2020 and attendance was initially good, although family isolation has meant that attendance is decreasing as cases increase in the community.
- During the Summer Term closure, 7 pupils attended as pupils of vulnerable families and key workers.
- Standardised assessment were carried out prior to lockdown and as a baseline on return in September, so we can identify pupils who have academically regressed, and we are supporting all pupils with their social, emotional and mental health.
- We are currently in a lockdown and operating remote learning for most pupils. We have 4 children attending as key workers and 1 EHCP.

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	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 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 homework activities are

			uploaded and feedback to pupils given accordingly.
	C	Most children have regressed in their learning and teachers need support in addressing a recovery curriculum	Gaps in skills and knowledge re-taught and by the end of the year, a full curriculum will be offered with pupils applying their skills and knowledge across all subjects.
Targeted academic support	D	Only a small proportion of pupils (approx. 30%) engaged with the online learning materials provided for Maths and English (reading and Writing) during the summer term. This has resulted in most pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term. Tracking will show this.
	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. Tracking will show this.
Wider Strategies	F	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.
	G	Children may/may not have seen people outside of their household for 6 months. Some children have witnessed DV within their homes and family illness/ bereavement.	Re-established and new friendship groups. More children accessing therapeutic support services- counselling, therapy, etc.

Teaching priorities for current academic year – Professional development for all staff (especially in EYFS) support to embed a full curriculum and staff SEMH.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
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A	All staff to receive CPD and briefings in relation to SEMH well-being programme for schools- Boxhall	<p>All staff are quipped for early recognition of childrens mental health needs.</p> <p>The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support he mental health needs of all pupils.</p>	Boxall Profile well-being programme shown to improve pupils engagement resulting in ... (EEF Toolkit)	From PPG	<i>Determined from pupil surveys</i>	SENDCO and Mental Health first aider	<p>Autumn term</p> <p>Boxhall assessment training completed 29/9/20 for SENDCO and SEMH Lead and assessment of a sample of pupils has commenced.</p> <p>SEMH First Aid Lead CPD includes: 1/10/20 Fostering Emotional Resilience in Young Children 11/10/20- Covid wellbeing and Recovery 14/12/20 and 16/12/20 Mental Health Champion</p> <p>Spring Term</p> <p>SEMH First Aid Lead CPD includes: 4/1/21 Anxiety in Young Children during Covid 26/1/21 Low Mood and Anxiety</p> <p>10/2/21- Majority of staff completed ACE</p> <p>(See CPD file for all staff training in SEMH)</p> <p>Summer Term</p> <p>Resilience Nurse continued weekly for 3 children each week. 8 children benefitted from this service, this term.</p>
B	CPD provided for staff on the effective use of the	The new platform is in place and staff,	DB Primary as learning platform.	From PPG	No online learning	All teachers and teaching assistants being involved in home	<p>Autumn term</p> <p>All staff completed initial DB launch training (September 2020)</p>

	<p>new online learning platform DB Primary. 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>Parent survey to gather information regarding children who have access to online learning.</p>	<p>pupils and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p> <p>Staff have been informed of pupils who require paper learning (6 pupils) where they do not have access to devices at home.</p>	<p>Effective parental engagement supports learning of DB primary.</p>			<p>learning for all pupils, including isolating families, especially during a school/class closure period.</p>	<p>Children have been using DB Primary in class and for homework, especially when bubbles have closed. (Class 1 and Class 5 in Nov/Dec)</p> <p>A parent survey showed us which children have access to devices.</p> <p>Spring Term</p> <p>Staff attended session 2 of DB bespoke training with Emma Harrington</p> <p>Parents have been supported with phonecalls and texts- laptops have been provided for Y1 to Y6 when requested or as a result of teacher concern.</p> <p>We have 6 children working from paper packs. (parental preference – not due to a lack of device)</p> <p>TAs are offering remote support for those pupils with SEND who would normally access additional support in school.</p> <p>Currently, being in lockdown, we have a larger number of pupils engaging with home-learning. A questionnaire to parents in January showed that 87% of our pupils are regularly learning and 50% of pupils are doing more than 4 hours of work each day.</p> <p>Summer Term</p>
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							DB Primary is now only being used in class and for homework. Children who are isolating can access this.
C	Recovery curriculum designed and implemented by each teacher, ensuring that skills and knowledge from the missed summer term are taught.	Move onto current year of teaching from November onwards	Curriculum design and evidence in books	From flexible and adapted QFT	Missed full term of skills and knowledge	All teachers and overseen by SLT and Governors.	Autumn term A recovery statement was produced by each teacher in September 2020.

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>Maths and Reading assessments made identify children in need of support.</p> <p>1 hour interventions for all identified pupils – basic skills.</p> <p>(6 hours per week)</p> <p>Bespoke teaching for Maths and English</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> <p>Attainment gaps closing- progress in scaled tests on tracking grid.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8)</p>	<p>£8733 for the year</p> <p>21 weeks of support from October 2020 to March 2021=£5394</p> <p>March 2021 to July 2021= £3339</p> <p>Salary paid for by</p>	<p>Determined from assessments made at the start of the autumn term</p>	<p>Maths lead and English Lead</p>	<p>Autumn</p> <p>9 weeks of Maths/English support has been given (2 mornings each week) by our Catch-up Teacher. 15 children in Y4/5/6 have accessed this (see data and tracking) This has currently stopped due to bubble closures and lockdown.</p> <p>A huge amount of CPD has been completed by staff, including subject network meetings and bespoke curriculum lead support. (see individual CPD files)</p> <p>Spring Term</p>

	<p>(especially reading) for targeted individuals and groups.</p> <p>Targeted support from “Online Tutors” (National Tutoring Programme)</p> <p>ACADEMIC MENTOR to start in January 2021</p>			Government. School to pay £3000 oncosts		<p>Currently in lockdown, these sessions will continue when all pupils have returned.</p> <p>Summer Term A more ‘Spiral Curriculum’ is being used where we build on what the children know. Specific weekly support from E Haynes, CupF Teacher, continues for both Maths and English. Tracking and Pupil Progress Meetings continued this term for both Maths and English, and beyond.</p> <p>The Academic Mentor has not yet started.</p>
E	<p>Reading resources purchased to enhance AR.</p> <p>Additional time timetabled for reading throughout the day.</p> <p>Baseline data from PIRA reading tests.</p>	Attainment and progress in reading to improve	<p>Feedback from children about lack of book S at home and limited reading.</p> <p>Children asking for specific authors.</p> <p>PPG subscription to National Geographic magazine.</p>	From PPG	English lead	<p>Autumn Term</p> <p>£1500 has been spent on reading and phonic books for R/1/lower 2 (using PPG)</p> <p>PPG funds (See PPG report) to purchase £1000 of KS2 books to supplement AR with specific authors.</p> <p>Additional Reading has been timetabled and a greater emphasis has been placed on reading skills as part of our recovery programme.</p> <p>Spring Term</p> <p>National Geographic Subscriptions commenced</p>

							<p>February 2021. The children have had their first issue.</p> <p>Summer Term Additional resources purchased for AR during the Summer Term and supplementary texts for reading enjoyment now feature in each class.</p>
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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)
F and G	<p>Class structure and calm environment</p> <p>Zones of Regulation and Restorative approach.</p> <p>Counselling EWEL Service and related resources planned for, implemented and evaluated.</p> <p>Boxhall Profile for a sample of pupils and support from whole team for all pupils and staff.</p>	<p>Positive impact on identified SEMH pupils’ emotional wellbeing.</p> <p>Counselling for most needed</p> <p>SALSP- confidence in communication</p>	<p><i>Education Endowment Fund Teaching and Learning Toolkit:</i></p> <p>Various interventions delivered by TAs.</p>	<p>QFT</p> <p>Counselling-COL credits</p>	<p>To be added once Boxall assessments are complete</p>	<p>SENDCO and mental health first aider.</p>	<p>Autumn Term</p> <p>Boxhall commenced SEMH training programme for lead and other staff (TAs)</p> <p>Yoga for all pupils (Mondays) paid for with SPG (see SPG)</p> <p>Counselling using EWEL credits from COL for 2 pupils for 10 weeks- October to December 2020- feedback for staff and parents</p> <p>3 children have received 1:1 support from the Resilience Nurse this term.</p> <p>1 L for L EDA session for EY Lead</p> <p>Spring Term</p>

	Yoga for all pupils.	Improved calmness/reflection and mental wellbeing/resilience	Ethos/environment	SPG			ACE training most staff
	Launchpad to Literacy	Improved CLL across EYFS and into KS1	Attainment	£295	Baseline Reception and Nursery children-learning journals		Launchpad EDA support- 3 sessions
							Summer Term
							Yoga has continued weekly. The behaviour in school is exemplary. Staff wellbeing is prioritised. Improved data showing good progress for all children.

Additional funding supporting provision

PPG funding is partially used to support the implementation of Launchpad for Literacy, in particular the EDS contract.
 We have used PPG to implement a home-learning platform- DB Primary
 We have used PPG to support SEMH of pupils, in particular the Boxall Profile training, administration and support.
 We have used Sports PG for YOGA for all of our pupils to access weekly sessions in Autumn 2020 and Summer 2021.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:

Chair of Governors/Catch-up Governor- Mr J Teasdale To be presented to both committees

Committee meeting dates

Autumn: 26th November 2020

Spring: FGB 18th March 2021

Summer: FGB 27th May 2021

Autumn summary

Discussed intentions for the CupF at FGB Meeting.

Spring summary

Shared with CupF Governor J Teasdale 14/2/21 and at FGB Meeting

Updates displayed on the school website.

Summer summary

Reviewed document on school website.