**King Street Primary School – Catch-up Premium Strategy 2020 - 2021**

**Updated January 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*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support)*. (See also* [**EEF - School Planning Guide 2020-21**](https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/) )

*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**

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| Number of pupils in school YR – Y6 | 204 |
| Proportion of disadvantaged (%) | 35% |
| Catch-up Premium allocation (No. of pupils x £80) | 16,240 |
| Publish Date | September 2020 |
| Review Dates | Jan 2021 |
| Statement created by | J Bromley HT |
| Governor Lead | Kate Luther |

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

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| Could include:  The school has a higher than average proportion of children on the SEND register (22%) with 7 EHCP. Mental health problems are prominent in the community and due to low incomes many families rely upon food banks, support from extend families, school support or the local church fund. This has been heightened during lockdown with many, already low paid, families who were furloughed. The school has supported through offering personal hygiene packs, food bank vouchers and issuing spare clothing from the stocks held in school. 55% of pupils fall into the top 30% of the country’s deprivation ( IDACI 2019).  The school is an area of high deprivation where a significant proportion of children do not have access to the internet in the home or do not have a suitable device to use to access the internet if it is available. (approximately 25-30%) Where households have more than 1 child, an electronic device is often shared. (A further 20%). Many families are relying on a smartphone. The learning platform used helps us identify which children did not access the online provision and these children were key families for phone calls home to further understand the difficulties they were having. At the point of school closure, all children were sent home with a paper based learning pack with enough learning to last up to 6 weeks. This allowed those without access to the learning platform to still continue with home learning. Despite this offer and regular contact phone calls many families still did not engage and therefore there has been significant gaps in learning with children returning well below ARE.  During Lockdown, we had up to 33 children attend as Key Worker childcare children although numbers fluctuated daily.  When school partially reopened to children in EYFS, Y1 and Y6 we had 58 children from a potential of 93. (24 Y6, 14 Y1, 17 Reception and 3 Nursery) From those that returned 13 of these were disadvantaged children (5 in Y6, 5 Y1, 2 YR). This is from a potential 24 disadvantaged across these year groups and from 67 disadvantaged children across the whole school.  Attendance did fluctuate over this period. There appears to be a noticeable difference in the children who returned for educational provision regularly during this period in comparison to the children who did not- particularly for those children who were in Year 1. The significant difference appears to be around social skills eg self-confidence, ability to follow rules/ expectations, social relationships and interactions and stamina to complete tasks. There is not a significant difference in the academic ability including phonics however, much of the school work undertaken during that period focused upon the recovery curriculum and mental health support, talk and social interactions. The evidence to date shows the positive lasting impact that this educational provision has had on those children.  Based on current assessments undertaken, there has been a significant increase in the number of children across all year groups who are working below ARE. Reading, spelling and maths assessments show that children have not retained basic facts such as times tables, number bonds and place value and phonics has had a significant decline with children in Year 2 needing to refresh and relearn phase 3 phonic sounds. Children who were previously confident on phase 5 and would have been expected to pass phonics screening are now relearning phase 4 before moving back onto phase 5. Reading across the school is significantly poorer than previously- younger children have not retained many sight words and across the school children have lost reading fluency. Older children struggle on more complex vocabulary. Across the whole school there is a decline in children’s ability to be independent, think critically, maintain dialogue (including general speech and language), sustain longer periods of work due to both attention span and fatigue and overall general fitness is poor. The majority of children across the school have struggled with PE lessons which have required basic fitness to complete running activities and they openly talk about the time spent indoors when the restrictions where at there highest. |

**Barriers to future attainment**

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|  | | **Barrier** | **Desired outcome** |
| **Teaching priorities** | **A** | Childrens’ reading and opportunities for talk have not been structured, modelled or consistent since March 2020 and childrens’ sight reading and vocabulary is reduced and their desire and motivation to read is lacking. | Children have an enthusiasm for reading and have retained a wide range of vocabulary, taught through the wider curriculum, over the school year and sustained improvement can be seen from their baseline assessments |
| **B** | Home learning is limited due to the lack of devices in the home and the willingness of some parents to engage. | A strong remote learning offer is in place with devices for all children and an understanding of the system by both parents and children. Weekly homework activities/spellings and projects are uploaded and feedback to pupils given accordingly to encourage use throughout the school year. Additional resources to supplement the current system can be incorporated in school as a teaching tool improve learning and develop pupil confidence in using the system at home for all pupils. |
| **C** | Access to the wider curriculum, practical activities and enrichment activities have been reduced since March 2020 and children have not maintained their resilience, stamina and levels of motivation. | Children have rich experiences across a broad and balanced curriculum in order to embed life skills, knowledge, understanding and awareness. Eg compassion, friendship, resilience and focus. Metacognition and Gem Powers are re established and embedded across school. |
| **Targeted academic support** | **D** | Only a small proportion of pupils have engaged with regular writing and spelling activities, including phonics since March 2020. This has resulted in some pupils working well below ARE. | Pupils make accelerated progress in phonics and writing from their starting points at the beginning of the autumn term. This is reflected in improving phonics scores throughout the school year in Reception and Year 1. |
| **E** | A large proportion of children have not maintained regular mathematics fluency sessions and some basic facts such as timetables, number bonds and place value are no longer quickly recalled. | Children have mathematical fluency of key concepts for their year group such as times tables, number bonds, number formation and understanding of place value. |
| **F** | An unprecedented situation caused anxiety among children unseen previously and staff require CPD to develop a greater understanding of childrens’ mental health needs and how to reduce anxiety within the classroom setting. Some children have had negative experiences of lockdown and require high levels of small group or 1:1 support to relieve anxiety. | Staff are better informed and have greater clarity about how to support children with more complex mental health needs. A weekly specialist PHSCE/SEMH session in each class per week for children and as CPD in the autumn term. Specialist resources and lessons supplied by Positive Futures worker to staff as required and children most in need receive additional 1:1 or group support. |
| **Wider Strategies** | **G** | Some pupils are struggling to settle back into class routines for prolonged periods of time and maintain attention, maintain friendships and have independent thinking due to lack of structured learning experiences since March 2020. | All pupils are able to focus on their learning during lessons and can self-regulate their behaviours to minimise disruption to others and recognise that they have a safe place to disclose concerns and anxieties.  Metacognition, Gem Powers and self regulation is embedded within the curriculum. |
| **H** | Many children have not accessed Physical Education since March 2020 and struggle with basic coordination, movement, heathy eating and fitness stamina. | Children demonstrate the required levels of fitness for their age and can make healthy food choices. |

**Teaching priorities for current academic year i.e. Professional development, recruitment and retention, teaching strategies**

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| **A**.  Childrens’ reading and opportunities for talk have not been structured, modelled or consistent since March 2020 and childrens’ sight reading and vocabulary is reduced and their desire and motivation to read is lacking. | Higher level of reading across the wider curriculum during topic work to develop language and vocabulary skills with purchased fiction and non fiction books to match topics  Dedicated, additional 1:1 reading sessions for those children with the greatest gaps.  New topical/current trending books purchased to encourage reluctant readers and to encourage reading for pleasure  Online reading and comprehension purchased system to give greater access to books at home for disadvantaged children (Fiction Express and Serial Mash) and to offer online learning/quizzes based around comprehension exercises  Increase the number of identified children accessing Lexia reading programme to help fill gaps in learning | Children have an enthusiasm for reading and have retained a wide range of vocabulary, taught through the wider curriculum, over the school year and sustained improvement can be seen from their baseline assessments | Education Endowment Fund Teaching and Learning Toolkit:  Feedback (+8)  1:1 Tuition (+5)  Reading Comprehension Strategies (+6)  Teaching Assistants (+1) | £1500 | *Determined from PIRA baseline tests* | English lead | Children have spent the Autumn term with a high level of focus upon basic reading, developing reading stamina and being able to answer questions by eliciting information from a text. Children have enjoyed the books that have been purchased and new online reading schemes have now also been purchased which increase the breath of books available to children. Already by then end of Autumn term, there is an improvement in the assessment data scores showing good progress in reading. More children now have Lexia intervention which is also showing good progress. |
| **B**  Home learning is limited due to the lack of devices in the home and the willingness of some parents to engage. | Purchase additional licenses for Learn By questions as an English and Maths resource, White Rose interactive and Sum dog as additional maths resources  Purchase Purple Mash as a wider curriculum learning resource for both classroom and home learning.  CPD provided for staff on the effective use of the new online learning platform.  Children are trained in its use.  Parents/carers are made aware of the platform and how it can support home learning. | The new platform is in place and staff, pupils and parents are able to use it effectively.  Remote learning webinars set up to allow parents to see how to access the systems- therefore being better able to support their children  In class learning, homework and home learning (blended learning) and communication with parents is enhanced (parent/ pupil surveys) with higher engagement across the school. | Having access to suitable technology to facilitate home learning is supported by EEF “Ensuring access to technology is key, especially for disadvantaged pupils”  Using a variety of teaching and learning techniques such as Eschools projects, Learn By Questions and Purple mash quizzes enhances learning experiences (EEF planning guidance demonstrate best practice ). “Different approaches to remote learning suit different types of content and pupils”  Demonstrating learning through the use of videos and allowing them to use platforms to apply skills enhances learning as noted by EEF “Supporting pupils to work independently can improve learning outcomes”  Eschools also has a pupil chat function to allow peers to interact in a safe, safe observed by class teacher this is supported by findings from EEF “Peer interactions can provide motivation and improve learning outcomes”  All evidence from EEF 2020.  Effective parental engagement supports learning (EEF 2020) | £3000 | Survey results from parents  Informal discussion with children  Evidence of work undertaken during lockdown (data taken from childrens’ online log ins) | HT/ICT lead | Children who requested home learning devices all now have a school device and most children are completing work online and are familiar with platforms. Where children are still not accessing homework online this is not due to lack of device but is due to non- engagement. In addition to devices, the school has secured 50 SIM cards which give 90 days free internet access to families who only have limited or no internet capacity. |
| **C**  Access to the wider curriculum, practical activities and enrichment activities have been reduced since March 2020 and children have not maintained their resilience, stamina and levels of motivation.  Meta cognition needs to be revisited and embedded to previous levels. | Teachers to assess children’s knowledge and skills upon returning to school and adapt curriculum to suit, ensuring it is broad and balanced.  Revisit Gem powers and assembly themes from last year embedding the ethos of the school and the life skills previously taught.  Embed new Laughology recovery units and enhanced PHSCE curriculum and supporting resources.  Metacognition lessons to be delivered by Positive futures worker. | Children have rich experiences across a broad and balanced curriculum in order to embed life skills, knowledge, understanding and awareness. Eg compassion, friendship, resilience and focus  Children are taught about metacognition and to think about and reflect on their learning. | EEF toolkit and research summary:  Metacognition +7 months progress. | £2250  Specialist teacher advice and input  And resource costs | Teacher observations of children  Baseline SEMH/PHSCE lessons |  | Learning walks and pupil interviews show that children are highly engaged in their learning and have a good understanding of how they learn best. The language of Gem powers has been re-established and children’s stamina and motivation has improved dramatically. There is a strong ethos of being positive. Children are enjoying learning and want to be at school. |

**Targeted academic support** i.e.Structured interventions, small group tuition, 1:1 support

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| **D**  Only a small proportion of pupils have engaged with regular writing and spelling activities, including phonics since March 2020. This has resulted in some pupils working well below ARE. | 1:1 Reading Intervention with identified Y6 pupils.  Baseline data collected and analysed from Pira reading tests.  Baseline phonics test for Year 1 and 2 children  Phonics intervention in years 1&2  Additional adult support in Year 2  Targeted support from teachers as additional home learning. Families can then use this as part of a home tutoring programme for catch up | KS2 Reading Results to improve to show progress from KS1 data.  Reading across school to show termly improvement based on Pira baselines. | Education Endowment Fund Teaching and Learning Toolkit:  Small Group Tuition (+4)  Feedback (+8)  Comprehension strategies (+6) | £650 early reading books and phonics resources  £850 comprehension resources and additional fiction/novels for older children and topic based texts.  *£725*  *½ hr cover costs for teacher to set additional home learning tasks as part of tutoring programme for all identified children in Autumn term* | *PIRA tests and formative teacher assessments* | English lead | Additional reading resources have been purchased and children are really enjoying their reading and assessments show good progress.  Phonics assessment at the end of the Autumn term shows the high impact of intervention and very good progress with 75% of children achieved the required standard for the phonics check. |
| **E**  A large proportion of children have not maintained regular mathematics fluency sessions and some basic facts such as timetables, number bonds and place value are no longer quickly recalled. | Initial Maths assessments made identify children in need of support.  15 min daily interventions for all identified pupils – basic skills- fluency sessions (Early bird)  All pupils to be part of the White Rose recovery curriculum programme  Targeted support from teachers as additional home learning. Families can then use this as part of a home tutoring programme for catch up. | Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.  Fluency and basic skills to show accelerated progress to ensure high proportion of children are working at ARE by July 2021 | Education Endowment Fund Teaching and Learning Toolkit:  Small Group Tuition (+4)  Feedback (+8) | *£100*  *costs for Recovery programme and resources for intervention*  *£725*  *½ hr cover costs for teacher to set additional home learning tasks as part of tutoring programme for all identified children in Autumn term* | *Determined from assessments made at the start of the autumn term* | Maths lead | Children are re establishing their basic math skills quite quickly. Whilst children have not regained lost learning they are working very hard and are motivated to learn. There is a focus upon number and the number system and end of term assessments show that progress from September baselines is strong. |
| **F**  An unprecedented situation caused anxiety among children unseen previously and staff require CPD to develop a greater understanding of childrens’ mental health needs and how to reduce anxiety within the classroom setting which is a barrier to academic achievement.  Some children have had negative experiences of lockdown and require high levels of small group or 1:1 support to relieve anxiety or mental health related issues. | Raise the profile of SEMH and PSHE throughout school and lessons take place on a daily/ weekly basis which support the mental health needs of all pupils.  An additional specialist SEMH session takes place to ensure that children and staff (CPD) develop the strategies to manage mixed emotions.  Specialist resources and lessons supplied by Positive Futures worker to staff as required and children most in need receive additional 1:1 or group support  Staff have access to additional CPD and drop in sessions with specialist Positive Futures worker to discuss needs of individuals and identify suitable interventions  Parent consultations made with Positive Future worker to discuss family issues (including COVID) and impact upon child | All staff are quipped for early recognition of childrens’ mental health needs.  High quality resources are available to support teachers and children with SEMH.  Staff knowledge on specialist mental health and anxiety programmes and resources increased to manage the changing needs to the children in current situation.  Overall Positive impact on identified SEMH pupils’ emotional wellbeing.  Parents have good communication links with the school and a system to make referrals with concerns about their child | Therapeutic intervention such as relax kids, Team UP and INSPIRE and Comando Joes demonstrate a higher level of impact compared to other resources available  EEF social and emotional learning (+4)  EEf research shows that good parental engagement can raise progress (+3) | £5000 specialist teacher support in class and CPD sessions for staff over the academic year | Baseline mental health lessons  Formative judgements from teachers and anecdotal observations during informal periods | Teachers  Positive futures worker | Team Up has been very successful across school and children are now confident in identifying a range of emotions. Children are now developing their skill in regulating emotion.  Specialist staff have been used to support and provide CPD to other staff which has raised awareness and skills in teaching about SEMH.  PHSCE is taught consistently and effectively giving children the information they need to understand how to remain happy and healthy.  !1 sessions have taken place with children and also with parents to discuss concerns and strategies given to support children and their families. This is working very well and children report through pupil voice that they are confident I seeking help. Mental health week planned for Spring term. |

**Wider strategies** i.e.Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| **G**  Some pupils are struggling to settle back into class routines for prolonged periods of time and maintain attention, collaboration, maintain friendships and have independent thinking due to lack of structured learning experiences since March 2020. | Laughology, Gem Powers, INSPIRE, TEAM up and new PHSCE curriculum and resources implemented and evident in all classrooms across the school.  Positive futures worker to offer additional planning and related resources and team teaching where appropriate.  1:1 support for children presenting with high level of need including behaviour support | All pupils are able to focus on their learning during lessons and can self-regulate their behaviours to minimise disruption to others and recognise that they have a safe place to disclose concerns and anxieties.  Metacognition, Gem Powers and self regulation is embedded within the curriculum. | Place2Be CORC Report 2018 – Child Outcomes Research Consortium.  Identified that 1:1 support is beneficial to children in need.  Education Endowment Fund Teaching and Learning Toolkit:  Behaviour Interventions (+3)  Social and Emotional Learning (+4)  Metacognition and Self-Regulation (+7)  Collaboration (+5) | £1350 | (behaviour data) | Teachers and  Positive Futures worker | Whilst attention and motivation were initially lacking this has improved throughout the Autumn term through implementing the recovery curriculum and facilitating discussions with pupils about emotional and physical wellbeing. Gem powers have ben reintroduced and a roll out programme of Team Up to all classes was successful. |
| **H**  Many children have not accessed Physical Education since March 2020 and struggle with basic coordination, movement, heathy eating and fitness stamina. | Implement dedicated ‘fitness and stamina’ sessions weekly.  Pilot the use of marathon kids- a fitness app that encourages completing a mile a day.  Use opportunities across the whole curriculum to incorporate movement into lessons  In spring term reintroduce adventurous outdoor PE sessions  Encourage safe team games to develop collaboration and cooperation skills | Children demonstrate the required levels of fitness for their age and can make healthy food choices.  Children collaborate and communicate effectively as a team | EEF  Collaboration (+5)  Sports participation (+2) | £100  resources | Initial fitness test as part of a friendly competition  Marathon kids  Baseline PE lessons on balance and coordination and basic motor skills  In class informal observations on gross and fine motor skills | Teachers  PE lead | Children initially found prolonged physical activity difficult. School launched the school Facebook page- home of active Ted to encourage all round engagement in Physical activity. Marathon Kids was successful on a small scale but is being adapted to suit a wider audience. |

**Additional funding supporting provision**

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| An application was made to the AAP to support electronic devices in the home. £3800 was received. 55 tables and covers have been purchased. |

**Governance – monitoring the effectiveness of the Pupil Premium Strategy**

As with all school funding, governors need to be aware of what it is to be spent on and why. PP Governors are familiar with the format and are the main contacts for sharing information

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| **Governors involved:** Chair of Governors, Vice-Chair of Governors, PP Governors- Finance committee |
| **Committee meeting dates**  **Autumn:** October 2020  **Spring:** Jan 2021 **Summer:** |
| **Autumn summary**  As no bubbles closed during the Autumn term, the number of children self-isolating was reduced and therefore school have ben able to implement most of the interventions and initiatives we had hoped**.** These have largely been successful and data shows overall good progress. Personal development and well being has been a particular success with children very happy and settled into the school routines. Pupil voice shows that children are pleased to be back in school and feel safe and are confident in who to speak to in they have a problem. |
| **Spring summary** |
| **Summer summary** |