

South Stanley Junior School – Catch-up Premium Strategy 2020 - 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.

Payments

This funding will be provided in three 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)

Covid-19 Catch-Up Premium and Curriculum Expectations 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery. The EEF guidance suggests a 3-tiered* approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

School Overview

Number of pupils in school YR – Y6	175	Proportion of disadvantaged	57%
Catch-up Premium allocation (No. of pupils x £80)	£13, 040	Governor Lead	Professor D Wooff
Publishing Date	October 2020	Review Date	July 2021

Context of the school and rationale for the strategy

Context and rationale:

- School is located in Stanley which is in one of the most deprived areas of the country. The Indices of Deprivation (ID) show 46% of households in Stanley being in the most deprived 20% of all areas in England – this is 26% higher than national average. The number of people receiving unemployment benefit is double the national average at 5.7% and youth unemployment is a staggering four times the national average at 11%. Furthermore, 86% of people living in Stanley are living in a health deprivation ‘hot spot’ which is sadly 66% higher than the national average.
- 57% of children were eligible for pupil premium and this increased slightly over the year (due to COVID impact on families)
- During the period of ‘lockdown’ which began in March 2020, 22% of pupils continued to attend ‘hub’ school (many were deemed vulnerable and a small number had parents who were key workers). Of the children who were not attending the ‘hub’ school only 31% consistently engaged with the school’s remote learning offer. This was despite regular phone calls (and in some cases home visits) to the family home. In total, the number of children engaging in learning (either through ‘hub’ school or remotely) was 46%

Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	<p>Gaps in core knowledge due to school closures. Learning was interrupted for all pupils; some units/topics were not covered or were covered to a lesser extent during lockdown period.</p>	<p>Lessons prioritise the teaching of KPIs/core objectives. Staff are clear on expected curriculum coverage for each subject and medium-term planning reflects this.</p> <p>HT Maths teaching has focussed on KPI and so has assessment. Coordinator has monitored carefully which units have been taught. This must continue next year and there must be a focus on written arithmetic.</p>
	B	<p>Access to learning at home. Some pupils do not have suitable electronic devices or internet for accessing remote learning.</p>	<p>Most pupils are able to access virtual learning. All pupils who are unable to access virtual learning are provided with learning materials in line with curriculum offer.</p> <p>Large number of DFE laptops received (80+) and distributed to PP pupils as a priority. Support sessions (1:1) provided for parents who struggled to support pupils to access work online.</p>
	C	<p>Staff require CPD to develop remote learning offer. Not all staff are confident with delivering a more personalised virtual provision that encourages active engagement and feedback.</p>	<p>A strong remote learning offer is in place. Staff are trained in providing virtual lessons. Weekly homework activities are uploaded and feedback given to pupils.</p> <p>Systems in place and staff training undertaken. Parent/ carer survey (via Survey Monkey) in February 2021 confirmed positive response and engagement.</p>
Targeted academic support	D	<p>Lack of engagement with remote learning during summer term. Only 31% of pupils consistently engaged with online learning materials, resulting in many pupils no longer working at ARE.</p>	<p>Pupils make accelerated progress from their starting points at the beginning of the autumn term; target pupils return to being 'on track' by end of autumn term.</p> <p>Pupils identified in maths as target pupils. Staff using gov guidelines to support 'catch up'. CPD given May 2021 – requirements for daily 5 so all learners access this time well. HA don't always need the fluency and revisiting – training given on how to use this time well.</p> <p>Whole school average weekly data for engagement did not fall below 80% 🍌</p>
	E	<p>Limited access to reading materials during summer term. Not all pupils had access to age-appropriate books; many did not read regularly at home.</p>	<p>Reading skills are much improved and rapid progress in reading fluency is demonstrated on a termly basis.</p> <p>See below for breakdown</p>
	F	<p>Diminished writing stamina. Most pupils have not completed extended writing tasks; many home learning tasks do not require written responses.</p>	<p>Pupils are able to produce quality pieces of extended writing weekly, across the curriculum, in line with teaching sequence.</p> <p>See below for breakdown</p>

Wider strategies	G	Pupils struggling with return to school routine. Due to lack of structured learning, some children have struggled to settle into routines and have a limited attention span.	All pupils are able to focus on their learning during lessons.
	H	Parental engagement during 'virtual' period. Regular 'in-house' events, meetings and celebrations are not taking place.	Parents are kept informed about school life and their child's progress. They have opportunities to discuss these with their child's class teacher. Telephone appointments offered to replace 'parents afternoon'
	I	Parents with pupils of different ages. Parents who have one child self-isolating may be unable to transport siblings to school.	Systems are in place so that, where possible, siblings can still attend school. See below for walking bus. Liaison with SSIN was essential and both schools worked together.

Teaching priorities						
Barrier		Action	Implementation	Staff	Cost	Evaluation/monitoring
A	Gaps in core knowledge due to school closures.	Maths and English leads provide guidance for teachers regarding coverage and progression.	Share updates each half-term; English MTP in line with writing sequence; maths MTPs revised using MNP. MNP has pulled lessons together to reduce to key lesson and KPI as focus.	BS/HT	£0	DF Assessment for summer term reflects revised coverage
		Subject leaders revise medium-term plans to highlight key objectives.	Release time for subject leaders across the half-term; staff meeting time each half-term to formulate new MTPs.	Subject leaders GS	£0	To be incorporated into action plans and evaluated termly Autumn term plans were revised; subsequent terms used existing MTPs
		Interventions or additional sessions cover KPIs or topics missed.	Assembly time daily; support staff according to year group timetables (pm) SEND support and intervention currently in assembly time. Teachers have been using assembly time for catch-up and target work.	Class teachers Support staff	£0	BS/HT Monitoring by English and Maths lead evidenced consistency and effectiveness of this

		Where necessary, teachers plan from alternative PoS.	Teachers use assessments to identify specific gaps to be closed.	Class teachers	£0	DF/BS/HT Data has been used successfully and all staff aware of gaps for September
B	Access to learning at home.	Parents/carers are contacted to identify areas of need.	Survey for all parents/carers sent out via email; office staff to contact parents directly if not returned.	JB/KR	£0	RB Survey conducted Feb 2021
		Resources provided for pupils who are unable to access virtual lessons.	Liaise with DfE/LA for allocation of hardware; CGP books to be ordered and distributed to these pupils DONE	HT/BS/RB	£700 (total for maths and Eng.)	RB £327.10 CGP Autumn £300.00 CGP Spring
		Work packs prepared for all pupils to cover any short interruptions to remote learning offer.	Year group staff to compile pack of general work to be copied for pupils in event of bubble closure.	Class teachers Support staff	£100 per year group, per need	RB/DF £600 photocopy costs (6x bubble closures plus individuals isolating)
		Teachers model to pupils how to access remote learning.	Regular reminders in classes to show pupils access through school website.	Class teachers	£0	RB/DF Done in school and as YouTube videos
C	Staff require CPD to develop remote learning offer.	Training delivered to staff for recording virtual lessons.	Staff meeting time; step-by-step guidance provided as reference; feedback as required.	DF	£0	DF/RB Staff confident in recording virtual lessons
		Model virtual lessons shared amongst staff.	DF to record examples of virtual lessons and upload to SharePoint; WAGOLLS shared over course of autumn term.	DF Class teachers	£0	DF/RB Example lessons shared with staff
		Coaching for individual staff.	1:1 or small group sessions for staff as required.	DF	£0	DF/RB Virtual 'observations' and feedback for staff following first month of remote learning; ongoing support from DHT for teachers.

		Weekly online homework set by teachers.	Maths and English tasks weekly (e.g. Kahoot quiz) to assess engagement; engagement included in interim reports	Class teachers GP	£0	DF/RB Not used following remote learning period (limit use of devices)
Targeted academic support						
Barrier		Action	Implementation	Staff	Cost	Evaluation/monitoring
D	Lack of engagement with remote learning during summer term.	Baseline assessments in reading, writing and maths (including phonics).	Y3 to be assessed using KS1 SATs; Y6 using KS2 SATs; Y4/Y5 to be assessed using Y3/Y4 summer assessments.	Class teachers	£0	DF Baseline assessments completed in late September. Separate 'return to school' assessments following remote learning in Spring term.
		Target pupils identified through Pupil Progress meetings.	Meetings held following baseline assessments to identify pupils who will be targeted to return to EXS.	Class teachers BS/DF	£0	DF See separate records
		Interventions timetables in place.	Year group staff to coordinate timetables for assembly time and pm sessions	Class teachers Support staff	£0	BS/DF These interventions were revised following each pupil progress meeting/assessment point
		Additional teacher to work with target pupils (to be on track at next assessment point).	KB to work with target pupils in English and maths two days per week (initially in 6F).	KB	£253pw (£2027 for trial period; £9882pa)	RB/DF 2 additional days for the whole school year £9882
E	Limited access to reading materials during	WPM testing for all pupils.	All pupils to have WPM score recorded each term; track progress alongside reading scheme.	Class teachers Support staff	£0	BS WPM was used effectively and demonstrated progress.

	summer term.	Increased time for 1:1 reading.	Support staff to have designated time weekly to read with pupils, prioritising those who are not reading at home.	Class teachers Support staff	£0	BS Across school, 30 children benefitted from this (all PP)
		Additional age-appropriate texts sourced.	Durham Learning Resource boxes allocated each half-term with class sets of texts.	BS	£780pa	BS/RB Purchased for this year and next.
		Reading Plus logins for all pupils.	Pupils can use in school (according to timetable) and also at home.	Class teachers	Previous purchase	BS Full access purchased.
F	Diminished writing stamina	'Transform' sequence introduced for writing.	Pupils will build up to extended writing over three-week cycles; weekly opportunities for writing to build stamina.	Class teachers	£0	DF/BS Training given to staff in Autumn term; all classes adopted this (partial – disrupted by remote learning periods)
		Limited use of electronic devices	Tasks in lessons will focus on written or practical rather than digital work.	Class teachers	£0	RB

Wider support

Wider support						
Barrier	Action	Implementation	Staff	Cost	Evaluation/monitoring	
G	Pupils struggling with return to school routine.	Counselling (and additional sessions) for identified pupils.	Pupils identified for counselling; student counsellor to offer additional sessions.	AT	£9, 250.00pa (5 pupils per day) NB. Majority of this cost is met through use of pupil premium	RB 9 pupils accessed this across the school year
		Thrive assessments completed for all pupils	Assessments will identify areas of need for whole class (to be actioned in classes) or individuals who require further support.	Class teachers	Program already purchased	TW Whole class profiles completed and analysed. Main area of

						need was used as class target (displayed).
		Additional PSHCE lessons weekly	Short additional lessons timetabled for autumn term – focus on wellbeing and issues related to mental health.	Class teachers	£0	GS/DF Done as well as introduction of 'Mindful Mondays'
		Limited use of electronic devices	As above – reduced screen time to work on speaking and listening skills.		£0	Planning shows increased focus on SEMH as appropriate to each year group
H	Parental engagement during 'virtual' period.	Fortnightly newsletters	All key information/dates to be relayed to parents via email.	RB/JB/KR	£0	RB Done. Parents feeding back and communicating effectively using email.
		Facebook to communicate successes and news	Facebook page will be updated at least weekly with news, events, pupils' work and other celebrations.	GP	£0	RB/DF Done. See FB for evidence. Engagement levels are good.
		Interim reports sent out	Class teachers will write short updates in lieu of parents' evening; reports will be emailed to parents; follow-up phone call where necessary.	Class teachers	£0	RB This went well and telephone conversations took place with those parents/ carers requesting.
		Quad allocated for 'on-site' meetings	Where in-person meetings are required, outdoor space with socially-distanced seating is available to use.	All staff	£0	RB/DF Ongoing (weather permitting)
I	Parents with pupils of different ages.	Attendance officer to support parents/carers	TH to liaise with parents where necessary.	TH	£0	RB This will be ongoing.
		Walking bus offered	Distance-permitting, pupils will be collected on foot by a member of school staff.	TH/RB	£0	RB On average 5 children per week were collected on foot by staff (mostly Mr Howard)

		Work packs prepared	As above – work packs to be prepared on individual basis by year group staff.	Class teachers	£2.50 per pupil	DF/RB Costs as detailed above
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