

Priors Field Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 8.3.21

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 headcounts 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 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 24/02/2021)

School Overview

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| Number of pupils in school YR – Y6 | 206 (Oct census) |
| Proportion of disadvantaged | 6% |
| Catch-up premium allocation (No. of pupils x £80) | £16,480 |

Context of school and rationale for the strategy with reference to the impact of COVID 19

The school serves a community where only 6% are available for pupil premium funding. However, there are a number of children who are not available for funding but are still classed as vulnerable due to multi risk factors such as low income, CIN, separated families, EAL and mental health and well-being concerns. We also have a higher level of SEND (11%) than in previous years and the impact of COVID 19 on these children has been noticeable.

Barriers to progress and attainment

| | | Barrier | Desired outcomes |
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| Teaching priorities | A | Lack of online high-quality resources to support remote learning and all families able to access this. | Staff confident users of all ICT remote learning platforms. Children able to learn independently and show resilience when problems arise. Parents feel well supported teaching their children. |
| | B | A strong remote learning offer is in place using class Padlets, Teams, Zoom and Tapestry but some pupils had difficulties accessing learning at home due to parents work commitments, internet use, numbers of different age siblings and access to devices. | Devices offered and provided to all families in need. Weekly homework activities are uploaded and feedback to pupils given accordingly. Support provided by teachers and TA's in small groups and individually 1:1. Children unable to access home learning remotely offered a place in school. |
| Targeted Academic support | C | A small proportion of pupils did not engage with the provided learning. There are a number of children who have returned to school below ARE and not on track to make expected progress in reading, writing and maths. | Through targeted support and a recovery curriculum, children will make accelerated progress in English and Maths Small group interventions support some of the identified gaps, particularly writing. |
| | D | Some pupils maintained a limited focus on writing during lockdown and therefore, their writing has not developed with poor spelling, editing and a lack of stamina to write. | Focus on engaging children in their writing with exciting topics, resources and opportunities to write. Excellent modelling and targeted teaching to also build confidence and skills. Investment in spelling shed supports spelling across whole school. |
| | E | Some children have not had quality vocabulary exposure during lockdown and /or self-regulation and motor skills development. | Targeted support for children with speech and language and /or motor skills by Occupational Therapist and Speech and Language will lead to accelerated development for those children. |
| Wider school/pastoral strategies | F | 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 December 2020. | All pupils are able to focus on their learning during lessons. Children need to gain resilience and independence and growth mind set skills. Use of 'Forest School' techniques and working in the environmental area to support this. |
| | G | Children with ASC and additional needs have struggled at home with lack of routines, structure and sensory needs being met. | Children who have not returned or returned with difficulties to be supported by initiating Early Help and additional family support services (RISE/FIS) |
| | H | Parents share concerns about their child's behaviour and poor mental health at home. In school we are aware that a child with worries and anxieties is not ready to learn. | Pastoral support in school alongside professional interventions with additional counselling enables all children to feel happy and safe and they make progress in their learning. |

Teaching priorities for current academic year

| Barrier | Action | Desired Outcome | Evidence | Cost | Data (starting) | Who? | Impact/Evidence Ideas |
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| A | Staff prepared high quality online resources to support remote learning and children/parents/carers access these easily | Staff confident and expert users of all the remote learning platforms used for home learning. Children develop greater independence and resilience using ICT in school. Parents receive clear instructions and information. | Teachers upload planning, resources and videos Tailored individual Padlets. Communication-parent forum Pupil voice | Training/Hue cameras/resources £860 | 20% of families struggled to support children and engaged in home learning | KB/KG All class teachers | Spring Term/Summer Term All staff confident using ICT Padlets and systems in place Forest school-confidence/independence Feeling monster and zones of regulation support children's emotional wellbeing and resilience |
| B | A strong remote learning offer is in place using class Padlets, Teams, Zoom and Tapestry but some pupils had difficulties accessing learning at home due to parents work commitments, internet use, numbers of different age siblings and access to devices. | Devices offered and provided to all families in need. Weekly homework activities are uploaded and feedback to pupils given accordingly. Support provided by teachers and TA's in small groups and individually 1:1. Children unable to access home learning remotely offered a place in school. | Children using the platform from home and evidence in returning work. | Costs of training/communication £500 | As above | KB/KG All class teachers | In case of lockdown, self-isolation, children to be engaged in online learning-monitored regularly by staff. |

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

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| C | A small proportion of pupils did not engage with the provided learning. There are a number of children have returned to school below ARE and not on track to make expected progress in reading, writing and maths. | Targeted support - children will make accelerated progress in English and Maths Small group interventions support some of the identified gaps, particularly writing. | English SLT time to identify children Cluster Writing project 1:1 Small group work Pastoral time | 31 weeks x 3.5 hours a day TA2 £8327 | Compare May 21 data with Dec 20 data | KG/KB JM/CT All staff | May 21 data should show accelerated progress of identified children. |
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| D | Some pupils maintained a limited focus on writing during lockdown and therefore, their writing has not developed with poor spelling, editing and a lack of stamina to write. | Focus on engaging children in their writing with exciting topics, resources and opportunities to write. Excellent modelling and targeted teaching to also build confidence and skills. Investment in spelling shed supports spelling across whole school. | English SLT time to identify children Cluster Writing project 1:1 Small group work Pastoral time Resources – spelling shed Remote book fair | Spelling shed £157.50 SLT time included in teaching costs | Compare May 21 data with Dec 20 data | KG/KB JM/CT All staff | May 21 data should show accelerated progress of identified children. |
| E | Some children have not had quality vocabulary exposure during lockdown and /or self-regulation and motor skills development. | Targeted support for children with speech and language and /or motor skills by Occupational Therapist and Speech and Language will lead to accelerated development for those children. | Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Gov/LA guidance SEND reports/analysis OT/Send supported/ed psych | £1200 | Pupil survey Compare May 21 data with Dec 20 data | KB/KG VL | May 21 data should show accelerated progress of identified children. |

Wider strategies i.e. Pastoral/Behaviour approaches (restorative practice)

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| F | 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 December 2020. | All pupils are able to focus on their learning during lessons. Children need to gain resilience and independence and growth mind set skills. Use of 'Forest School' techniques and working in the environmental area to support this. | Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7) The Zones of Regulation The Colour Monster | Resources £15.84 £53.20 Additional TA2 time 31 x 1.5 hours 3 days a week £2141 | Pupil survey Compare May 21 data with Dec 20 data | All staff | Termly data shows learning behaviours improving. |
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| G | Children with ASD and additional needs have struggled at home with lack of routines, structure and sensory needs being met. | Children who have not returned or returned with difficulties to be supported by initiating Early Help and additional family support services (RISE/FIS) | Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7) The Zones of Regulation The Colour Monster Early Help CPD for additional staff | TA2 4 hours a week x 31 weeks £2225 | Return to school assessments of wellbeing | KB | Improved mental health and wellbeing of identified children Attendance is improved for identified children |
| H | Parents share concerns about their child's behaviour and poor mental health at home. In school we are aware that a child with worries and anxieties is not ready to learn. | Pastoral support in school alongside professional interventions with additional counselling enables all children to feel happy and safe and they make progress in their learning. | Early Help CPD for additional staff Wellbeing training for CPD | £1000 | Return to school assessments of wellbeing | KB/KG/VL | Improved mental health and wellbeing of identified children Termly data shows learning behaviours improving. |