

Gainford C E Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 15.09.20

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	66 (2019-20)
Proportion of disadvantaged	EFSM (9) 12.7% Current FSM (5) 7% Forces (4) 5.6% (for 2020-21)
Catch-up Premium allocation (No. of pupils x £80)	£5, 280
Publish Date	October 2020
Review Dates	
Statement created by	
Governor Lead	Mr S White

Context of the school and rationale for the strategy

Gainford C E Primary is a smaller than average Church of England school in a rural setting. The children are mainly from white British families.

The proportion of Free School Meals is low – 8.45% and the proportion of SEN is higher than average – 21%

Most pupils engaged with some home learning during the summer term.

When schools reopened, 20 children (30.3%) - Key worker children, vulnerable children and Y6 attended.

No children attended school during the summer break.

Assessments took place early in the Autumn term to assess pupils attainment levels in phonics, reading comprehension, writing and mathematics.

Absence from school and structured formal learning due to COVID 19 has meant that children have not gained the knowledge and developed key skills in line with age-related expectations.

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	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.
	B	Due to children not attending school, and teaching being adapted for home learning, children have not acquired age related / expected phonics, reading, writing and mathematics knowledge and skills.	Pupils will make accelerated progress in phonics and reading from their starting points at the beginning of the autumn term.
Targeted academic support	B1	Some pupils did not access recommended reading materials during the summer term; many children read fewer reading scheme books appropriate to their level of reading. Therefore, many have not developed the age-related fluency and comprehension skills that would be expected.	Reading skills are much improved and good progress in reading is demonstrated on a termly basis.
	B2	Most children wrote less over the summer than they would have done in a normal school summer term. Therefore, their letter formation and handwriting skills are weaker than expected. Their knowledge of and application of grammar and punctuation/ composition has not been as rigorously developed and practised at home as it would be at school.	Letter formation and handwriting have improved on a termly basis in line with expectations. Children's understanding and use of grammar and punctuation have improved on a termly basis in line with expectations.
	B3	Many pupils did not develop new and age-related maths skills or have regular exposure to a range of mathematical concepts during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
Wider Strategies	C	Some pupils have displayed heightened emotions, becoming more upset and feeling angry/ experiencing outbursts.	All pupils know who they can seek help from and some strategies to promote well-being. All pupils can regulate emotions and be emotionally stable within the school environment.

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 mental health and well-being in school from Tees, Esk and Wear Valleys NHS Foundation Trust	All staff are quipped for early recognition of children's mental health needs.	Education Endowment Fund Teaching and Learning Toolkit: Social and emotional learning (+4)	£300	Determined from observations of the children in class and on the playground and from discussion with children in circle time and PSHE lessons.	Head teacher	Autumn term
	All staff to receive CPD in relation to new PSHE curriculum focusing on relationships, health and well-being (including mental health) and living in the wider world.	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.	Social and emotional learning (+4)			Deputy Headteacher	
	All staff to receive CPD in Forest Schools to promote health and well-being and learning skills.	All staff will be equipped to deliver outdoor learning and enable all children access to Forest School activities which promote health and well-being.	Outdoor adventure learning (+4)			Forest Schools Leader	
B	Phonics CPD for Y2 teacher and EYFS LSA.	Staff can confidently and effectively teach and assess phonics so that children's progress is accelerated termly, ensuring that children can access age appropriate learning	Education Endowment Fund Teaching and Learning Toolkit:	£200 2 x ½ day cover	Determined from assessments made at the beginning of the Autumn term.	EYFS Lead	
	Phonics SLA contract for Y2/3/4 teacher		Small Group Tuition (+4)			Head Teacher	

		materials and phonics screening.	Phonics teaching and learning (+4)				
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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)
B1	<p>Reading and phonics assessments identify children in need of support. DHT monitoring/ coordinating of Assessment.</p> <p>Additional LSA support:</p> <ul style="list-style-type: none"> • Reading 1-1 with an adult. • 1 x weekly 30 mins guided reading group for KS2 children. 	<p>Progress is accelerated termly to ensure that children can access age-related learning and statutory tests – phonics, KS1 and KS2 reading</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Small group Tuition (+4) Feedback (+8) Teaching Assistants (+1) Phonics (+4) Reading Comprehension Strategies (+6)</p>	<p>DHT release £200 LSA support £1,393.33</p>	<p>Determined from assessments made at the beginning of the Autumn term.</p>	<p>Deputy Headteacher</p> <p>Head Teacher</p>	
B2	<p>Writing assessments identify children in need of support. DHT monitoring/ coordinating of Assessment.</p> <p>Additional LSA support:</p> <ul style="list-style-type: none"> • 1 x weekly 30 min. intervention (composition) for all identified pupils. 	<p>Progress is accelerated termly to ensure pupils' letter formation/ handwriting shows improvement in line with age related expectations or expectations of individual progress. Children's composition shows termly improvement in line with age related expectations.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Teaching Assistants (+1)</p>	<p>DHT release £200 LSA support £1,393.33</p>	<p>Determined from assessments made at the beginning of the Autumn term.</p>	<p>Deputy Headteacher</p> <p>Head Teacher</p>	

	<ul style="list-style-type: none"> 1 x 15 mins intervention (transcription/ handwriting) for all identified pupils. 						
B3	<p>Maths assessments – arithmetic and reasoning identify children in need of support. DHT monitoring/ coordinating of Assessment.</p> <p>Additional LSA support:</p> <ul style="list-style-type: none"> 15 minute daily interventions for all pupils identified. 2 x weekly 10 mins. x tables intervention. 	<p>Children can access age related and achieve expected outcomes in KS1 and KS2 statutory tests and Y4 tables test.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8) Teaching Assistants (+1)</p>	<p>DHT release £200 LSA support £1,393.33</p>	<p>Determined from assessments made at the beginning of the Autumn term.</p>	<p>Deputy Headteacher</p> <p>Head Teacher</p>	

Additional funding supporting provision

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Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: – Chair of Governors; Jill Young – Vice-Chair of Governors; Emma Chawner – Head Teacher C Riley Deputy Head/teacher governor J Kidd Governor responsible for Catch - up Premium S White Other Finance and Premises Committee Members; Governors N Russell
Committee meeting dates Autumn: 12.11.20 20 20 Spring: 11.3.20 Summer: 17.6.20
Autumn summary The Catch-up Premium Summary had previously been shared at the FGB meeting on 15.10.20 The Finance Committee looked at the planned use of the funding in more detail and progress so far . Planned use of the fund had already been put to good use. Additional LSA hours helped support reading, phonics and maths assessments across the school. DHT was released to collate assessments and identify pupils/groups of pupils requiring intervention.
Spring summary
Summer summary