

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

Updated: April 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	132
Proportion of disadvantaged	25%
Catch-up Premium allocation (No. of pupils x £80)	10560
Publish Date	Sept 2020
Review Dates	Dec 2020 / Mar 2021 / June 2021
Statement created by	V. Hewison
Governor Lead	H. Atherton

Context of the school and rationale for the strategy

The school's catchment has increased sharply in terms of disadvantage. Approximately 85% of pupils engaged with home learning during the Covid-19 lockdown, although this was variable over time. Following the wider reopening, approximately 95% of in eligible year groups and children of key workers attended school from 15th June. 75% entitled disadvantaged pupils attended school during the summer. Teachers are currently undertaking assessments as children return to school in order to ascertain current levels of knowledge and understanding.

A	<p>CPD provided for staff on the increased effective use of Teams. Children are further trained in its use – particularly in independent learning strategies, self-regulation and online safety.</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p>	<p>The platform is in place and staff, 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>Engagement with Teams</p> <p>Staff surveys</p> <p>Pupil voice</p> <p>Effective parental engagement supports learning</p> <p>Parental questionnaire</p>	<p>Through LA SLA and CPD time</p>	<p>Engagement levels with Teams</p> <p>Engagement levels with Teams</p>	<p>SLT</p>	<p>Autumn term – CPD completed and weekly homework set in 2nd half of term.</p> <p>Spring – national lockdown therefore EYFS & Y1 moved to tapestry and Y2-6 moved seamlessly to Teams. All logins were already in place therefore no time lost.</p>
---	---	--	---	------------------------------------	---	------------	---

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)
C	<p>Reading assessments identify children in need of support.</p> <p>Introduction of Myon reading – online reading library accessed at both school and home</p> <p>Additional support from TA to deliver phonics and reading support for Year 1 children</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4)</p> <p>Feedback (+8)</p>	<p>Myon £2000</p> <p>TA costs £3560+</p>	<p>Determined from baseline assessments made at the start of the autumn term</p>	<p>English lead</p>	<p>Autumn term – from initial AR tests where there was a widening gap between pupils. All pupils now reading consistently and progress being made through AR data. Myon introduced across school. Additional TA support in EYFS / Y1 / Y2 to allow for small group phonics teaching. Class level phonics data shows progress.</p>

							Spring term – national lockdown but reading tasks set through English and Myon Phonics activities, tasks and teaching set via Tapestry including pre-recorded teaching.
D	Implement fine motor skills and handwriting scheme in r which has led to the decline of handwriting standards.	Improved presentation of work Increased speed and fluency with writing	Return to school data	Scheme cost £500	Determined from baseline assessments made at the start of the autumn term	English lead	Autumn term – identified need for handwriting consistency across school Spring – move to online work and analysis / evaluation of schemes available plus staff CPD Summer – implement
E	Trial 'The Lightning Squad' via EEF – reading tutoring programme	To improve confidence with reading and foster a lifelong love of learning where children want to read and develop a perseverance with reading	AR data where children are changing books quickly / high turn over of books = little or no perseverance EEF trial project	£3500	AR assessment data	English lead	Summer - implemented

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)
---------	--------	-----------------	-----------------	------	---------------	--------------------	---

E	<p>Wellbeing and related resources planned for, implemented and evaluated across the school via SRE teaching and EWEL team support to pupils.</p> <p>Small group and 1:1 wellbeing support / Intervention with identified pupils from EWEL team (crisis response as needed)</p>	Positive impact on identified SEMH pupils' emotional wellbeing.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p> <p>School data on CPOMS and FTE</p>	£1000	Behaviour incidents log / CPOMS	SENCO	<p>Autumn term – small group work and 1:1 support</p> <p>Spring term – SEMH / EWEL support continued remotely</p> <p>Summer term – EWEL support continues face to face with additional referrals to crisis response</p>
---	---	---	--	-------	---------------------------------	-------	---

Governance – monitoring the effectiveness of the Strategy

<p>Governors involved: Chair of Governors, Head Teacher, SBM (governor lead)</p>
<p>Committee meeting dates Autumn: December 2020 Spring: March 2021 Summer: June 2021</p>
<p>Autumn summary CPD and focussed effort has been put into ensuring online learning platform (teams or Tapestry for younger children) is available and ready to use. Additional resources have been purchased to facilitate online / remote learning</p>

All children now using Teams / tapestry for homework and if bubble needs to isolate.

Clear evidence this has been a priority for the school.

Accelerated reader used for baseline reading assessments

Consensus of opinion gained around handwriting

More CPD needed for Myon reading

Is there any EEF / Partnership project that we could use for Literacy / reading?

EWEL support to continue face to face in school – small groups and bubbles are helping with positive behaviour management

Spring summary

National lockdown and move to remote learning at beginning of January – all teachers / classes able to move to remote learning

IT skills of some families not as secure as we thought therefore additional over the phone support needed

All DfE laptops loaned out

Additional chromebooks purchased for use in school by critical / key worker children

Children able to continue with reading through Myon / AR and weekly book exchange

EWEL support given over the phone or via teams to those working with EWEL team.

Myon CPD delivered

Handwriting CPD delivered

Summer summary