



**Ebchester CE Primary 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 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	93
Proportion of disadvantaged	15 (16.1%)
Catch-up Premium allocation (No. of pupils x £80)	£7,280
Publish Date	25.09.20
Review Dates	Spring 1 - February
Statement created by	Rachel Clasper
Governor Lead	Geoff Gibson

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

Ebchester CE Primary school is a small primary school. There are currently 93 pupils with 16.1% classed as disadvantaged.

From March 2020 and during the school closure, all junior pupils were given access to a daily 'live' Teams lesson with their class teacher. Around 70% of pupils in Year Five and Year Six accessed home learning tasks during lockdown and throughout the summer term. On average, 60% of pupils in Years three and four accessed the home learning lessons. Two sets of paper-based resources were given to the Year One/Two pupils. Limited feedback from parents makes it difficult to assess how many of the pupils engaged with these tasks. Home learning activities for Reception pupils were provided through Tapestry. Around 50% of pupils accessed the tasks.

Ebchester CE Primary School remained open for the children of keyworkers. On the wider reopening of school in June, seven Reception pupils, three Year One pupils and nine Year Six pupils attended.

Assessment of reading, writing and maths will be completed during the first autumn half term. Initial assessments show that the majority of children from Year One to Year Six have not reached the end of year targets for last academic year.

*As from the beginning of January 2021, school closed again for the third lockdown. The school's remote learning offer covers the full curriculum following the school's long-term plans. All pupils are given an opportunity to talk to staff and peers on a daily basis. School remains open for critical worker pupils and those deemed vulnerable. This is currently around 25% of our on-roll total.*

## Barriers to future attainment

		<b>Barrier</b>	<b>Desired outcome</b>
Teaching priorities	<b>A</b>	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>B</b>	Support Remote Learning Home learning is limited in Years One and Two due to paper-based resources being used previously. Need to improve access to learning at home for pupils in these year groups.	A strong remote learning offer is in place across the whole school. A new and improved platform is in place (in Y1/ Y2) and all staff are trained in its use.
Targeted academic support	<b>C</b>	Only a small proportion of pupils engaged with the online learning materials provided for maths. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	<b>D</b>	Only a small proportion of pupils engaged with the online learning materials provided for writing. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in writing from their starting points at the beginning of the autumn term.
	<b>E</b>	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
Wider Strategies	<b>F</b>	Access to technology	All pupils have access to digital technology so that they can access effective remote learning
	<b>G</b>	Self-regulation of pupils	Positive impact on identified SEMH pupils' emotional wellbeing.

**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	<p>All staff to receive CPD in relation to Children's Mental Health from Place2Be for schools.</p> <p>Staff training on PSHE curriculum and associated PSHE Association resources</p>	<p>All staff are equipped for early recognition of children's mental health needs.</p> <p>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.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Place2Be Counselling demonstrates a higher level of impact compared to other services.</p>	tbc	Determined from pupil surveys	SENDCO/ Headteacher	<p><b>Autumn 2020/ Spring 1</b></p> <p>Place2Be training has been completed by RC, CPC, CP and SR. Durham CC's Wellbeing and Recovery Programme has been completed by RC and SR – this information has been disseminated to all staff.</p> <p>All staff have accessed 'Supporting Pupil's Wellbeing' training led by Kelly Maitland from Education Durham.</p> <p>Raised staff confidence in highlighting mental health issues. Increase in number of pupils CG (counsellor) is working with.</p> <p><b>Summer 1</b></p> <p>Staff training for SR and RC covering mental wellbeing, stress and trauma has been shared with staff. Staff report higher confidence in identifying pupils needing support.</p>
B	<p>CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use.</p> <p>Parents/carers are made aware of the platform and how</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning and communication with parents is</p>	<p>Teams and Tapestry as learning platform EEF Learning Toolkit: Digital Technology (+4).</p> <p>Education Endowment Fund</p>	Access to Tapestry for Y1 pupils	Determined from pupil/ parent questionnaire	Class Teachers	<p><b>Autumn 2020/ Spring 1</b></p> <p>RE led sessions with Y2 pupils in the use of Teams to complete tasks. She used some of her class-based lessons to introduce and consolidate use of logging in, completing and handing in work. Minimal problems encountered by pupils during current lockdown.</p> <p>CPC and HA led staff training on the use of Tapestry to allocate</p>

	it can support home learning.	enhanced (parent/ pupil surveys)	Teaching and Learning Toolkit:  Effective parental engagement supports learning (+3)				tasks to pupils. No issues reported by staff with the use of Tapestry.
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**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>Maths assessments made identify children in need of support.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p>	Progress is accelerated termly to ensure pupils are able to access age-appropriate learning materials.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8)</p>	HLTA cost	Determined from assessments made at the start of the autumn term	Maths lead	<p><b>Autumn 2020</b> HLTA support in place for Autumn 2 with small group intervention sessions allocated to those pupils who need them. In class support timetabled for larger groups. Support stopped with onset of 3<sup>rd</sup> lockdown.</p> <p><b>Spring</b> Intervention groups restarted with the school reopening in March. Target children have made good progress but continue to require additional support.</p> <p><b>Summer</b> Intervention groups have been reviewed and academic (maths and English), reading, in-class support and mental health sessions are now all offered to those pupils who require them.</p>
D	<p>Writing assessments made identify children in need of support.</p>	Progress is accelerated termly to ensure pupils are able to access age-appropriate	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4)</p>	HLTA cost	Determined from assessments made at the start of the autumn term	English lead	<p><b>Autumn 2020</b> All staff completed grammar and punctuation assessment to highlight gaps in learning from previous academic year. Autumn 1 and part of Autumn 2 used to fill these gaps prior to starting current academic</p>

	15 min daily interventions for all identified pupils – basic skills.	learning materials.	Feedback (+8)				<p>year. Intervention sessions timetabled for those pupils who require additional support but these have stopped with the onset of the 3<sup>rd</sup> lockdown.</p> <p><b>Spring</b></p> <p>Intervention groups restarted with the school reopening in March. Target children have made good progress but continue to require additional support.</p> <p><b>Summer</b></p> <p>LTP have been adapted to allow further opportunity for extended writing/ narrative writing. Both junior classes receive HLTA support in English to target those children most in need. Intervention sessions continue to take place.</p>
E	<p>Reading Intervention with identified KS2 pupils.</p> <p>Baseline data from YARC</p>	KS2 Reading ages of target pupils to	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8)</p> <p>1:1 Tuition (+5)</p> <p>Reading Comprehension Strategies (+6)</p> <p>Teaching Assistants (+1)</p>	TA cost YARC resources £300	Determined from assessments made at the start of the autumn term	English lead	<p><b>Autumn 2020</b></p> <p>YARC baseline assessments completed by the end of the autumn term. With school closure in spring, there has not been an opportunity to address the needs of the highlighted pupils. All pupils have access to online or school reading books during the lockdown.</p> <p><b>Summer</b></p> <p>The ‘bottom 20%’ readers have been highlighted and receive timetabled additional sessions to read covered by support staff. Those pupils not reading at home are also targeted for additional reading sessions. Comprehension sessions have been added to the intervention timetable to support Y5 pupils.</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	Zones of Regulation CPD delivered. Zones of Regulation CPD actions implemented and evident in all classrooms across the school.	Positive impact on identified SEMH pupils’ emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit:  Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	tbc	(behaviour data)	SENDCO/ Headteacher/ Mental Health Lead	<b>Autumn 2020</b> Zones of Regulation resources purchased. <b>Summer</b> Staff CPD carried out for introduction to Infant classes from Summer 2
G	Provide technology for those families who require it in order to access remote learning	All pupils able to access remote learning	Education Endowment Fund Teaching and Learning Toolkit:  Digital Technology (+4) Effective parental engagement (+3)	£1000	Parent questionnaire	Headteacher	<b>Autumn 2020/ Spring 1</b> 6 laptops have been provided to pupils who would not have been able to access remote learning/ live lessons otherwise. The majority of pupils who have been given a laptop has accessed the lessons and tasks via Tapestry and/or Teams.

**Additional funding supporting provision**

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## Governance – monitoring the effectiveness of the Catch-Up Funding Strategy

<b>Governors involved: Geoff Gibson</b>		
<b>Committee meeting dates</b>		
<b>Autumn:</b>	December 2020	<b>Spring:</b> April 2021
		<b>Summer:</b>
<b>Autumn summary</b>		
<p>Discussed the need for staff to have a greater understanding of children’s mental health needs and that these needs are addressed quickly and appropriately. A range of training courses have been accessed and information disseminated to staff. Staff report an increased confidence in their own ability to support mental health needs. The employment of CG as an HLTA has been beneficial as she has a counselling qualification and has effectively worked with both pupils and parents since she started in November.</p> <p>Baseline assessments have been useful in discovering gaps in pupils’ learning – this has been extremely beneficial in maths and English. Autumn 2 has been spent addressing some of the gaps from the previous academic year. An intervention timetable has been designed to offer additional support to those pupils who most need it.</p> <p>Laptops have been allocated to those families who require them so that they are able to access the remote learning tasks and live lessons. Although some of these pupils are still not accessing the lessons regularly, the majority of pupils now have the necessary equipment to join in with all aspects of remote learning.</p>		
<b>Spring summary</b>		
<p>Discussion held about the range of interventions staff are able to offer now that school has reopened. Staff are using work completed in lesson time to re-evaluate the gaps in learning and these gaps are now being addressed through in-class support, 1:1 and small group interventions. Reading sessions have been timetabled to target the readers in the bottom 20% of each class and also those pupils who do not read regularly at home. Intervention groups and learning targets are assessed each half term and will continue into the summer term.</p> <p>Zones of Regulation resources have been purchased and shared with staff. The resources will be shared through the summer term with the Infant pupils initially. If successful, they will be rolled out the Junior classes from September 2021- however, staff agree that self-regulation across the older year groups is generally good. Well planned, weekly PSHE lessons for all classes is supporting social and emotional learning and those pupils with mental health issues are accessing 1:1 support sessions with Mrs Gardner on a weekly basis.</p> <p>Plans are still in place to support pupils having to self-isolate with lessons and resources through Teams and Tapestry and technology is available to any family who requires it for prolonged periods of time away from school.</p>		
<b>Summer summary</b>		