



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

Updated: 27.04.21

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	42
Proportion of disadvantaged	40%
Catch-up Premium allocation (No. of pupils x £80)	£3040
Publish Date	Sept 2020
Review Dates	Dec 2020 / April 2021 / June 2021
Statement created by	Clare Carr
Governor Lead	Judith Bainbridge

Context of the school and rationale for the strategy

The school's catchment has high levels of disadvantage. Approximately 90% of pupils engaged with home learning during the Covid-19 lockdown, although this was variable over time. Following the wider reopening, 95% of children in eligible year groups and children of key workers attended school from 15th June. 88% entitled disadvantaged pupils attended school during the summer. Attendance since the beginning of September, when schools fully reopened has been high (84% autumn term and 88% spring term). Teachers are currently undertaking assessments as children return to school in order to ascertain current levels of knowledge and understanding.



Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff develop a greater understanding of children's emotional wellbeing and mental health needs.	Staff develop strategies to further support children with emotional wellbeing and mental health needs. Ongoing support through whole class and small group work.
	B	Home learning requires further refinement and development in order to improve access to learning at home for all pupils.	A strong remote learning offer is in place. All staff are trained further in its use. Children have sessions delivered online to ensure they are confident in accessing the remote learning.
Targeted academic support	C	Although online learning materials provided for Reading during the summer term were accessed by the majority of pupils, baseline assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working well below ARE.	Pupils make accelerated progress in reading from their starting points at the beginning of the Autumn term.
	D	Some pupils had limited access to maths materials/teaching during the summer term and therefore, their maths attainment is lower than expected in terms of ARE.	Mathematical skills are much improved and rapid progress is demonstrated from their Autumn starting points.
	E	Some children did not access much home learning and as a result are working below ARE in writing.	Pupils make rapid progress from their starting points at the beginning of the Autumn term.
Wider Strategies	F	A small minority of pupils are struggling to settle back into class and school 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. Behaviour incidents are minimal.

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 review emotional and mental well-being strategies for schools.	All staff are equipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school	The well-being programme shown to improve pupils' engagement resulting in accelerated progress and		Determined from pupil surveys / conversations	SENDCO	Autumn term Impact evaluated during and the end of Spring & Summer term. Spring Term



		<p>and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.</p> <p>An increase in pupils', parents and staff wellbeing.</p>	<p>increased wellbeing / settled children.</p>				<p>Children had further disruption to their learning. In addition to remote teaching sessions, remote wellbeing social sessions were provided where need was identified.</p> <p>Further recovery curriculum work completed and emotional resilience and wellbeing addressed throughout the curriculum.</p>
B	<p>CPD provided for staff on the increased effective use of Teams and Class Dojos as the school's online platforms.</p> <p>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 and work in school.</p>	<p>The platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Homework is completed using this platform.</p> <p>Home Learning Guide EEF Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Engagement with Teams and Class Dojo online platform</p> <p>Staff surveys</p> <p>Pupil surveys</p> <p>Effective parental engagement supports learning</p> <p>Parental questionnaire</p>	£200	<p>Determined from baseline assessments.</p> <p>Engagement levels with Teams and Class Dojo online platform</p>	All teaching staff/SLT	<p>Termly</p> <p>If/when home learning is required due to self-isolation of individual pupils or local lockdown.</p> <p>Strategies utilised in remote teaching during lockdown. High levels of engagement in the online sessions.</p> <p>Continued to be used for bubble closure.</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>10 min daily interventions for all identified pupils – basic skills/phonics/reading</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> <p>The gap will be closed between those children at ARE and above and those lower attaining pupils.</p> <p>A culture of reading for pleasure will be developed throughout the school.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4)</p> <p>Feedback (+8)</p> <p>Reading Comprehension Strategies (+6)</p>	<p>TA costs £960</p>	<p>Determined from baseline assessments made at the start of the autumn term</p>	<p>English Leader</p>	<p>Termly Ongoing at the end of each intervention session</p> <p>All children have made some or expected progress from starting points autumn 2020.</p> <p>Summer term saw more children achieve expected progress. Interventions delivered in person rather than remotely.</p>
D	<p>Small group and 1:1 Maths Intervention with identified pupils.</p> <p>Baseline data from maths assessment tests.</p>	<p>Maths results to improve and demonstrate gaps closing.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8)</p> <p>1:1 Tuition (+5)</p> <p>Teaching Assistants (+1)</p>	<p>TA costs £950</p>	<p>Determined from baseline assessments made at the start of the autumn term</p>	<p>Maths leader</p>	<p>Termly Ongoing at the end of each intervention session</p> <p>All children have made some or expected progress from starting points autumn 2020.</p> <p>Summer term saw more children achieve expected progress. Interventions delivered in person rather than remotely.</p>
E	<p>Pupils' basic writing skills are further improved through regular practice</p>	<p>Children make good progress from their starting points</p>	<p>Education Endowment Fund</p>		<p>Determined from baseline assessments</p>	<p>English Lead</p>	<p>Termly</p>



	<p>Pupils' spelling improves through daily practice</p> <p>Children have targeted support across the curriculum to write sustained pieces.</p>		<p>Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4)</p> <p>Feedback (+8)</p>	<p>TA time</p> <p>£465</p>	<p>made at the start of the autumn term</p>		<p>Ongoing at the end of each intervention session</p> <p>All children have made some or expected progress from starting points autumn 2020. Summer term saw more children achieve expected progress. Interventions delivered in person rather than remotely.</p>
--	--	--	--	----------------------------	---	--	---

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)
F	<p>Wellbeing and related resources planned for, implemented and evaluated across the school via PHSCE and RSE teaching and mental health leads' support to pupils.</p> <p>Small group and 1:1 wellbeing support / Intervention with identified pupils.</p>	<p>Positive impact on identified SEMH pupils' emotional wellbeing.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Metacognition and Self-Regulation (+7)</p>	<p>TA time</p> <p>£465</p>	<p>Behaviour incidents log</p> <p>Staff and pupils' views entry / exit data</p>	SENCO	<p>Autumn term Children settled well into routines. Additional support for children to return to full time schooling where required.</p> <p>Additional support for children to return to full time schooling where required. Majority of children returned to school positively and attendance was encouraged and supported where there were issues.</p>



Governance – monitoring the effectiveness of the Strategy

Governors involved:

Chair of Governors, Vice Chair of Governors and Head Teacher

Committee meeting dates

Autumn: October 2020

Spring: March 2021

Summer: May 2021

Autumn summary

The Governors questioned how the interventions were progressing and the impact on the children's progress. The interventions have shown some very good progress in reading throughout the school. However writing still remains a target throughout the school. Bubble closures impacted on learning.

Reading	Y1	Y2	Y3	Y4	Y5	Y6
Expected progress	NA	100%	80%	33%	80%	50%
Some progress		%				25%
Writing	Y1	Y2	Y3	Y4	Y5	Y6
Expected progress	NA	100%	90%	33%	60%	50%
Some progress					20%	
Maths	Y1	Y2	Y3	Y4	Y5	Y6
Expected progress	NA	100%	70%			50%
Some progress	NA	%	30%	66%	80%	

Spring summary

Lockdown January to March 10th. Good levels of engagement with home learning. High levels of attendance vulnerable children and children of key workers.



Summer summary

Reading	Y1	Y2	Y3	Y4	Y5	Y6
Expected progress	NA	78%	80%	66%	80%	57%
Some progress		22%	20%	33%	20%	43%
Writing	Y1	Y2	Y3	Y4	Y5	Y6
Expected progress	NA	33%	70%	66%	80%	71%
Some progress		66%	30%	33%	20%	29%
Maths	Y1	Y2	Y3	Y4	Y5	Y6
Expected progress	NA	55%	60%	66%	80%	57%
Some progress	NA	45%	40%	33%	82%	43%

**The majority of children made progress across the year from their starting points.
Interventions supported move towards expected or some progress for the majority by the summer term.**

Areas to further develop going forward include:

Maths – basic skills.

Writing – grammar and spelling.