

Ox Close Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 27.10.20

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	298
Proportion of disadvantaged	19.4%
Catch-up Premium allocation (No. of pupils x £80)	£23840
Publish Date	27.10.20
Review Dates	17.12.20, 20.3.21, 10.7.21
Statement created by	D Harrison, A Bowden
Governor Lead	Helen Collingwood

Context of the school and rationale for the strategy

- *A virtual classroom was established during the spring/summer lockdown, while devices were offered to anyone who did not have access. Regular contact was maintained through phone calls and also through regular Zoom calls and Teams lessons. A Parent survey in June showed that 57% used the virtual classroom regularly, while pupil surveys indicated that 20% had engaged with Reading every day, as opposed to 42% who had reported doing Maths each day.*
- *Parent survey in June indicated that 14% of children had not engaged with learning at all during the summer term, while 29% had engaged occasionally. Pupil survey upon the return to school in September indicated that in Reading 11% had not engaged at all, with 28% reading on some days, in Writing 14% had not engaged at all and 28% had sometimes, while in Maths 13% had not engaged at all and 19% had engaged on some school days.*
- *Following the partial reopening on June 1st, 16 Reception children attended, 22 Year 1 children attended and 27 Year 6 children took up places, giving an overall percentage of 50% eligible pupils attending classes. In addition, there was an average of 30 children in the Emergency Childcare, with pupils from across the school attending this facility.*
- *Proportion of vulnerable/ disadvantaged pupils that attended school during the summer: Reception - 2 children, Year 1 - 1 child, Year 6 - 9 children. In addition, there were 7 vulnerable/disadvantaged in the Emergency Care.*
- *Baseline Teacher Assessments in September 2020 showed significant regression in comparison with the last whole school data capture, which was in December 2019 (Proportions who are working at or beyond Age Related Expectations). In Reading, 43 children regressed in Y2-6 (21%), with 41 pupils in Writing (20%) and 33 in Maths (16%). These statistics also have implications for the Catch-up strategy moving forward during any future lockdowns or periods of self isolation.*

Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	Greater understanding of childrens' mental health would assist staff in being able to provide the highest quality provision	Staff are better informed and have greater clarity about how to support children with mental health needs. this is a focus of weekly teaching in the autumn term.
	B	Staff are relatively inexperienced in delivering direct virtual learning and seek to further improve the quality of the remote learning offer	An even stronger remote learning offer is in place. New and improved platforms are in place in addition to existing and all staff are trained in their use (Seesaw and MyOn). Activities are uploaded and feedback to pupils given accordingly. Staff confident in delivering virtual learning directly via Microsoft Teams and Zoom.
	C	Greater interaction with staff and peers would improve assessment for learning during remote teaching	An even stronger remote learning offer is in place. Pupils receive and respond to feedback and share examples of good work with peers.
	D	There was no access to direct virtual learning in Foundation subjects during the summer term (Pupils were able to access planning and activities)	Teacher input via Teams, Seesaw and pre-recorded YouTube videos is in place. Pupils make greater progress in Foundation subject lessons.
	E	Baseline data and diagnostic assessments indicated that a significant proportion of pupils had regressed in their learning between December 2019 and September 2020	Class organisation and improved Teaching Assistant ratios result in small, flexible groupings which allow pupils to make accelerated progress .

	F	Baseline assessments showed that some Reception children presented a relative lack of independence and readiness to learn	Pupils develop self-help skills and independence as a result of modelling and teaching from staff, thus assisting with their learning
Targeted academic support	G	Baseline data and diagnostic assessments indicated that a significant proportion of pupils had regressed in their learning between December 2019 and September 2020. 21% regressed in Reading, 20% regressed in Writing and 16% in Maths.	Pupils make accelerated progress in from their starting points at the beginning of the autumn term.
	H	<i>Parent survey in June indicated that 14% of children had not engaged with learning at all during the summer term, while 29% had engaged occasionally. Pupil survey upon the return to school in September indicated that in Reading 11% had not engaged at all, with 28% reading on some days, in Writing 14% had not engaged at all and 28% had sometimes, while in Maths 13% had not engaged at all and 19% had engaged on some school days.</i>	Small group interventions are explicitly linked to the content of daily lessons and Teaching Assistants are effectively deployed. This results in pupils making accelerated progress from their starting points at the beginning of the term.
	I	Some pupils did not access to reading materials during the summer term (only 20% read every day)and therefore 21% of children (43 children across school) regressed in terms of Age Related Expectations	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
Wider Strategies	J	A significant proportion of children may be suffering from anxieties upon their return to school as a result of COVID	Pupil surveys identify children who are suffering from anxieties and discrete virtual 1:1 sessions with the PSA/Attendance manager, who has counselling training, within school programmes and any necessary referrals to outside agencies result in the children feeling more reassured

	K	A significant proportion of parents may be suffering from anxieties as a result of COVID and this could affect their approach and attitude towards the attendance of their children	Parent surveys identify parents who are suffering from anxieties and programmes with the PSA/Attendance manager, who has counselling training, and any necessary referrals to outside agencies result in the parents feeling more reassured.
	L	Communication between home and school during the closure of bubbles and or further lockdowns	Effective lines of communication and accessible remote education in place.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	All staff to receive training in the Durham Resilience Programme	All staff are quipped for early recognition of childrens mental health needs.	Increased staff confidence		Staff surveys	Head of School	Autumn term
	EHT to carry out an initial Well-being survey				Pupil surveys	EHT	
	PSA/Attendance Manager to carry out a follow up survey and identify individuals with whom she can work virtually 1:1		Children to feel more reassured and confident		Pupil surveys	PSA/Attendance Manager	
	RSE lessons are taught on a weekly basis across the school	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.	Children to feel more reassured and confident			WSPPL	
B	CPD provided for staff on remote learning, including MyOn, Seesaw and Microsoft Teams	An even stronger remote learning offer is in place. New and improved	Remote teaching in place via Teams, Seesaw and MyOn	MyOn £3000 Seesaw £590 SLA hours with Durham	Staff surveys Pupil surveys	EHT/Head of School	Autumn term

	<p>Children are trained in the use of these systems</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p>	<p>platforms are in place in addition to existing and all staff are trained in their use. Activities are uploaded and feedback to pupils given accordingly. Staff confident in delivering virtual learning directly via Microsoft Teams and Zoom.</p>	<p>Effective parental engagement supports learning</p>	<p>County Council</p>	<p>Parent surveys</p>	<p>EHT/Head of School</p>	
C	<p>CPD for staff and MyOn platform will result in staff utilising opportunities for assessment and interaction</p>	<p>Greater interaction with staff and peers would improve assessment for learning during remote teaching</p>	<p>Pupil and parent surveys indicate increased opportunities for interaction Pupil work samples on MyOn</p>	<p>MyOn £3000</p>	<p>Pupil and parent surveys</p>	<p>Head of school, teachers</p>	<p>Autumn term</p>
D	<p>Daily timetable in place for bubbles who are closed, which includes live teaching across the day</p> <p>Recordings to be made on Teams, Seesaw and YouTube for children who were</p>	<p>Teacher input via Teams, Seesaw and pre-recorded YouTube videos is in place. Pupils make greater progress in Foundation subject lessons.</p>	<p>Parent and pupil surveys indicate high levels of engagement Pupil work samples on MyOn</p>	<p>WSPPL time-approximately £5000 across the year</p>	<p>Pupil and parent surveys</p>	<p>WSPPL, teachers</p>	<p>Autumn term</p>

	<p>unable to access sessions live</p> <p>WSSPL to record 'Box Sets' of Foundation subject lesson inputs, which can be accessed as a playlist</p>						
E	<p>Flexible groupings in place within classes throughout the school- teacher or TA can work with a small group to equip them with skills</p> <p>Teaching Assistants allocated to bubbles and to remain within, rather than cover classes in other phases as in previous years</p> <p>Continuous Provision facilitated in order to allow for flexible groupings in KS1 and in Y3/4. NB Year 1 children affected significantly by loss of summer term</p>	<p>Class organisation and improved Teaching Assistant ratios result in small, flexible groupings which allow pupils to make accelerated progress .</p>	<p>The Education Endowment Fund Guide to supporting school planning a tiered approach to 2020-21 (Teaching, p9)</p>	<p>Additional Teaching Assistant deployment- £18,000 across the school</p>	<p>Baseline assessments</p>	<p>EHT, Head of School, Key Stage leaders, teachers</p>	<p>Autumn term</p>
F	<p>Modelling and teaching of self-</p>	<p>Pupils develop self-help skills</p>	<p>Baseline data indicates</p>	<p>Additional TA time-</p>	<p>Baseline data</p>	<p>EYFS lead, EHT, Head of School</p>	<p>Autumn term</p>

	help skills from staff Additional Teaching Assistant time allocated- 3 afternoons	and independence, thus assisting with their learning	difficulties in self-help skills which may have resulted from lockdown	approximately £8025			
--	--	--	--	---------------------	--	--	--

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)
G	<p>Baseline assessments made identify children in need of support.</p> <p>15-45 min interventions for all identified pupils – (3 to 5 times per week over a period of 8-20 weeks)</p> <p>Extra Teaching Assistant resources leading to targeted support from Teaching Assistants before, during and after school</p>	<p>Pupils make accelerated progress in rom their starting points at the beginning of the autumn term.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8)</p>	<p>TA costs- approx. £20,000</p>	<p><i>Determined from Baseline assessments in the autumn term</i></p>	EHT, Head of School, Key Stage leaders	Autumn term
H	<p>Baseline assessments made identify children in need of support.</p> <p>15-45 min interventions for all identified pupils – (3 to 5 times per week over a period of 8-20 weeks)</p>	<p>Small group interventions are explicitly linked to the content of daily lessons and Teaching Assistants are effectively deployed. This results in pupils making accelerated progress from their starting</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Teaching Assistants (+1)</p>	<p>TA costs approx. £20,000</p>	<p><i>Determined from Baseline assessments in the autumn term</i></p>	EHT, Head of School, Key Stage leaders	Autumn term

	<p>Extra Teaching Assistant resources leading to targeted support from Teaching Assistants before, during and after school</p> <p>BLAST, ELI programmes implemented in Reception, Lexia (KS1 and KS2) and Accelerated Reader (KS2) facilitated</p>	points at the beginning of the term.					
I	<p>Baseline assessments made identify children in need of support.</p> <p>Extra 1:1 reading sessions put in place for those who require support</p> <p>MyOn used as a platform- 5,000 texts available</p>	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	TA costs (part of the £18,000 additional deployed TA resource)	<i>Determined from Baseline assessments in the autumn term</i>	Head of School, Key Stage leaders	Autumn term

K	<p>Parent surveys identify parents who are suffering from anxieties and programmes with the PSA/Attendance manager, who has counselling training</p> <p>Any necessary referrals to outside agencies</p>	<p>Parents feel more reassured and are able to support their children</p>	<p>The Education Endowment Fund Guide to supporting school planning a tiered approach to 2020-21 (Wider Strategies)</p>	<p>PSA/Attendance Manager time-approximately £3000</p>	<p>Parent surveys</p>	<p>PSA/Attendance Manager</p>	<p>Autumn term</p>
L	<p>Pre existing remote learning systems are further improved-</p> <p>Weekly planning and activities which align precisely with those taking place in class placed in the Virtual Classroom, Year group emails in place, Staff and pupils trained in MyOn platform (KS2), Seesaw in place in KS1, Live daily teaching for bubbles that have closed in English, Maths</p>	<p>Effective lines of communication and accessible remote education in place.</p>	<p>The Education Endowment Fund Guide to supporting school planning a tiered approach to 2020-21 (Wider Strategies)</p>	<p>MyOn £3000, Seesaw £600, Staff training costs,</p>	<p>Parent surveys (SurveyMonkey)</p>	<p>EHT, Head of School, teachers</p>	<p>Autumn term</p>

	and 1 afternoon session						
	Weekly signposting on school newsletters						

Additional funding supporting provision

There is some cross over with Pupil Premium Funding as approximately 1 in 4 of the children who ‘regressed’ in the autumn term Baseline v end of autumn 2019 were Pupil Premium children. These children will, therefore, also receive additional support. In addition, the costings in the plan already exceed the amount allocated and so funding and resource has, therefore, been taken from the existing school budget.

Governance – monitoring the effectiveness of the Pupil 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: – Helen Collingwood (Premiums Governor), Head of School and Executive Headteacher. Reports to be presented to the Full Governing Body at termly meetings.			
Committee meeting dates			
Autumn:	November 2020 (Strategy and Baseline), December 2020 (Data Review)	Spring:	Summer:
Autumn summary Briefly state what was discussed and the outcome.			
Spring summary			

Summer summary