

West Rainton Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 04/09/20, autumn review 08/10/20, spring review 22/01/21

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	127
Proportion of disadvantaged	67%
Catch-up Premium allocation (No. of pupils x £80)	£10,160
Publish Date	14/09/20
Review Dates	27/01/21
Statement created by	Alison McDonough
Governor Lead	Rev Michael Beck

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

- West Rainton Primary School is much smaller than average. A large proportion of the pupils come from families with high levels of deprivation. The school's deprivation indicator is significantly higher than the national average placing us within the top 20% of disadvantaged schools nationally.
- The number of pupils entitled to Free School Meals (FSM) is higher than the national average. The number of pupils eligible for Ever6 pupil premium is currently 87 (67% of the school population)
- The majority of the pupils are white British but the school also has a high proportion of Gypsy Roma and Travellers of Irish Heritage (GRT) pupils. (22% of the school population)
- There is very little difference between the school and the national stability rate showing the school is in line with national average for movement within school.
- Data shows that the school population is stable over time, with an increasing number of disadvantaged pupils from families with high levels of deprivation. The proportion of GRT pupils has stayed broadly in line with last year.

- On announcement of the school partial closure on 20th March, two-weeks' worth of work was sent out to every pupil in physical work packs. This took the children up to the Easter holidays allowing staff to train virtually on our online home-learning system, Class Dojo. From Monday 20th April, all pupils had their four daily lessons provided for them through our simple to navigate and access Class Dojo platform. Teachers set 6 hours per day where they were constantly available for support and feedback to pupils and parents. Video tutorials, recorded stories and songs and multiple work tasks were provided as closely in line to the intended curriculum as we were able to provide.
- Some issues raised with home-learning was lack of devices at home for pupils to work on, lack of data or internet connection to be able to see the work and lack of a printer. Teachers quickly addressed the printing issue by offering collections from our covid-secure 'airlock in school of printed work. Every child was also sent a stylus to be able to write directly onto phone or tablet screens and return responses to the teacher.

- Engagement with home learning reduced once the return to school in June was announced. We worked very creatively, investing in an extra ‘bubble’ to ensure all pupils from all year groups who wanted to were offered the chance to return safely. The work was still uploaded daily for all children not accessing school and physical work packs were delivered to those who had IT issues. The evidence of engagement from this small proportion of pupils is difficult to gauge however in terms of how much was their own work and how frequently they were accessing it.
- School has a sample collection of evidence from pupils in each year group and pupils’ archived work on Dojo has been used to inform current planning and interventions for catch up where needed.

Year group (current in 2020-21)	Proportion of pupils who engaged with daily home-learning (50%+ of the time)	Proportion of pupils who were highly engaged with daily home-learning (80%+ of the time)	Proportion of pupils who accessed school as key worker or vulnerable (80%+ of the time)	Proportion of pupils who had physical work packs but had less than 50% engagement.	Proportion of pupils who accessed school from 15 th June (all year groups)	Proportion of pupils who returned full-time in September 2020.	JANUARY 21 Proportion of pupils accessing full-time learning either in school or on Teams from	JANUARY 21 Proportion of pupils accessing work through tailored paper packs.
Y6	9/13 69%	6/13 46%	4/13 31%	3/13 23%	8/13 62%	13/13 100%	11/11 100%	NA
Y5	11/13 85%	7/13 54%	2/13 15%	2/13 15%	8/13 62%	13/13 100%	13/16 81%	3/3 100%
Y4	14/20 70%	11/20 55%	3/20 15%	6/20 30%	9/20 45%	20/20 100%	21/22 95%	1/1 100%
Y3	11/16 69%	9/16 56%	0/16 0%	5/16 31%	11/16 69%	16/16 100%	18/19 95%	1/1 100%
Y2	10/17 59%	8/17 47%	1/17 6%	7/17 41%	10/17 59%	17/17 100%	15/19 79%	4/4 100%
Y1	15/22 68%	10/22 46%	1/22 4.5%	7/22 32%	17/22 77%	22/22 100%	20/23 87%	3/3 100%
Rec	14/17 82%	10/17 59%	2/17 12%	3/17 18%	11/17 64%	17/17 100%	19/19 100%	NA

- Proportion of vulnerable/ disadvantaged pupils that attended school during the summer
 - Year 6- 88%
 - Year 5- 64%
 - Year 4- 37%
 - Year 3- 77%
 - Year 2- 50%
 - Year 1- 71%
- As the majority of our pupils had worked throughout, and a large proportion of them had returned to school for 5 weeks prior to the summer, we felt it more conducive to our staff and pupils to allow them to be thoroughly rested over the summer ready to take on the new academic year. Teaching staff in particular needed this time to ‘switch-off’ as the two ‘holiday’ periods prior had been beset with uncertainties. At a time when restrictions were lifted, we also wanted our pupils and families to enjoy quality family time experiencing the outdoors again.

- Despite this, regular tasks were still put on Class Dojo by the Headteacher along themes of transitioning from one year group to another and around wellbeing and mindfulness. We also encouraged consistent reading habits and ensured all children had the necessary materials to do so. Pupils in Y2-6 had their *Times Table Rockstar* challenges to complete as often as they liked and all pupils had their *Spelling shed* activities to access weekly.
- Our assessments on return to school have taken place over the first half term and our data has been inputted as a baseline on a new tracking system called Otrack. In discussion with teachers and our usual monitoring schedule in place, it is clear that there are less concerns around pupils in Y3-6 with only individual targets to catch up as identified through the half-term's assessment.
- Pupils entering reception, having missed 5 months of nursery, have entered further behind previous cohorts. Particular issues are around physical development of fine motor skills for pencil grip and speech and language. Baseline assessment was completed over the month of September and staff have begun teaching both 30-50 and 40-60 statements to ensure no gaps are left unfilled. For example, pupils were still listening to and identifying syllables in words at the same time as being introduced to set 1 sounds. The children are also accessing daily funky fingers tasks which is normally much less frequent by reception.
- Pupils entering Year 1 from reception are not quite as big a concern because of the large proportion who returned to reception prior to summer. Their RWI assessment has placed them in the correct groupings however for phonics teaching and intervention. The teacher has also put in place continuous provision areas, largely based around number and sounds to allow a more fluid transition into key stage 1. The Year 1 children also have a daily session in reception's outdoor classroom to revisit some of the social play situations that they may have missed.
- Pupils entering Year 2 have perhaps the largest challenge of all the year groups. They have to sit the phonics test that they missed in summer of Y1, but also prepare for SATS at the end of the year. This poses particular challenges in that half of the class are well beyond using phonics to read so they find it difficult to step back to blending sounds. The other pupils are revisiting set 2 and set 3 sounds to support their catch-up. We are also running a weekly booster intervention after-school for 1 hr per week to boost phonics and then focus on SATs experience.
- In maths, all teachers are taking into account objectives from the prior year group when considering their teaching just to double-check knowledge is secure. A big focus on Times Tables Rockstars is allowing for systematic assessment and rapid progress of pupils in Y2-6. The maths lead has also introduced the new DFE 'ready to progress' model of key performance indicators. Staff will be trained in this over the autumn term.

Barriers to future attainment (Examples only)

		Barrier	Desired outcome
Teaching priorities	A	Staff require CPD to develop a greater understanding of children's 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 lack of devices in homes 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. Regular check ins with home are uploaded to keep access fresh.
	C	Language and literacy in early years is a key area of focus due to limited time immersed in nursery provision	School invests in the Launchpad to Literacy resources and assessment toolkit for early years. Staff are trained across EYFS in its delivery.
Targeted academic support	D	Pupils entering reception have significant gaps in fine motor skills, speech and language and early reading skills.	Pupils make accelerated progress in language and literacy to meet end of reception targets.
	E	Multiplication tables require refreshing and an increase in speed.	Children are inspired and motivated to keep improving scores and skills. Staff are trained in how to systematically move learning on.
	F	Gaps in phonics knowledge need recovering and securing across EYFS and Key Stage 1	Children are able to catch up with expected phonics stages through, lessons, booster and intervention in place across all phases.
Wider Strategies	G	Wellbeing of all pupils and staff during difficult circumstances could cause additional stress in the classroom.	Pupils and staff feel happy and relaxed in the new setup and can focus on their learning. Pupils still have wider opportunities to experience a normal childhood and exciting rounded learning experience.
	H	Parents feeling left out of the school setup due to covid restrictions.	Parents feel as included in their child's learning journey as we can safely allow. Vibrant and exciting opportunities are still available but thought about differently.
	I		

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	Staff require CPD to develop a greater understanding of children's 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. The profile of RHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.	Relax kids classes used. RHE curriculum revamped from early adopter year to focus on wellbeing. Individual projects sourced and implemented for large groups of children.	£2500	Determined from pupil voice interviews	All staff	Autumn 2020- Both staff wellbeing lead and HT have done additional wellbeing champions training by place2be and fed back to other staff who build the ideas into weekly RHE sessions. HT has also carried out training on legacy of trauma and its impacts. Spring 2021- during our second large-scale closure, teachers have been mindful to create regular opportunities for children's wellbeing to be supported. The fact the school have opted for live lessons daily means interaction, engagement and wellbeing is high. Parents report children feeling valued, included and a sense of belonging.
B	Home learning is limited due to the lack of devices in homes 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. Regular check ins with home are uploaded to keep access fresh.	Class Dojo used as platform. Google meet or Teams introduced to promote moving learning on swifter should another lengthy closure occur.	£500		All teachers and SLT	Autumn 2020- 20 laptops purchased and set up by school. Some use was made of these during the bubble closures in November. DfE device allocation can't be accessed unless a closure occurs. Spring 2021- the school now has a stock of 44 devices which are currently with families to access daily live lessons. 90% of our pupils are now accessing live lessons either in class or via Teams. The remaining 14 children all receive weekly paper packs to return each week in line with the class' work. These packs contain all resources needed to complete tasks including books, magnetic letters, whiteboards, play-doh etc.
C	Language and literacy in early years is a key area of focus due to	School invests in the Launchpad to Literacy resources and assessment	Baseline assessments and subsequent formative	£650	Initial on-entry data	EYFS staff and SLT	Autumn 2020- Launchpad for literacy CPD and provision has begun in nursery. School has also signed reception up to the NELI intervention to begin in January.

	limited time immersed in nursery provision	toolkit for early years. Staff are trained across EYFS in its delivery.	assessment of progress				Spring 2021- the training for the NELI program has now been completed and staff are beginning to carry out the structured sessions to the children in school. All children with lang/com needs are in school and benefitting from this first-hand.
--	--	---	------------------------	--	--	--	--

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	Pupils entering reception have significant gaps in fine motor skills, speech and language and early reading skills.	Pupils make accelerated progress in language and literacy to meet end of reception targets.	Education Endowment Fund Teaching and Learning Toolkit:	£3000 (academic mentor)	Determined from assessments made at the start of the autumn term	EYFs lead and staff	Autumn 2020- Significant intervention was carried out on fine motor skills and intensive phonics acquisition in autumn term. Children progressed quickly to be able to hear and blend sounds into CVC words by Christmas. Spring 2021- Progress was swift in autumn and we are trying not to lose momentum by having vulnerable learners in and ensuring all others have daily interaction live on Teams. Our academic mentor will begin in Feb 21 and has a targeted timetable to support in this area.
E	Multiplication tables require refreshing and an increase in speed.	Children are inspired and motivated to keep improving scores and skills. Staff are trained in how to systematically move learning on.	Education Endowment Fund Teaching and Learning Toolkit:	Motivational rewards £500	Baseline heatmaps on TTR	Maths lead and SLT	Autumn 2020- a TTRS policy was written up and embedded across Y2-6. Incentives and a structured timetable is now in place so key milestones can be monitored against. Pupils are highly motivated and engaged to improve. Spring 2021- Pupils remain highly motivated and TTRS challenges continue during this time of hybrid learning. Progress is being made in heat map analysis although too swiftly in some cases from pupils at home so will need to be verified once back in school.
F	Gaps in phonics knowledge need recovering and securing across EYFS and Key Stage 1	Children are able to catch up with expected phonics stages through, lessons, booster and intervention	Education Endowment Fund Teaching and Learning Toolkit:	£3000 (academic mentor)	RWI assessment in autumn	RWI lead and SLT	Autumn 2020- Intervention in RWI groups in autumn working well to address gaps in learning from reception. Pupils are making strong progress in their groups. Spring 2021- Progress was swift in autumn and we are trying not to lose momentum by having vulnerable learners in and ensuring all others have daily interaction live on Teams. Our academic mentor will

		in place across all phases.					begin in Feb 21 and has a targeted timetable to support in this area.
--	--	-----------------------------	--	--	--	--	---

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)
G	Wellbeing of all pupils and staff during difficult circumstances could cause additional stress in the classroom.	Pupils and staff feel happy and relaxed in the new setup and can focus on their learning. Pupils still have wider opportunities to experience a normal childhood and exciting rounded learning experience.	Place2Be CORC Report 2018 – Child Outcomes Research Consortium. Identified that 1:1 Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	£1500	Behaviour data	SENDCO and SLT	Autumn 2020- School worked very hard to successfully embed wellbeing projects into the curriculum that addressed pupils’ anxieties and feelings about returning to school. Attendance was very high compared to previous year in the same term. School also began to offer clubs in late-September although these had to be stopped once restrictions changed. Spring 2021- Morale in January took a hit with a second large-scale closure. Staff are all working in the building and have adapted brilliantly to hybrid-style teaching live on Teams as well as having children in each classroom. Regular catch-ups and treats ensure staff feel less isolated. We are constantly working to find new and exciting ways to engage and motivate the children with activities and resources. This term has included competitions around valentine’s day and lessons celebrating Chinese New Year.
H	Parents feeling left out of the school setup due to covid restrictions.	Parents feel as included in their child’s learning journey as we can safely allow. Vibrant and exciting opportunities are	Parent surveys and voice	To be determined	Parent voice collection of views, autumn parents evening	All staff and SLT	Autumn 2020- School are trying to be inventive in how parents are involved and feel a sense of belonging in school life. Productions at Christmas will be recorded for parents to share in. Use of dojo and website give parents regular opportunities to share in our success. Still made an attempt at fundraising with a raffle in place of fair.

		still available but thought about differently.					Spring 2021- Parents report feeling much more included because of live lessons and the relief of pressure on them to teach. The addition of a whole-school assembly each Friday with an optional chat with the HT afterwards has proved incredibly popular. Many parents have reported watching assemblies as a whole family. They also like to take part in whole-school activities such as our dragon dance video.
--	--	--	--	--	--	--	--

Additional funding supporting provision

The school will be aligning the pupil premium strategy for 2020-21 with this catch up strategy. Therefore, there will be an overlap of funds and a considerable amount more than the proposed government funding spent on benefitting our most vulnerable pupils.
The school has also identified areas within the general budget for support of a contingency plan such as £2400 allocated to buying 20 laptops.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Finance committee will be responsible for the overseeing of the catch-up premium document as well as pupil premium. They will then report their monitoring and evaluation to the FGB each term.

Governors involved:

- Chair of Governors; Rev Michael Beck
- Vice-Chair of Governors; Mr Simon Scott
- committee members: Claire Maddox, Gordon Murphy, Jodean Dawson
- Head Teacher- Alison McDonough
- Business Manager- Kirstin McGowan

Committee meeting dates

Autumn: 08.10.2020

Spring: 27.01.21

Summer:

Autumn summary- Governors wrote and agreed the priority areas of the plan back in September and reviewed it at curriculum committee. They are pleased to see the focus on core areas is having a positive impact on children's attainment, attendance and wellbeing.

Spring summary- Governors are pleased with the evolving remote-learning offer and to hear the feedback from parents. They were also happy to hear about interventions such as the NELI program and our academic mentor beginning this term. They are keen to see impact of these in summer term review.

Summer summary