

**Updated Dec 20, Jan 21, April 21 and July 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 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	213
Proportion of disadvantaged	59/213 (28%)
Catch-up Premium allocation (No. of pupils x £80)	£17,040
Publish Date	01.12.20
Review Dates	Jan 2021
Statement created by	Christine Brentnall Janine Atkinson
Governor Lead	Amanda Eastham Burford

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

Socio economic area of the school – 28% of pupils are in receipt of pupil premium (2020/21) and 28% currently receive free school meals. 23 % of pupils have SEND with a support plan or EHCP. Deprivation Indices is at 0.3 and in the bottom 40% of schools.

73% of pupils engaged in home learning and some of these pupils attended school as well. When school re-opened in September attendance was high and we have had a minimal amount for Covid related absences.

Through baseline assessments we have identified pupils who will require additional support to enable them to catch up quickly:  
Rec – 6, Year 1 – 11 pupils Year 2- 6 pupils Year 3 – 11 pupils Year 4 - 4 pupils Year 5 -7 pupils Year 6 - 5 pupils

## Barriers to future attainment

	<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</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. Access to Office 365 (especially teams) is in place and all staff are trained in its use. Weekly tasks/activities are uploaded and feedback to pupils given accordingly.
	<b>B</b> Staff require CPD to develop a greater understanding of children's mental health/well-being needs.	Staff are better informed and have greater clarity about how to support children with mental health and well-being. This is a focus of additional PSHE teaching in the autumn term and is embedded throughout the year.
	<b>C</b> Children may have missed key objectives of learning across the curriculum. This is a barrier to future learning and must be addressed prior to beginning new curriculum content in their new year group.	Staff have identified gaps in knowledge and skills in all subjects across the curriculum and new year group staff will address prior knowledge at the beginning of each new teaching topic. This will ensure children have the skills required to move forward with the curriculum.
<b>Targeted academic support</b>	<b>D</b> Children have missed key teaching of reading and phonics during the Summer Term and baseline assessments indicate some learning loss and gaps in knowledge.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	<b>E</b> 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 handwriting and spelling skills from their starting points at the beginning of the Autumn Term.
	<b>F</b> Although the majority of children accessed online materials for maths, baseline assessment shows that there are gaps in key skills knowledge.	All classes will use White Rose Maths Catch up curriculum. Pupils will make accelerated progress from their starting points at the beginning of Autumn term.

<b>Wider Strategies</b>	<b>G</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 are able to focus on their learning during lessons.
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**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	Teachers to be trained in remote learning so that it can be used alongside class teaching for those pupils who are isolating.	Remote learning is in place and staff, pupils and parents are able to use it effectively.	Digital technology to support pupil learning (EEF + 4 months).	Staff meeting time	<i>Determined from pupil participation and teacher usage.</i>	Computing Lead from partner school	<b>Autumn term</b> – Staff received training from Computing lead from partner school and from our own computing lead <b>Spring</b> – Remote offer in place during lockdown. Computing lead supported staff. <b>Summer</b> – Remote learning in place for those bubbles or individuals needing to isolate
	Parents/carers are made aware of remote learning opportunities and how they can support home learning.	Home-learning and communication with parents is enhanced (pupil participation increases).	Effective parental engagement supports learning (EEF + 3 months) Homework (EEF +2 months)	£150- Computing Lead release time	<i>Engagement levels with Office 365/Teams</i>	Computing Lead	<b>Autumn term</b> – computing lead produced guides for parents on how to access 365 and Teams in the event of remote learning. <b>Spring</b> – Computing lead available to support parents during lockdown and to sort devices for disadvantaged families. All children able to access remote learning. <b>Summer</b> – Continued support available for bubbles or individuals who are isolating

	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 online.	£150- Computing Lead release time	<i>CPOMS Log</i>	HT	<b>Autumn term</b> – online safety shared with children in classes and parents were signposted to helpful websites <b>Spring/Summer</b> – lessons delivered throughout both terms about how to stay safe online. Parents signposted to helpful sites through newsletters and the app
<b>B</b>	All staff to receive CPD in relation to ‘Zones of regulation’ (managing feelings and emotions)	Staff are better informed and have greater clarity about how to support children with mental health needs.	Social and Emotional Learning (EEF + 4 months)	1 training session - £175	Pupil Surveys	HT	<b>Autumn term</b> – CPD delivered by Sendco at the start of the Autumn Term. Displays in classes to support ‘Zones’ work. One more training session needed. Pencilled in for Spring. <b>Spring</b> – Final training session delivered. All staff trained in zones across school. Displays in every class. Pupil questionnaire (March) positive. <b>Summer</b> – zones still used in each class and are discussed at home as well. Positive feedback from parents. Governors received a guide to the zones and parents will receive this guide in the new academic year.

**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 ( <b>autumn</b> , <b>spring</b> , <b>summer</b> )
<b>C</b>	Gaps in knowledge in the curriculum, particularly in English and Maths identified and addressed.	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	Education Endowment Fund Teaching and Learning Toolkit:  Small Group Tuition (+4) Feedback (+8)	£8550 (50 pupils 1 hr a week 1:4 ratio)	<i>Determined from assessments made at the start of the autumn term</i>  <i>Curriculum gaps identified in Summer 2020</i>	All staff and SLT	<b>Autumn term</b> Gaps in curriculum were identified in July 2020. Staff ensure that they carry out a baseline assessment of knowledge before starting new learning, particularly in foundation subjects. This could be in the form of a quiz, game etc.

	<p>Interventions with identified pupils across school. Recap/catch-up for foundation curriculum</p>	<p>Gaps in knowledge are closed and children can access age appropriate curriculum</p>					<p>Staff have also identified knowledge that needs to be addressed before accessing current year group. Eng/Maths – gaps in learning lost due to Covid is addressed as well as allowing children to access the age appropriate curriculum. Objectives from previous year are revisited/taught to enable children to build on their learning. Interventions are in place for identified children to allow them to catch up quickly. <b>Spring/Summer</b> – Intervention action plans were completed at the start of both terms following assessments. Interventions took place in the summer term to allow children to catch up quickly. Staff identified gaps in learning on MTPs and ensured this knowledge was taught first before moving on. Maths lessons included recap sessions from the previous year so that children could build on the foundations.</p>
D	<p>Reading assessments identify children in need of support. 1:1 Reading Intervention with identified pupils. 15 min daily intervention for all identified pupils – comprehension Lexia online reading intervention.</p>	<p>Progress in Reading accelerates termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:  Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	<p><i>Lexia: £70 x 59 licences – 3 year (divide by 3 for 1 year cost) £1377</i>  <i>£5,700 (50 pupils 10 mins 1:1) weekly</i></p>	<p>Targets set for pupils based on assessments made at the start of autumn term.</p>	<p>English lead</p>	<p><b>Autumn term</b> Children identified in the first 2 weeks of the Autumn Term. These children receive 1:1 reading at least x3 weekly. Guided reading sessions allow teachers to develop comprehension and vocabulary skills so that children can access appropriate reading materials in other subjects. Those children identified access Lexia regularly in school and at home and are making good progress. Autumn data shows majority of children are on track to achieve ARE by the end of the year.</p>

							<p><b>Spring/Summer</b> – Lowest 20% of readers identified in each class and they receive reading support at least x3 weekly. Identified children also receive weekly (or more) comprehension work and also work on Lexia (online programme). Summer data shows that most children have made improvements in their reading from their starting points and some have achieved ARE. Other factors have impacted on those who haven't made sufficient progress e.g. parental support, attendance. These children receive further support at school to allow them to catch up.</p>
E	<p>Spelling shed teaching tool used to support the teaching and learning of spellings online.</p>	<p>Spelling improves across the school.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Digital Technology (+4)</p>	<p>Spelling Shed - £150</p>	<p>Targets set for pupils based on assessments made at the start of autumn term.</p>	<p>English lead</p>	<p><b>Autumn term</b>  School has access to Spelling Shed from Year 1 up. Staff use it in English lessons and children are assigned tasks to complete at home. Children enjoy using it and like the competitive nature of the site.  <b>Spring</b> – Spelling shed was a regular feature of remote learning and teachers set tasks weekly  <b>Summer</b> – Spelling shed continues to be used across school. Children access activities at home and at school and in school competitions, particularly in KS2, has engaged more children. Summer data shows that although spelling has improved for some children, we still need to use Spelling Shed and other programmes to improve spelling, especially of common exception words that are used regularly in independent writing.</p>

F	White Rose Maths Catch-up curriculum used across school to plug gaps in learning/key skills that have been missed due to Covid.	Identified gaps in maths knowledge are closed and progress in maths accelerates termly.	EEF Supporting School Planning – a tiered approach. High quality teaching for all Education Endowment Fund Teaching and Learning Toolkit: (+5)	£99 annually	Previous year's end of unit assessments, quizzes	Maths Lead	<b>Autumn term</b> Autumn data shows that the majority of children are on track to achieve ARE by the end of the year. Those who are not on track are either SEND or have been identified as needing further intervention. The majority of children not on track are SEND which is to be expected.
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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	Zones of Regulation CPD delivered. Zones of Regulation CPD actions implemented and evident in all classrooms across the school.	Positive impact whole school but particularly on identified SEMH pupils' emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit:  Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	£300	Pupil surveys	SENDCO and Wellbeing lead	<b>Autumn term</b> 'Zones' is having a positive impact on children across school. More children are able to self-regulate and can express their emotions and have strategies in place to put them back into the green zone. <b>Spring/Summer</b> – 'Zones' continues to have a positive impact in school. Teachers refer to them regularly and strategies are used to support children in self-regulation.
G	Additional therapeutic work	Positive impact on identified SEMH pupils' emotional wellbeing.	Social and Emotional Learning (+4)	COL credits used  Therapeutic story writing (1hr a week Ratio 1:4) £171	Pupils identified as being in need of extra support by teachers or parents.	SENDCO	<b>Autumn term</b> Groups of children receiving additional support, either from school counsellor or from interventions such as therapeutic story writing. This will need to continue following further lockdown. <b>Spring/Summer</b> – individual counselling and therapy groups continued in the summer term



							following the lockdown in Spring term. Also accessed support from the EWEL team and the attendance team.
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**Total £16,822**

**Additional funding supporting provision**

Pupil Premium is used to fund some of the additional adult time, therapeutic work and online interventions.

**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.

<b>Governors involved:</b> Governor (PP link) - Amanda Eastham Burford: Head Teacher (Head of school) - Christine Brentnall
<b>Meeting dates:</b> <b>Autumn: Dec 20</b> <b>Spring: March 21</b> <b>Summer: June 21</b>
<b>Autumn summary</b> Discussed the catch-up premium, how it came about and our intentions for the spend
<b>Spring summary</b> Looked at impact so far and any associated data
<b>Summer summary</b> Looked at impact so far and any associated data