



Swineshead St Mary's CE Primary Catch-Up Premium Strategy

All children are individual gifts from God, to be cherished, protected and nurtured.
Our mission is to support and challenge them to be the best that they can be in a safe and caring learning environment where respect, individuality and co- operation are valued.

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 - ref 23/09/2020)

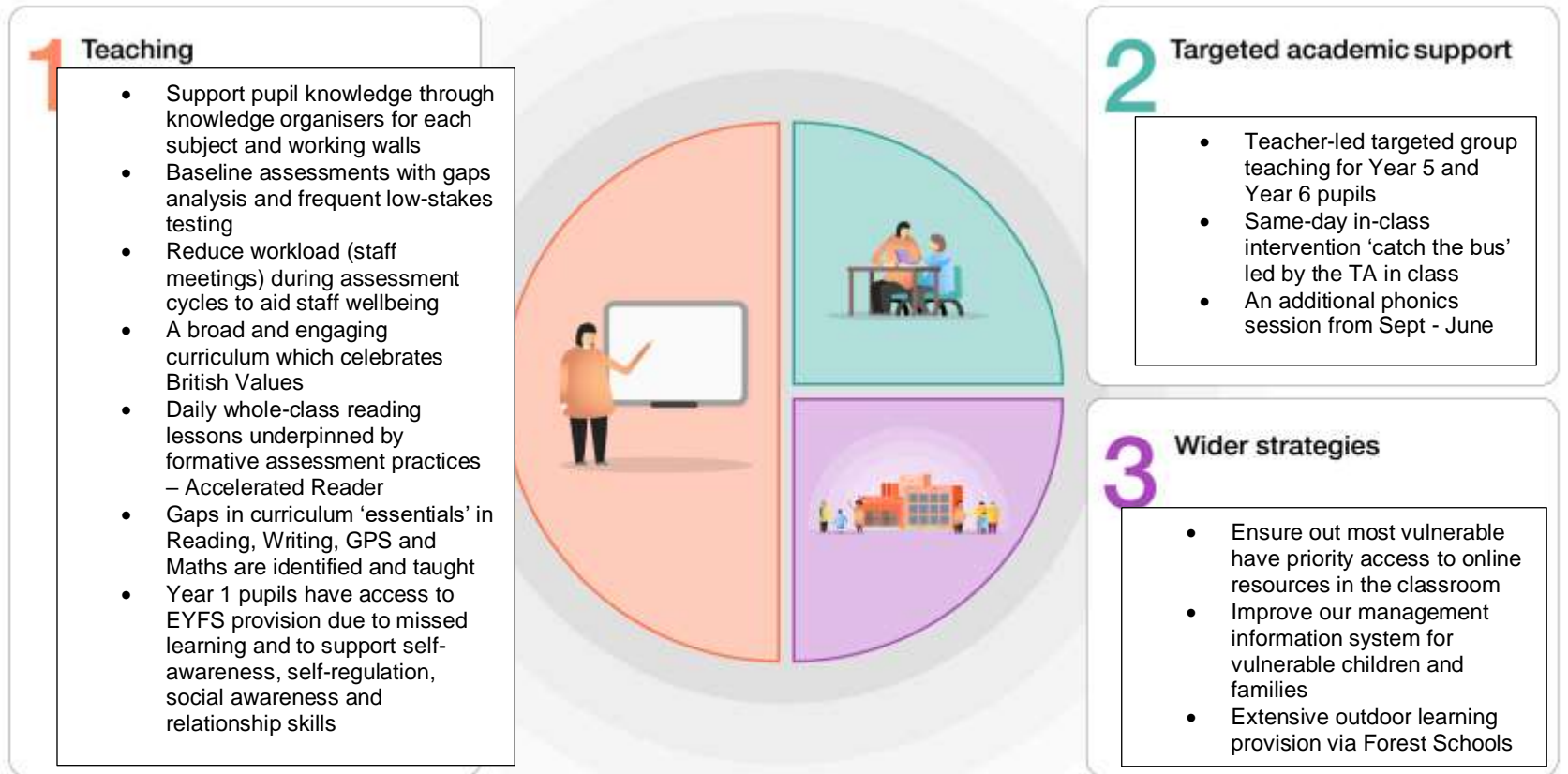
School Overview

Number of pupils in school YR – Y6	248
Proportion of disadvantaged	23%
2020 – 2021 budget year Catch-up Premium allocation	£11948
2021 – 2022 budget year Catch-up Premium allocation	£8532
Publish Date	08/09/20
Review Dates	December 2020 March 2021 July 2021 Autumn 2021
Statement created by	C. Collett EHT
Governor Lead	R. Blowers Chair of Gobs

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 higher than the national picture (NA 17.3% eligible for FSM compared to 21% currently eligible for FSM and 23% FSM Ever 6).
- During lockdown, the school provided online learning via a weekly lesson timetable with resources on a padlet which was upload onto Class Dojo and links to BBC Bitewise and Oak Academy teaching videos. A team of home-learning staff were deployed to provide planning and daily feedback to the work that was uploaded onto Class Dojo. Children and parents were invited to a weekly Zoom meeting which was based around well-being and the opportunity to discuss their learning that week. A member of SLT always attended each meeting as a safeguarding measure. In the vast majority of classes, all parents are members of Class Dojo. Where parents did not have access, the school provided printed copies of work.
- In reception class, 54% of pupils were in school from 1st June. Over the seven weeks where home learning was set, 33% of pupils regularly uploaded work. The children who did not upload any work are identified for catch-up funding.
- In year 1, 50% of pupils were in school from 1st June. Over the seven weeks where home learning was set, 50% of pupils regularly uploaded work. The children who did not upload any work are identified for catch-up funding.
- In year 6, 64% of pupils were in school from 1st June.
- 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 were brought back on a staggered basis to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Week 1 to the end of week 5 is % (Excluding Reception who were not attending on first day of return).
- Our attendance has been impacted by the number of symptomatic pupils in school. During their absence, all children are able to access remote learning if they are well enough to complete it via our padlets and links to national learning clips on Class Dojo or can request printed work.

- In the event of a full bubble closure, the children will be able to access videos of learning by utilising the teaching of parallel classes across the federation in that a teacher records their lessons and uploads this onto Class Dojo.
- 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.
- As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, GPS, Writing and Mathematics. We have used an assessment from the expected age-related expectations of the previous year group. All baselines have been carried out by the end of September 2020 and a detailed gaps analysis has been conducted for every child. The information from the gaps analysis will inform Pupil Progress Meetings and how best to provide support interventions across Reading, Writing, GPS and Mathematics.
- To be able to facilitate online learning we would like to purchase more technology so that children can receive interventions without missing out on first quality teaching.
- We also want to ensure our children's emotional and behavioral needs are managed in a more robust manner by investing in a wellbeing and safeguarding management system.



Teaching priorities for current academic year

Action	Desired outcome	Evidence source	Cost	Person responsible	Impact/ evaluation (autumn, spring, summer, autumn 21)
Support pupil knowledge through knowledge organisers for each subject and working walls	Improved retention and children can refer to consolidate resulting in improved knowledge and skills reflected in data outcomes and the standard of work in books	Work scrutinies and data outcomes	Nil	Subject leaders Subject governors Phase	

				Leaders Head of School (HoS) / Executive Headteach er (EHT)	
Baseline assessments with gaps analysis and frequent low-stakes testing	Gaps analysis informs first quality teaching and pupils work. Impact of T&L measured from the start of the autumn term to the end. Outcomes by February 21 find the percentage of children who are not at ARE has diminished and by summer 2021, the vast majority are on track and the gap has closed. Pre and post assessments in maths and reading inform planning, teaching and interventions.	Gaps analysis, data outcomes, progress measure reports, work scrutinies	Nil	HoS and EHT	
Reduce workload (staff meetings) during assessment cycles to aid staff wellbeing	Staff feel valued, appreciated and part of a school family	Staff feedback forms and ongoing communications	Nil	EHT	
A broad and engaging curriculum which celebrates British Values	The curriculum is enriching and this is reflected in the children's learning behaviours and outcomes because the curriculum intent is purposeful and well planned and the staff implement it fully through work such as Black History Month and continual links to British Values across all areas of the curriculum	Curriculum plans, subject leaders files, work scrutinies	£500 2020 – 21 budget) enrichment resources	Subject leaders Subject governors	
Daily whole-class reading lessons using Literacy Shed and other text-based resources underpinned by formative assessment practices – Accelerated Reader and PM Benchmark	Missed curriculum area are taught during guided reading sessions. Text-based writing books are shared through daily reading in class. The bottom 20% of readers receive catch-up intervention sessions. The impact of daily reading activities is measured through outcomes	Guided reading records Home-school reading uploaded onto Class Dojo Lesson observations Accelerated Reader reports Eng Lr	£500 2020 – 21 budget) Literacy Shed and other texts	Eng Lr Phase Leader HoS / EHT	

	from formative assessments and analysis shows that gaps analysis teaching has closed the gap in missed learning from the previous year by the end of the autumn term. 65% of children are working at ARE in February and 75% by summer 2021	monitoring of bottom 20% of readers and early phonics books for YR and Y1			
Gaps in curriculum 'essentials' in Reading, Writing, GPS and Maths are identified and taught	10-15 mins GPS input linked to LO at the start of the lesson feeds into writing and daily editing and improving results in outcomes improving. National curriculum English objectives from the previous year and the current year are used to fill gaps. White Rose Recovery Maths ensures any missed learning is covered by the end of the autumn term. Subsequently, by the end of the autumn term, most gaps are filled and by February 2021, 65% are working at ARE and 75% by summer 2021.	Data outcomes Work scrutiny	National curriculum English objectives are free of charge alongside White Rose Maths Recovery	Eng Lr and Maths Lr HoS / EHT	
Year 1 pupils have access to EYFS provision due to missed learning and to support self-awareness, self-regulation, social awareness and relationship skills	Children in Y1 have improved learning behaviours because the access to EYFS continuous and child/adult initiated learning improves cooperation, attention and self-regulation during the autumn term. By February, targeted Y1 pupils are able to access most of the Y1 curriculum and the learning behaviours are positive for 80% of the time.	Behaviour learning reports Monitoring of Y1 continuous provision	£500 (2020 – 21 budget) EYFS/Y1 specific resources	EYFS/KS1 Phase Lr HoS/EHT	

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Action	Desired outcome	Evidence source	Cost	Person responsible	Impact/ evaluation (autumn, spring, summer, autumn 21)
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<p>Teacher-led targeted group teaching for Year 5 and Year 6 pupils</p>	<p>The teacher is able to build upon and develop what has been taught previously by delivering targeted 30 minute teaching blocks to small groups of pupils resulting in accelerated progress so that knowledge from the previous year's curriculum has been met for identified pupils and by Summer 2021, 75+ of children to be at, or above age-related expectations</p>	<p>Children's work</p> <p>Intervention drop-ins</p> <p>Ongoing teacher assessments during each term</p> <p>End of year assessments in July 2021 to be used to give impact evidence over 2020/2021</p>	<p>£6435</p> <p>(2020 – 21 budget)</p> <p>2 days of tutor provision from a qualified teacher for 18 weeks through to T4 and 3 additional days during T5</p>	<p>Year 5 and Year 6 teachers</p> <p>English and Maths leads within school</p> <p>HoS/EHT strategic overview.</p>	
<p>Same-day in-class intervention 'catch the bus' led by the TA in class. Pre and over learning based on the input from the class teacher – 15 mins daily intervention per maths, reading and writing lesson from the TA</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. 75%+ of children to be at, or above age-related expectations by end of Summer term 2021.</p>	<p>Lesson observations</p> <p>Monitoring of TA 'catch the bus' support by PL and Head of School</p> <p>Initial September baseline assessments in key identified areas.</p> <p>Ongoing teacher assessments during each term.</p> <p>End of year assessments in July 2021 to be used to give impact evidence over</p>	<p>Nil – existing staffing</p>	<p>Class teachers on an ongoing basis</p> <p>English and Maths leads within school</p> <p>HoS/EHT strategic overview</p>	

		2020/2021			
An additional phonics session from Sept - June	Monitoring of Year 2 phonics in November show a significant uplift from September baselines through quality phonics sessions delivered twice daily. In December, Y2 phonics outcomes are in line with the predicted outcomes prior lockdown for Year 1 and are in line with national standards.	Phonics timetable Phonics tracking Monitoring of phonics sessions	£330 (2020 – 21 budget) Release Eng Lr x 2 days TAs who require further training to observe other sessions and receive training from the Eng Lr	Class Teachers and Teaching Assistants English Lr HoS/EHT strategic overview	

Wider strategies i.e. Behaviour approaches, mental health and social/ emotional support..

Action	Desired outcome	Evidence source	Cost	Person responsible	Impact/ evaluation (autumn, spring, summer, autumn 21)
Ensure out most vulnerable have priority access to online resources in the classroom	All target children are able to access catch-up learning packages such as Phonics Hero, SUMDOG, TT Rockstars, Accelerated Reader through improved IT resources during interventions resulting in improved outcomes and any gaps in prior learning have diminished	Initial September baseline assessments in key identified areas. Ongoing teacher assessments during each term.	£3003 (2020 – 21 budget) Aim to purchase 10 ipads £3900 (2021 – 22 budget) Aim to	Class teacher Subject leaders ICT Lr	

			purchase 13 ipads		
Improve our management information system for vulnerable children and families	To reduce the time by leaders on duplicating, sharing and analysing information on matters regarding behaviour, wellbeing, pastoral and safeguarding so more time can be spent on supportive measures.	CPOMS management system Internal safeguarding audit checks	£680 (2020 – 21 budget) CPOMS	DSL / DDSL Safeguarding Governor	
Extensive outdoor learning provision via Forest Schools	To start initial implementation of the Forest School model from April 2020 to benefit our current children who have missed some of their preschool learning and those who may still have preschool learning disrupted during 2021 – 2022 because of partial or full closures.	Forest School training Planning Resources	£3900 (2021 – 22 budget) £1000 for two Level 3 leadership training and £400 for one Level 2 assistant training £1500 resources	EYFS staff EYFS/KS1 Phase Lr Head of School/EHT	

Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

Governors involved: – Chair of Governors;– Vice-Chairs of Governors;– Executive Head Teacher – Chair of Finance
Autumn 2020 summary
Spring 2021 summary
Summer 2021 summary
Autumn 2021 summary