

# St Benet's Catholic Primary School – Catch-up Premium Strategy 2020 – 2021



*Date: 01 October 2020    Review – September 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 Year 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	206
Proportion of disadvantaged	9%
Catch-up Premium allocation (No. of pupils x £80)	£16,640
Publish Date	Sept 2020
Review Dates	Dec 2020 / Mar 2021 / Sept 2021
Statement created by	C Harper
Governor Lead	S Elkington

## **Context of the school and rationale for the strategy**

The school's catchment is relatively low in terms of disadvantage. Only 9% of the school are eligible for Pupil Premium. Approximately 50-70% of pupils engaged with home learning during the Covid-19 lockdown, although this was variable over time. Following the wider reopening, approximately 40% of eligible year groups and children of key workers attended school from 15<sup>th</sup> June. Teachers have used baseline 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 require CPD to develop a greater understanding of children's emotional wellbeing and mental health needs.	Staff are better informed and have greater clarity about how to support further support children with emotional wellbeing and mental health needs. This is a focus of daily/ weekly teaching in the autumn term.
	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. Weekly homework activities for some year groups are uploaded and feedback to pupils given accordingly. Additional resources are acquired.
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 on a termly basis.
Wider Strategies	E	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 receive CPD in relation to the Ten Ten, PSHE Association and Relax Kids well-being programmes for schools.	All staff are equipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.	Well-being programme shown to improve pupils' engagement resulting in accelerated progress and increased wellbeing / settled children	£500	Determined from pupil observations/ conversations with school council	SENCO/ PSHE Lead/ HT	<b>Autumn term</b> *PHSE Lead provided training around PSHE Association and feedback about Ten Ten <b>Spring/Summer</b> *As above – more time to be spent looking at the Ten Ten programme with all

							teaching and non-teaching staff and the benefits of Relax Kids
<b>B</b>	<p>CPD provided for staff on the increased effective use of DB Learning online platform.</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.</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 DB Primary</p> <p>Staff surveys</p> <p>Pupil surveys</p> <p>Effective parental engagement supports learning</p> <p>Parental questionnaire</p>	£1500	<p>Engagement levels with DB Primary online platform</p> <p>Engagement levels with DB Primary online platform</p>	SLT	<p><b>Autumn term</b></p> <p>*DHT provided training around use of DB Primary as well as liaised with New Era company.</p> <p><b>Spring/Summer</b></p> <p>*DHT was point of contact during lockdown for all staff and provided support where needed</p> <p>Information shared with parents via school website/newsletters</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)
<b>C</b>	<p>Reading assessments identify children in need of support.</p> <p>10 min daily interventions for all identified pupils – basic skills- phonics, comprehension</p> <p>Targeted support from extra teacher (National Tutoring Programme)</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>Cost of supply teacher one day</p>	<p>Determined from baseline assessments made at the start of the autumn term</p>	<p>English leader/ Catch Up teacher</p>	<p><b>Autumn term</b></p> <p>*Identified that Years 1/2/3 required additional support (Y1/3 with teacher appointed to support chn for 1 extra day per week and Y1/2 with volunteer/governor who supports chn with reading)</p> <p><b>Spring/ Summer</b></p> <p>-Ongoing support</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) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	<p>Cost of supply teacher one day</p>	<p>Determined from baseline assessments made at the start of the autumn term</p>	<p>Maths leader</p>	<p><b>Autumn term</b> *Y6 and Y2 chn taught in separate Maths groups by Tas *Baseline assessments used by all staff to determine children requiring additional support <b>Spring/ Summer</b> -Ongoing support</p>
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**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 ( <b>autumn, spring, summer</b> )
E	<p>Wellbeing and related resources planned for, implemented and evaluated across the school via SEMH/ PSHE 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) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p>	<p>£500</p>	<p>Behaviour incidents log - CPOMS check</p> <p>Drawing and Talking Therapy observations</p> <p>Staff and pupils’ views entry / exit data</p>	<p>SENCO/ PSHE Lead/ HT</p>	<p><b>Autumn term</b> *Targeted groups *National Smiling Day/Hello Yellow (October 2020)</p> <p><b>Spring/ Summer</b> -Well-being activities during lockdown as home learning activity *Zoom weekly well-being sessions well-received *Mental Health Awareness Week (May 21)</p>

## Governance – monitoring the effectiveness of the Strategy

### Committee meeting dates

**Autumn:**

December 2020

**Spring:** April 2021

**Summer:** September 2021

### Autumn summary

\*Teacher employed to support children to catch up on their basic skills ( ½ day in Y1, ½ day in Y3) – children appear to have more confidence in applying basic Maths and English skills in whole class situations. Children in Year 1 are much poorer than previous Y1 cohorts and require additional support in order to catch up and be ready to progress into Year 2 at the end of the year.

\*Baseline data – Year 1 Maths 43% working at expected standard, 57% working below Year 1 Reading 36% working at expected standard, 64% working below, Year 1 Writing 23% working at expected standard, 77% working below

\*In addition, teaching assistants across the school are carrying out multiple interventions with children to enable them to catch up on their phonics, Maths understanding so they are ready to move onto the next stage in their learning.

\*Well-being activities – children appear to have adapted to school life again extremely well. Only a couple of children identified as struggling with the impact of lockdown and requiring some additional support.

### Spring summary *(reference must be made to the 9 week period of home learning during the Spring term)*

#### Impact of Catch Up Support in school:

#### Year 1 were identified as poorest cohort, requiring additional support

\*Assessment 2 (end of Spring term data) Attainment– Year 1 Maths 43% working at expected standard, 57% working below *(but all working within a Y1 curriculum)* Year 1 Reading 66% working at expected standard, 34% working below, Year 1 Writing 46% working at expected standard, 54% working below *(but 90% of cohort working within a Y1 curriculum)*

\*Well-being impact – more children appear to be struggling with anxiety, concerns about transition etc since returning to school on 08 March. This is more prevalent in our older children. Additional Relax Kids with meditation and mindfulness activities seem to have helped.

### Summer summary – to review progress across the year by the end of the summer term

#### Year 1 were identified as poorest cohort, requiring additional support

\*Assessment 3 (end of Summer term data) Attainment– Year 1 Maths 46% working at expected standard, 54% working below *(but all working within a Y1 curriculum)* Year 1 Reading 50% working at expected standard, 50% working below, Year 1 Writing 20% working at expected standard, 80% working below *(but all working within a Y1 curriculum)*

\*These end of year results are poorer than previous Y1 cohorts. They have been most affected by the pandemic and will require specific interventions and support as they move into Year 2. The Read, Write, Inc phonics scheme shall be re-introduced to all children, grouped according to abilities, to enable children to catch up on these phonic skills and apply them to their reading and writing. Additional time shall also be given to the delivery of English to enable children to catch up further as they move into Year 2.

\*Well-being impact – transition support for those children moving onto secondary school as well as SEND learners who require additional transition support.

\*DB primary – this continued to be used as a learning tool and children who were required to isolate during the summer months, were accessing this learning platform to keep up to date with learning in school.

