



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 year's 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	62
Proportion of disadvantaged	19 children
Catch-up Premium allocation (No. of pupils x £80)	£4960
Publish Date	October 2020
Review Dates	January 2021
Statement created by	J Ellison
Governor Lead	E McGurk

Context of the school and rationale for the strategy

- Blessed John Duckett is a very small Catholic Primary School that is close to capacity. We currently have 62 pupils in school and 9 children in Nursery. Our admission number is 12 and we have four mixed age classes. We have a very small building which can impact on quality provision due to lack of space and shared teaching areas. Pupils come from a predominantly white British background. The percentage of pupils receiving FSM (R-Y6) from Sept 2020, is 30.6% [19], with pupil premium, including EYFS is 29.5% [21] According to ASP this ranks us in Q1 - Top 20% of schools - 24, The percentage of SEN children is 15.4% [7-4]. The area has a high level of need having a high social deprivation factor with many children coming from families with health issues and high
- Proportions of pupils that engaged regularly with online home learning during the summer term:
Rec = 33% [4/12] Year 1 = 14% [1/7] Year 2 = 40% [4/10] Year 3 = 38% [3/8] Year 4 = 50% [2/4] Year 5 = 50% [7/14] Year 6 = 0% [0/5]
- When the school reopened to children in Years 6, 1 and Early Years no additional families attended other than Key Worker and children from vulnerable families.
- 23.5% [4/17] of vulnerable/ disadvantaged pupils attended school during the summer term
- Reading Age, Baseline Assessments and Half Termly Tests have taken place throughout Autumn Term. From the data provided groups of children have been identified for interventions. [See whole school cohort for ARE Target Setting & Class Data Sheets for Assessment Data]

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Pupils have gaps in learning due to missing their summer term education.	Pupils make accelerated progress due to effective assessments and catch up curriculum from their starting points at the beginning of the autumn term.
	B	Home learning is limited due to parent and staff knowledge of the current learning platform and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. Google Classroom is available for all children. All staff are trained in its use and are able to deliver 'live lessons'. Parents have a better understanding of how to use it following training session. Homework activities are uploaded and feedback to pupils given accordingly.
	C	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.
Targeted academic support	D	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.
	E	A high proportion (approx. 67%) of children in nursery have speech and language difficulties which impacts on their learning	Pupils speech and language skills are much improved.
	F	Only a small proportion of pupils engaged with the online learning materials provided for Maths during the summer term. This has resulted in some pupils working below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
Wider Strategies	G	Some pupils are struggling to settle back into class 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.

	H	Home learning is limited due to the number of families with access to technology	School is able to offer families with limited or no technology the use of a laptop in order for children to access Google Classroom and other learning platforms.
	I		

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>Effective Assessments are carried out at the beginning of Autumn Term. (Pira&Puma To be considered)</p> <p>New staff and those moving into new year groups access CPD</p> <p>Objectives not covered from previous year curriculum are identified and integrated into catch up curriculum</p>	<p>Gaps in learning are identified within assessments.</p> <p>Progress is accelerated termly due to catch up curriculum</p> <p>Staff confident in teaching curriculum</p>	<p>Planning effective assessment is integral to supporting great teaching. (EEF guide to supporting school planning: A tiered approach to 2020-21 - pg. 10).</p>	<p>NFER Tests Y1-Y6 £760.80</p> <p>CPD – statutory assessment for Y2 £90</p>	<p>Reading Age Tests</p> <p>White Rose Maths Termly Assessments</p> <p>QCA assessments</p>	<p>SLT / Subject Leads / Class Teachers</p>	<p><u>Autumn 2020</u> Assessments carried out in Aut 1 for reading, phonics & maths. Reading age test results matched to book banks – children’s reading books reissued accordingly. Teacher Assessments carried out end of Aut 2</p> <p>CPD - 16th Nov – Stat. assessment in Y2 (CM) 22nd Sep - Using poetry in KS2 6th Oct - Using poetry in KS1</p> <p><u>Spring</u> Lockdown 3.0 – curriculum continuing to be followed as much as possible</p> <p><u>Summer</u> New NFER Assessments purchased and used to give baseline data for all children from Y1-Y6 (see separate sheet for data) Analysis of tests to be used to inform future planning. Teachers to cover basics skills in Maths & English throughout summer term</p>
B	<p>CPD provided for staff on the effective use of Google classroom.</p> <p>Children are trained in its use.</p>	<p>Google Classroom fully in place and staff, pupils and parents are able to use it effectively.</p>	<p>Google Classroom as learning platform (EEF guide to supporting school planning: A tiered approach to 2020-21 - Supporting remote learning pg. 12).</p>	<p>In house training</p>		<p>Computing Lead</p> <p>Class Teachers</p>	<p><u>Autumn 2020</u> In-House staff training on Google Classroom carried out in Autumn Term</p> <p><u>Spring</u> Lockdown 3.0 – All ch’n now have access to Google Classroom and are using it for remote learning. Teachers have one live lesson per day, one recorded lesson or video and at least one other task to complete</p>

	Parents/carers are made more aware of the platform, how to use it and how it can support home learning.	Home learning (homework) and communication with parents is enhanced	Effective parental engagement supports learning (EEF guide to supporting school planning: A tiered approach to 2020-21 - Supporting remote learning pg. 12 and Communicating with and supporting parents pg.20). Determined from Parent / Pupil Survey		Determined from Parent Survey (Oct 20)	SLT Comp SL	Parents supported through instructions given out in Bugle, classroom, website. Members of staff giving technical support over phone calls, facetime and house visits to ensure children access learning <u>Summer</u> Google platforms continue to be used for those children needing to self-isolate. G-Suite also used for homework & communication between parents and teachers
C	All staff to receive CPD in relation to emotional well-being programme for schools. Recovery Curriculum – ‘In this place’ – Oliver Jeffers to take place at the beginning of Autumn Term Healthy living week to take place in summer term Weekly sessions for Statements to live by & RSE curriculum	All staff are quipped 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.	Emotional well-being programme shown to improve pupils engagement Education Endowment Fund Teaching and Learning Toolkit: Social & Emotional Learning (+4)	To be determined Oliver Jeffers books – £57 Forest School – SLA (see SP) Healthy Living Week – costs to be determined	Determined from pupil surveys	SEND CO	<u>Autumn 2020</u> CPD - Supporting Emotional Wellbeing JE – Disseminated to staff All ch’n took part in recovery curriculum – lots of responses from ch’n which were then acted upon in class. Another text to be used in Spring term. Statements to live by embed weekly <u>Spring</u> CPD – Anxiety & Low Mood RH – Disseminated to staff Second recovery curriculum to be carried out once ch’n are back in school RSE CPD to take place in Spring 2 – Ten:Ten resources, ready for use in Summer Term <u>Summer</u> RSE training to take place in Summer Term. Healthy living week to be determined in line with government guidance around Covid restrictions Weekly sessions for Statements to live by continue to take place and give opportunities for children to discuss emotions, feelings, current situations SALSP support taking place with different groups of children: Group 1 - Phonological awareness Group 2 – Emotional Well Being Group 3 – Transition to Y7

Targeted academic support i.e. structured interventions, small group tuition, and 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	<p>Baseline data from Reading Age tests.</p> <p>NFER Reading Intervention with identified pupils</p> <p>Baseline from Phonics Screening</p> <p>Library area and reading schemes supplemented</p>	<p>KS2 Reading Results to be 90% (based on target setting)</p> <p>See target setting for other year groups</p> <p>Phonics Results to be 80+%</p> <p>High profile of reading throughout school, enjoyment for reading is developed through use of library</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1) Phonics (+4)</p>	<p>TA costs £30 approx</p> <p>Additional books for reading scheme £300</p> <p>Accelerated Reader licence £1000</p> <p>Fiction & information books for library £1000</p>	<p>Determined from assessments made at the start of the autumn term and half termly assessments</p>	English lead	<p><u>Autumn 2020</u> See separate sheet for RA results – ch’n identified for reading intervention which takes place twice weekly Baseline Phonics completed – 26% pass Y2 completed phonics screening in Autumn Term 2 – 86% pass rate (only 1 child did not meet threshold)</p> <p><u>Spring</u> Lockdown 3.0 – access to reading books via Oxford Owl & books given out in home learning packs. Phonics sessions taking place in live lessons</p> <p>Library area decorated. Audit of reading books to take place in Spring 2</p> <p><u>Summer</u> Reading age tests completed following children returning back to school after Spring Term lockdown. Data showed vast majority of children continue to read in line or above that of their chronological age. Children identified as working below will access NFER reading interventions and additional 1:1 reading with staff in school.</p> <p>Library books audited and some new books purchased. Books will be bought in line with topics in the future and children’s interest.</p>
E	<p>Screening for EYFS children on Speech link</p> <p>Referrals to NHS Speech and Language Department</p> <p>Launchpad to literacy introduced in the EYs</p>	<p>Children make progress from starting points in their speech and language development. Children talk confidently and have good understanding</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Oral Language Interventions (+5) Early Years Interventions (+5)</p>	<p>L4L £250 + 6hrs contract</p> <p>Speech link licence £584 (PP/SEN funding)</p>	<p>Determined from Speech Link Assessments and Baseline Assessments made at the start of the autumn term</p>	SENCO English Lead	<p><u>Autumn 2020</u> EYFS speech link – ch’n screened & referrals made to NHS</p> <p><u>Spring</u> Lockdown 3.0 – Awaiting SALT assessment of 2 children in EYFS</p> <p>Launchpad to Literacy programme established with EYFS staff and HT.</p> <p><u>Summer</u> Awaiting more contact time for Launchpad to Literacy Referrals for EYFS children made to SALT – 2 children awaiting therapy</p>
F	<p>Maths assessments</p>	<p>Progress is accelerated</p>	<p>Education Endowment Fund</p>	<p>To be determined.</p>	<p>Determined from assessments</p>	Maths lead	<p><u>Autumn 2020</u> Maths assessments carried out in Aut 1 – ch’n in need identified for intervention. SB carrying out</p>

	made identify children in need of support. 10-15 min daily interventions for all identified pupils – basic skills. Targeted support through TAs	termly to ensure pupils are able to access age appropriate learning materials.	Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8)	I can Maths Books	made at the end of autumn term 1		<p>maths intervention with group of ch'n in Y3/4 weekly</p> <p>All ch'n from Y1-Y6 using 'I can maths' at least twice weekly for 15 mins</p> <p><u>Spring</u> Lockdown 3.0 – All children from Rec-Y1 given either 'I can Maths' workbook or Inspire Maths book to work from at home.</p> <p><u>Summer</u> Maths assessments (NFER) were carried out at the beginning of Summer Term (see data sheets) staff using analysis tool to plan for gaps in learning – assessment identified children not retaining basic skills in Maths.</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 (autumn, spring, summer)
G	<p>Zones of Regulation CPD to be delivered.</p> <p>Zones of Regulation CPD actions implemented and evident in all classrooms across the school.</p> <p>Place2Be Emotional & Mental Wellbeing and related resources planned for, implemented and evaluated.</p> <p>Mental Health Trailblazer CPD</p>	Positive impact on identified SEMH pupils' emotional wellbeing.	<p>Place2Be CORC Report 2018 – Child Outcomes Research Consortium. Identified that 1:1</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p> <p>Place2Be Counselling demonstrates a higher level of impact compared to other services.</p>	<p>Amount to be determined for resources following CPD</p> <p>To be determined</p>	<p>School Support Plans outline support needed / EHC outcomes – suggested through SALSP sessions</p> <p>(To add when programme starts)</p>	SENDCO	<p><u>Autumn 2020</u> Recovery curriculum used through Autumn Term for wellbeing</p> <p><u>Spring</u> Children's mental health week (Feb 1st) Promoted in Bugle, website, Google Classrooms. Children access sessions to support wellbeing. All children all staff received 'pocket hug' token and activity to complete for school rainbow/superhero display.</p> <p><u>Summer</u> Healthy Living Week to incorporate emotional wellbeing. Parent & child voice to take place in Summer 2</p>

	attended by members of staff						
H	Buy a set of laptops which have school learning platforms on technology for home schooling	All children have access to a laptop in order to log into Google Classroom and Learning Platforms in the event of self-isolation	Google Classroom as learning platform (EEF guide to supporting school planning: A tiered approach to 2020-21 - Supporting remote learning pg. 12).	£1000 approx	Determined from Parent Surveys (Oct 20)	SLT	<p><u>Autumn 2020</u> Quotes applied for 5 laptops</p> <p><u>Spring</u> Lockdown 3.0 – Received 4 out of 5 laptops from DfE which have been given out to families most in need. Also gave out 7 of school laptops for families with limited number of devices at home. Struggling to buy new devices due to demand. Some families been given SIM cards and a 4G router to support wifi</p> <p><u>Summer</u> Purchase of laptops underway – supply & demand still extremely high and impacting options</p>

Additional funding supporting provision

Some resources purchased or supported and training funded through Pupil Premium funding, Sports Premium and SEND grants.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:

Elizabeth McGurk – Chair of Governors;
Finance Committee
Pupil Premiums Governor

Committee meeting dates

Autumn: December 2020 **Spring:** February 2021 **Summer:** June 2021