

St Margaret's C.E. Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 22.09.20

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	415
Proportion of disadvantaged	6%
Catch-up Premium allocation (No. of pupils x £80)	£33'200
Publish Date	23.9.20
Review Dates	December 2020
Statement created by	Helen Tait
Governor Lead	Gianna Ulyatt

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

St. Margaret's CE Primary School is located close to Durham City Centre; the level of disadvantage in our school is low compared to national average- presently 6% children are in receipt of pupil premium funding. We strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Catch Up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning.

The vast majority of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and uploaded weekly to the school website. Children downloaded the work and uploaded photos of completed work to Class DoJo. This medium was used to communicate daily with children and parents. School also bought into Times Table Rock Starts, Bug Club, Lexia and White Rose Maths to supplement on-line provision.

School re-opened to 57% of Reception and 55% of Year 1, along with 75 key worker children following the June re-opening. This equated to 150 children- 36% of the school role. 6 of our disadvantaged children attended school through the lockdown period.

Teachers are currently undertaking assessments as children return to school in order to determine if children's learning has regressed.

Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	Staff require CPD to develop a greater understanding of childrens' 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	Home learning requires further refinement and development in order to improve access to learning and ability to provide more individualised feedback at home for all pupils. Develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online.	A strong remote learning offer is in place involving use of Google Classrooms and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
Targeted academic support	C	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.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	D	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.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	E	Due to the emphasis on on-line learning, standards in handwriting and spelling are lower than expected in terms of ARE.	Pupils make accelerated progress in writing and spelling skills from their starting points at the beginning of the Autumn Term.
Wider Strategies	F	A minority of 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 and 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 Thrive programme.	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.	THRIVE well-being programme shown to improve pupils' engagement resulting in accelerated progress and increased wellbeing / settled children	Staff meeting time	<i>Determined from pupil surveys</i>	Thrive Lead	Autumn term
B	CPD provided for staff on the effective use of Google Classrooms. 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. Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)	Google Classrooms as learning platform is effective and well-used Effective parental engagement supports learning	Staff meeting time £150- Computing Lead release time	Engagement levels with Google Classrooms	Computing Lead	

	Online safety links and information shared with pupils and parents.	Children remain safe online.	Children show an acute and age appropriate understanding of how to stay safe on-line		CPOMS log	SLT	
--	---	------------------------------	--	--	-----------	-----	--

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 identify children in need of support.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p> <p>Targeted support from “Online Tutors” (National Tutoring Programme)</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</p>	<p>4 days HLTA cost- £27'600</p> <p>To be determined.</p>	<i>Determined from assessments made at the start of the autumn term</i>	Maths lead	Autumn 2019
D	<p>Reading assessments identify children in need of support.</p> <p>1:1 Reading Intervention with identified pupils.</p> <p>15 min daily intervention for</p>	Progress in Reading accelerates termly to ensure pupils are able to access age appropriate learning materials	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>1:1 Tuition Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	<p>TA Costs- £5600</p> <p>HLTA costs (as above)</p>	<i>Determined from assessments made at the start of the autumn term</i>	English lead	Autumn 2019

	all identified pupils- comprehension						
E	Spellzone purchased to supplement whole class teaching of spelling. 15 minutes daily Lexia intervention withy identified pupils	Spelling improves across the school	Education Endowment Fund Teaching and Learning Toolkit: Digital Technology (+4)	£240	<i>Determined from assessments made at the start of the autumn term</i>	English lead	Autumn 2019

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	Class Thrive surveys feed into PSHE programme, allowing targetted intervention at whole class level School Counselling SLA extended to a full day	Positive impact on identified SEMH pupils’ emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)	£6000 (taken from Pupil Premium funding)	(Thrive surveys)	Thrive Co-ordinator Head Teacher	Autumn 2019

--	--	--	--	--	--	--	--

Additional funding supporting provision

Pupil Premium is used to fund School Counsellor time- children in receipt of pupil premium are given priority.
--

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. It may be a good idea to involve the same governors who are involved in monitoring the use of pupil premium funding, as they should be used to the format used.

Governors involved: – Chair of Governors;– Vice-Chair of Governors;– Head Teacher
Committee meeting dates Autumn: December 2020 Spring: Summer:
Autumn summary Briefly state what was discussed and the outcome.
Spring summary
Summer summary