

St Wilfrid's RC Primary School – Catch-up Premium Strategy 2020 - 2021

Updated Spring 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	204
Proportion of disadvantaged	51%
Catch-up Premium allocation (No. of pupils x £80)	£16,320
Publish Date	Autumn 2020
Review Dates	Termly
Statement created by	Senior Leadership Team
Governor Lead	Chair

Context of the school and rationale for the strategy

School Information

Children attending school come from surrounding estate and 2 neighbouring villages. Our admission number is 30 although cohort sizes can vary throughout the school. There is a trend of pupils joining school in Key Stage 2, any smaller year groups generally fill up by Year 6.

Pupil attainment on entry is generally well below standards for their age. An increasing number of children have significant speech and language difficulties or are vulnerable due to their personal circumstances. We have nursery provision in school – up to 50% of reception pupils come through our nursery and since 2018 we have offered 30 hours provision.

At present we have 2 families on Child protection or Child In Need Plans and 3 families with TAFs. Our Learning Mentor liaises with outside agencies and supports our most vulnerable families.

COVID Impact – during lockdown varied engagement in home learning. In some classes 50% pupils regularly engaged, some less so.

Online working issue for some parents – poor internet, few devices, multiple siblings.

Attendance data varies across school and through the year, it is an area of focus in school. Multiple holidays are taken in term time, issues with punctuality and evidencing absences are a constant challenge.

During First lockdown – engagement carried greatly across the school. A lot of families had issues with technology to access online resources.

Other main pupil characteristics include:

- The % of Ever 6 pupils above average at 49%
- Majority of the pupils are of white British heritage, significant number of Polish families and Travellers.
- The % of pupils with disabilities and/or special educational needs is above average (22% - 45 pupils on register). 2 pupils have EHC Plans
- Mobility can vary across school, a lot of pupils join school within Key Stage 2.

Socio-Economic Factors

- The social and economic deprivation indicators for the school are significantly higher than national expectations (Highest quintile 20% deprivation 0.4)
 - Many low income families who do not at present qualify for FSM.
 - A lot of mental health and social issues affecting families.
 - 3 Open TAFs at present
 - 2 families under Child in Need/Child Protection or family Support from Social Services.
- 2 LAC Pupils

Barriers to future attainment

	Barrier	Desired outcome
Targeted academic support	A	Varying numbers of pupils engaged with English home learning during first lockdown Pupils make accelerated progress in English from their starting points at the beginning of the autumn term.
	B	Limited opportunities for transitions work into Early Years. Last term of Nursery missed because of Lockdown EYFS pupils skills are closer to being inline with age expectations for Reception.
	C	Varying numbers of pupils engaged with Maths home learning during first lockdown Pupils make accelerated progress in Maths from their starting points at the beginning of the autumn term.
	D	Limited 'at home reading' completed for many pupils Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	E	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.
	F	High levels of anxiety in some children around COVID , affecting concentration and attitude to work in school. Well being support for targeted pupils to enhance concentration

Review **Autumn** **Spring** **Summer**

Targeted Academic Support i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Staffing & Cost
A	<p>Targeted after school sessions aimed at targeted pupils who have gaps in learning due to lockdown. Small group and 1:1 Those identified from Baseline assessments.</p> <p>Provide staff delivering after school sessions planning time to assess and plan for groups.</p> <p>Provide additional resources where needed to support additional teaching.</p>	<p>Targeted pupils are able to 'catch up' with essential skills/learning missed during lockdown period</p>	<p>Sustained support will be required to help pupils catch-up after they return to school. While a focused catch-up programme – including assessment and targeted support – would be beneficial when pupils first return to school, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. <i>EEF – Sept 2020</i></p>	<p>Staff delivering lessons after school £4400</p> <p>Group resources £600</p>
	<p>Sessions weren't regular during Autumn term due to COVID restrictions. Planned re launch for Spring term</p> <p>Resources purchased for small group and 1:1 support</p> <p>Spring term - no out of school support sessions</p> <p>Planned re launch in Summer term</p>			

B	<p>Use resources such as Launch Pad For Literacy to cover gaps in learning following first lockdown. Additional SALT support session in EYFS</p> <p>Additional PSHE social skills development for those pupils who have missed nursery during lockdown.</p> <p>Teachers and TAs identify underlying barriers to phonic and maths learning and address through interventions in EYFS</p>	<p>Improve outcomes in the Early Years by assessing and planning for readiness, addressing whole school attainment issues from the 'bottom-up.'</p> <p>Specific skill gaps, inc. speech/lang with individuals and vulnerable groups are quickly identified and addressed through intervention and QFT.</p>	<p>The Launchpad process allows practitioners to develop a deeper understanding of the fundamentals to be able to successfully communicate, read and write. <i>LfL Case Study Jerry Clay Academy and English Hub</i></p>	<p>Internal CPD for support staff £600</p> <p>Staff allocation to SALT, PSHE and 'catch up ' in school £4000</p> <p>Learning Mentor Social Skills group time and resources £2000</p>
	<ul style="list-style-type: none"> • LfL assessments completed over Autumn term – ready for Spring support • Training delivered to all support staff in LfL • In school support addressing 'Gaps' in school time • Social Skills groups not delivered during partial closure – resources have been purchased. 			
C	<p>Subscription to SHINE intervention programme. SHINE maths intervention tasks delivered by teachers and TAs to identified groups.</p> <p>TA/HLTA small group intervention, based on formative/summative assessment.</p> <p>Additional Concrete resources for small group support</p>	<p>Rapid progress in Maths from starting points for targeted pupils, filling gaps in learning.</p>	<p>Use manipulative and representations to encourage children to discuss their ideas. Explicit connections should be made between targeted support and every day activities or teaching – <i>EEF Raising Standards in Mathematics at KS 1 and 2</i></p>	<p>Shine Maths intervention materials £1500</p> <p>£900 concrete maths resources</p>

	TA/HLTA same day intervention based on targeted need from daily teaching.			
	<ul style="list-style-type: none"> • Shine interventions used towards end of Autumn term. Plans in place for dull targeted roll out in Spring term. • Concrete Maths resources for groups purchased • Shine resource used by some staff during lockdown. Some activities hard to access via Zoo or video. Intervention planned re launch on schools full reopening and to be used in after school support sessions. 			
D	<p>Additional reading books and for in school and home reading</p> <p>Rewards and incentives for home reading</p> <p>Online books allocated for additional access.</p>	Rapid progress in Reading from baseline starting points	Reading in both the targeted and whole-class interventions on outcomes for FSM-eligible pupils, suggesting the programme could help schools close the disadvantage gap. <i>EEF Reciprocal Reading Project Spt 2019</i>	<p>Books £ 1000</p> <p>Costs towards online books subscription Active £600</p>
	<p>Reading books purchased – additional books following the phonic progressions in Sounds Write scheme. Purchased and put into use across KS1 and EYFS</p> <p>Library books purchased to enhance choice and variety particularly in higher level texts and classic reads. All reading levels now have plenty of varied texts.</p> <p>Online books allocated used and tracked by staff during lockdown. Continue to allocate once school reopens as some pupils are more engaged with online texts</p>			
E & F	<p>Provide time in school well being sessions and support</p> <p>Access to resources like Zumos to encourage and develop positive mental health</p>	Pupils in positive state of mind to complete school work.		Zumos subscription £675
	<p>Zumos sessions used in classes – exploring feelings and expressing one self. Very positive following long period away from school for some pupils. Those who were anxious about returning accessed the materials and could communicate with staff how they were feeling in a non-threatening way.</p> <p>During Lockdown pupils had access to online portal for independent work on emotions, issues and well being.</p> <p>Health and Wellbeing week in Summer resources from Zumos planned to support Well Being and Emotion work.</p>			

Governance – monitoring the effectiveness of the Catch Up Premium Strategy

As with all school funding, governors need to be aware of what it is to be spent on and why. It may be a good idea to involve the same governors who are involved in monitoring the use of pupil premium funding, as they should be used to the format used.

Governors involved: – Chair of Governors;– Vice-Chair of Governors;– Head Teacher		
Committee meeting dates		
Autumn:	December 2020	Spring:
Summer:		
Autumn summary <ul style="list-style-type: none">• . Sessions weren't regular during Autumn term due to COVID restrictions. Planned re launch for Spring term• Resources purchased for small group and 1:1 support• Shine interventions used towards end of Autumn term. Plans in place for dull targeted roll out in Spring term.• Concrete Maths resources for groups purchased• Shine interventions used towards end of Autumn term. Plans in place for dull targeted roll out in Spring term.• Concrete Maths resources for groups purchased• Reading books purchased – additional books following the phonic progressions in Sounds Write scheme. Purchased and put into use across KS1 and EYFS• Library books purchased to enhance choice and variety particularly in higher level texts and classic reads. All reading levels now have plenty of varied texts.• Zumos sessions used in classes – exploring feelings and expressing one self. Very positive following long period away from school for some pupils. Those who were anxious about returning accessed the materials and could communicate with staff how they were feeling in a non -threatening way.		
Spring summary <ul style="list-style-type: none">• Spring term - no out of school support sessions• Planned re launch in Summer term• Shine resource used by some staff during lockdown. Some activities hard to access via Zoo or video. Intervention planned re launch on schools full reopening and to be used in after school support sessions.• . Online books allocated used and tracked by staff during lockdown. Continue to allocate once school reopens as some pupils are more engaged with online texts• During Lockdown pupils had access to online portal for independent work on emotions, issues and well being.• Health and Wellbeing week in Summer resources from Zumos planned to support Well Being and Emotion work.		
Summer summary		

