

# **St. Cuthbert's 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 head count 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	170
Proportion of disadvantaged	62 34%
Catch-up Premium allocation (No. of pupils x £80)	£13,600
Publish Date	
Review Dates	
Statement created by	M. McElhone
Governor Lead	

## **Context of the school and rationale for the strategy** (With specific reference to the impact of COVID 19)

Funding at St Cuthbert's RC Primary School will be used to ensure that pupils are provided with opportunities to enable them to achieve the best that they can be (\*CRC Article 29) and to ensure access to a high quality education (\*CRC Article 28).

We are a semi rural school with 34% of Pupil Premium children.

The spending of the Catch Up Premium is planned and targeted to ensure that resources are allocated to maximise opportunities for identified pupils who are no longer at ARE and to ensure that gaps in learning are addressed.

Although we provided on line learning during the Summer term, engagement with this was variable. KS2 used Google Classroom which allowed for closer analysis of work being completed and for misconceptions to be addressed. KS1 and EYFS work was set through the website and work printed out on request, however this did not lend itself as well to monitoring of work being completed.

On re-opening in September assessment analysis showed that many classes were working below ARE however KS1 and Y3 in particular had the greater difference.

Our attendance since reopening is 95%. We have had to close one class bubble (Y4 due to a positive case) for a week however absence due to Covid related issues has been minimal.

During the Summer term we re-opened for FS, Y1 and Y6 as well as key workers. Although some disadvantaged children were invited into school, parents were reluctant to do so. (Welfare calls were made to ensure safety of those children.)

## **Barriers to future attainment**

		<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<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.
	<b>B</b>	Home learning to be developed further to improve access to learning at home for all pupils but in particular KS1. Increasing access to Google classroom to support learning but allowing for tracking of work too	A strong remote learning offer is in place. Work set in KS1 to be tracked to ensure progress is taking place. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	<b>C</b>	Formative assessment practice needs to improve.	Classroom practice routinely includes open ended questioning, quizzing, multiple choice questions, with the findings used to inform ongoing teaching.
	<b>D</b>	Interventions require sharper focus to support improved attainment.	Tracking of interventions shows tighter learning outcomes, based on data analysis, narrowing gaps and ensuring sound basic knowledge is achieved on which to build.
<b>Targeted academic support</b>	<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..
	<b>F</b>	Due to varying levels of interaction with home learning for maths during Summer term, some pupils need consolidation of basic concepts.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	<b>G</b>	Children's vocabulary requires development that will support reading comprehension and writing.	Pupils' vocabulary knowledge and use will increase leading to improved comprehension of texts and application in writing.
<b>Wider Strategies</b>	<b>H</b>	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 can focus on their learning during lessons.
	<b>I</b>	Reduced attendance slows engagement and progress	Attendance patterns are positive
	<b>J</b>	Children's poor resilience leads to a reluctance to apply knowledge to different areas or to apply themselves to new concepts.	Pupils' resilience improved so they can face challenges in a more positive frame of mind.

**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 ( <b>Autumn</b> , <b>Spring</b> , <b>Summer</b> )
A	<p>All staff to receive CPD in relation to MHST well-being programme for schools.</p> <p>Emotional Literacy assessments to be bought and completed/</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 weekly basis which support the mental health needs of all pupils.</p>	<p>Social and emotional learning shown to improve pupils' engagement resulting in +4 months (EEF Tool)</p>	£165.00	<p>Determined from pupil surveys</p> <p>Emotional Literacy assessment tool to be implemented and analysed across school.</p>	<p>SENDCO</p> <p>HT and staff</p>	<p><b>Autumn term</b> Completed 23.11.20 All staff involved.</p> <p>The programme We Eat Elephants has been implemented in Years 2, 3, 4 and 6. The impact has been that some children feel more open talking about their own feelings and staff have been able to follow up after sessions.</p> <p>After half term Y6 will be having 4 transition sessions (feelings and strategies) and Y1 and Y5 will have 2 sessions each on feelings.</p> <p>Staff able to use the MHST team for advice about individuals and about where to turn to for further help. This has improved staff's confidence in dealing with issues and has given mental health higher priority within school.</p> <p>Emotional Lit assessments arrived on 1.12.20 and stored on system for teacher access. Not being fully used yet.</p>

B	<p>CPD provided for staff on the effective use of the online learning platform. Children are trained in its use. Use of online programmes with directed areas to support learning at home, supplementing not replacing school based interventions.</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p> <p>Developing remote interventions for when staff need to isolate.</p>	<p>The new platform is in place and staff, pupils and parents can use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Digital technology as a learning platform +4montss(EEF).</p> <p>Government - Oak Academy lessons to be accessed as appropriate alongside other resources when remote learning needed.</p> <p>Effective parental engagement supports learning +3 months (EEF)</p>	<p>£400 (2 chrome books-to ensure home learning is accessible)</p> <p>£2280 1 hr per day Nov-July £15 per day TA rate</p>	<p>KS2 previously had experience and confident Rolling it out to support KS1 learning if unable to attend school.</p> <p>19 families have reported not to have access to Google Classroom and therefore support needed to ensure those families are able to access work if child unable to attend school.</p>	<p>MB</p> <p>NH</p> <p>MMc</p> <p>SM</p> <p>Teaching staff</p>	<p><u>Autumn Term:</u> Google classroom rolled out in KS1 and teachers began setting work through this to aid in children's familiarity and confidence. Impact that when school went into lockdown teachers were immediately able to communicate and teach remotely.</p> <p><u>Spring Term:</u> Also rolled out into EYFS to allow teachers to monitor children's home learning more fully during lockdown.</p> <p>36 chrome books provided for families (DFE allocation 17) to ensure access to Google Classroom Engagement tracked alongside attendance for live registration increased numbers show impact Jan - to March</p> <p>All pupils 66% to 79%</p> <p>Disadvantaged: 57% to 80%</p> <p>SEN 58% -76%</p> <p>Home access for Accelerated Reading MyOn programme that we use bought into. Impact from increased access at home to be reviewed at the end of Sum term.</p>
C	<p>Implement more formative assessment procedures to support ongoing assessment leading to next steps for learning.</p>	<p>Teaching will be based on a more ongoing assessment of understanding leading to misconceptions being addressed quicker. Introducing Kahoot as an</p>	<p>Teacher time to create quizzes - subject leaders to analyse results and review what in place from result.</p>	<p>£700</p>	<p>Less than 65% of children are at ARE in KS1 for reading and maths.</p> <p>Just over 50% of children in LKS2 are at ARE for reading and maths.</p>	<p>All teaching staff</p>	<p><u>Staff meeting time used to demonstrate use of Kahoot. Y6 teacher has supported individuals in applying this.</u></p> <p>Subject leaders gather results as an overview of their subjects but this is at initial stages and needs embedding. Possibly going to buy into the package to develop further with greater interactive activities for whole school in preparation</p>

		online formative assessment tool.			UKS2 range from 50% and 70% at ARE for reading and maths.		TA used whilst working from home for directed sound interventions. Impact: KS1 catch up for Y2 phonics test October All pupils 61% PP 57% scored 32+ Official results in Nov All = 86% PP = 71% 32 + Y1 58% on track to pass. Summer term intervention for Y1 phonics test 84% on track to pass.
D	Staff training through Ed Psych for Precision Teaching this is about short and often interventions with a tight focus.	improved attainment narrowing the gaps as children have short interventions with a tight focus.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Ed Psych time for training all staff.	£300 Release Dep HT to monitor		Subject leaders to monitor impact for their own area. HT for overview.	Autumn 20: Whole staff training led by our Educational Psychologist. Subsequent staff meeting and reorganisation of TAs to implement precision teaching for interventions. Impact unknown at moment due to Covid and lockdown.

**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)
E	Targeted support from 'Academic mentor'  Reading Intervention with identified pupils.  Phonic interventions through RWI	Progress is accelerated termly to ensure pupils can access age appropriate learning materials.	Education Endowment Fund Teaching and Learning Toolkit:  Small Group Tuition (+4) Feedback (+8)	Academic mentor for 2 terms £2872 .  Literacy lead released to oversee and review impacts £400  £2347 5hours per week 3 terms	Individual based on half termly Hodder results.	Literacy lead	Application made for an Academic mentor but unsuccessful. Application made for National Tutoring partner unsuccessful. Teacher employed 2 days a week to focus on catch up. Groups no bigger than 4. Impact to be reported on at end she is working in KS2 85% end of KS2 achieved expected standard with 19% achieving higher standard A National tutoring student teacher employed for EYFS, Y1 and Y2 interventions 4 days a week. Only for the last half term. Impact not known yet.

							<p>71% of KS1 achieved expected standard with 21% achieving higher standard.</p> <p>RWI refresher training planned.</p>
F	<p>Maths assessments made identify children in need of support.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p> <p>Targeted support from Academic mentor Intervention with identified pupils before and after school</p>	<p>KS2 Maths Results to improve.</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>Academic mentor for 2 terms £2872</p> <p>Numeracy lead released to oversee and review impacts £400</p>	<p>Baseline data from test results Aut half term.</p>	<p>Maths lead</p>	<p>Year 6 class split into 2 groups with one working in the library. Teacher and TA rotate between groups to ensure all ch have access to a teacher. This allows for increased focussed support. Impact at Sum half term.</p> <p>On track All- 54 →73% Dis - 45 →55%</p> <p>Above All- 0 →15% and Dis 0→9%</p> <p>Interventions before and after school to address gaps in key concepts.</p>
G	<p>Nuffield Early Language Intervention (NELI) 20-week intervention to improve language skills delivered by trained school staff (usually TAs); on-line training from start of spring term 2021</p> <p>Whole school training around</p>	<p>Improved language/ vocabulary leading to increased attainment.</p> <p>Higher expectation from staff for vocabulary use.</p>	<p>Early language development EEF</p> <p>‘Language as a child wellbeing indicator.’</p> <p>Early intervention foundation Newcastle University.</p>	<p>Teacher time to oversee training</p> <p>£300 (£15 per hr -1 hr per wk x 20 wks)</p> <p>TA time for training to implement</p> <p>Staff time to review areas</p>		<p>HM</p> <p>SM</p>	<p>Staff training provided for TA in EYFS - 6 ch identified and letters sent home for consent. At the moment due to Covid / lockdown interruptions and staff absence only 4 sessions a week rather than the 5. Impact to be completed at the end of the programme.</p> <p>Chris Quigley training shared with SLT to be rolled out to whole staff in preparation for September to ensure fully implemented as a whole school.</p>

	infusing rich vocabulary throughout the curriculum. Chris Quigley	improved word depth and breadth leading to improved comprehension and writing.		for improved vocabulary research			
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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)
H	<p>Zones of Regulation CPD delivered. Zones of Regulation CPD actions implemented and evident in all classrooms across the school.</p> <p>Access to Road Centre-Counselling service</p>	Positive impact on identified SEMH pupils' emotional wellbeing.	<p>Place2Be CORC Report 2018 – Child Outcomes Research Consortium.</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>£300 Teacher Release Time to view impact (half a day a term-SEN CO to review)</p> <p>£703 (25% of cost)</p>	<p>(behaviour data)</p> <p>(To add when programme starts)</p>	SENCO	<p><b>Autumn 20:</b> All staff received training and have clear displays and resources in classes. Impact to be assessed once full return to school.</p> <p>Children are more confident with expressing their emotions but still need to work on strategies for dealing with these and understanding their starting point. Resilience programmes will help with this also once children are back into established routines involving sharing of teacher time and communicating with friends.</p> <p><b>Autumn 20:</b> Several children have completed the course and have benefited from the service, feeling more able to cope with emotions. We have a waiting list for this. During lockdown the counsellor was contacting children by phone to maintain contact and support.</p>
I	Attendance training for staff to recognise the safeguarding areas of concern for low and	Staff to have a greater understanding of attendance and the need to	Release time for staff to meet (remotely) with parents	£1050 (teachers to be released from class one			Staff worked through attendance for engagement for remote learning and increased 66%→84% through welfare calls and training parents on how to access Google Classroom.



	<p>persistent absenteeism.</p> <p>Improved tracking for attendance and increased parental engagement to improve this.</p>	<p>promote good attendance for all.</p> <p>Teaching staff to have greater involvement with parents to support and promote good attendance by addressing the barriers. Structured conversations (A for All style)</p>		<p>session every half term)</p>			<p>Rolled over to September once staff can work face to face with parents on overall attendance focusing on persistent absenteeism and those almost at 90%</p>
J	<p>Durham Resilience Programme. Support from the emotional wellbeing and effective learning team</p>	<p>An action plan that promotes resilience of staff and students</p>	<p>twilight training for staff</p> <p>staff student audit time to produce an action plan.</p>	<p>£791 (cost to be confirmed once action plan completed )</p>			<p><u>Autumn Term:</u> Headteacher had a meeting with our key person to discuss needs and planned 3 staff meetings for Spring Term that will be held virtually.</p> <p>All staff attended courses with Elaine Atkinson- Jan 21 an introduction to resilience. Feb 21 contributed to a review of starting points linked to staff wellbeing and resilience. March Staff audit and action plan being made by Elaine.</p> <p>Year 5 group chosen to become resilience ambassadors after working with team and discussing children's viewpoints. 15th June working party to implement ideas for action plan. Mrs Bissell involved so resilience feeds into reintroduction of Opal and Commando Jo's.</p>

Overall cost of actions taken:

Barrier	Action/ resource	Cost
A	Staff to receive CPD in relation to MHST well-being programme-Emotional Literacy Assessment	£165
B	Tools/training for online learning platform & delivery	£2680
C	Teachers to implement formative assessment procedures /Kahoot assessment tool	£700
D	Precision teaching and review through Ed Psych	£300
E	Targeted support from Academic Mentor-Literacy/Phonics interventions RWI	£5619
F	Targeted support from Academic Mentor-Numeracy	£3272
G	Nuffield Early Language Intervention-20 wk programme	£300
H	Zones of Regulation CPD/Access to Counselling Service	£1003
I	Attendance training for all staff to improve tracking/time to implement	£1050
J	Durham Resilience Programme-Action plan to be produced	£791
	Total cost	£13600

**Additional funding supporting provision**

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

**Governors involved:**

– Chair of Governors; T. Devereux – Vice-Chair of Governors; A. Timothy – Head Teacher M. McElhone

**Autumn summary**

Focus on children's emotional well being on returning to school meant that the areas around mental health and emotions were implemented quickly. Assessment of children was not completed fully until half term as it was important to us that they felt safe and were in working routines first. The 'precision

teaching' training gave staff the tools to ensure gaps were identified and interventions were more focussed and specific. Data at Christmas showed that children had made progress from the half term and were more in line with ARE.

### **Spring summary**

Lockdown resumed during Spring Term and children were taught remotely unless their parents were key workers. We initially identified gaps in children's access to e learning. DFE allocation for devices was 17. Therefore we invested money from the Catch up Premium to buy 36 devices for families to use. We introduced morning registration and tracked attendance online as well as engagement with work. Teachers provided a balance of live, recorded and online lessons. Remote learning engagement tracked and showed increase from 66%→84%

### **Summer summary**

Summer term intervention for Y1 **phonics test** 84% passed with 6 achieving full marks.

Attainment reports from FFT

#### **Maths**

82% end of KS1 achieved expected standard with 21% achieving higher standard.

69% end of KS2 achieved expected standard with 15% achieving higher standard

#### **Reading**

71% of KS1 achieved expected standard with 21% achieving higher standard.

85% end of KS2 achieved expected standard with 19% achieving higher standard