



## South Stanley Infant & Nursery School

### Catch-up Premium Strategy 2020 - 2021

Updated October 2020/ January 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 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	121
Proportion of disadvantaged	55%
Catch-up Premium allocation (No. of pupils x £80)	£8,880
Publish Date	October 2020
Review Dates	January 2021
Statement created by	Louise Thompson
Governor Lead	Emily White

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

South Stanley Infant & Nursery School is in an area of Durham that is within the top 10% most deprived areas of the country. (IDM 2015) There are currently 55% children in YR-Y2 who are disadvantaged.

The school has undertaken robust baseline assessment in Maths and English which it has been able to compare with assessment information from March 2020. This has allowed school to identify individual children who require catch up and plan targeted interventions for those pupils.

From observational assessments across the first few weeks back, school has also been able to identify issues that have arisen across whole cohorts, such as increased difficulties with self-regulation, difficulties in sharing and turn taking, increased difficulties with speech and language; particularly use of vocabulary and sentence structure and fine and gross motor skills.

School undertook a survey of access to technology to ascertain which children have access to technology. School was aware that some children could not access home learning throughout Summer term as a result of lack of technology at home.

School is taking account of recommendations of EEF on use of Catch up funding using their three-tier approach.

## 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. This is a focus of daily/ weekly teaching in the autumn term.
	<b>B</b> Home learning is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
<b>Targeted academic support</b>	<b>C</b> Pupils had limited access to home learning during Summer term and as such their mathematical understanding is lower than would be expected at this point.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	<b>D</b> Pupils had limited access to direct phonics teaching during Summer term and as such their knowledge of letter/sound correspondences is further behind than would be expected at this point.	Pupils make accelerated progress in phonics from their starting points at the beginning of the autumn term.
	<b>E</b> Pupils had limited access to reading materials during Summer term and as such their reading skills are lower than would be expected at this point.	Pupils make accelerated progress in reading from their starting points at the beginning of the autumn term.
	<b>F</b> Some pupils did not have access to the experience of quality oral language during Summer term and as such their vocabulary and sentence structure is not as well developed as would be expected at this point in time.	Pupils make accelerated progress in phonics from their starting points at the beginning of the 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.
	<b>H</b>	Some pupils are struggling socially and emotionally being amongst a larger group of peers on the return to school due to difficulties experienced due to COVID 19 and lack of social experiences since March 2020.	All pupils are more able to self-regulate their emotions, share and turn take.

*Costing based upon:*

*Teacher – 56p per minute*

*TA – 30p per minute*

*Lunchtime supervisor – 16p per minute*

## 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 Zone of Regulation programme for schools.	All staff are equipped 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.  Daily feelings check ins continue	Self-regulation programmes shown to improve pupils engagement.  Education Endowment Fund Teaching and Learning Toolkit social and emotional programmes : Moderate impact for moderate cost based upon extensive evidence. +4 months progress on average.  High security for low cost. +2 months progress on average.	£500	<i>Determined from pupil surveys</i>	HT/DHT	Autumn term Training booked with Emotional Well-being Team at Local Authority with availability for Spring Term. Staff undertook pre-reading during Autumn term 2 to begin to understand and implement some principles.
B	CPD provided for staff on the effective use of the new online learning platform - Teams. Children are trained in its use.  Parents/carers are made aware of the	The new platform is in place and staff, pupils and parents are able to use it effectively.  Home learning (homework) and	Teams as learning platform  Education Endowment Fund Teaching and Learning Toolkit parental engagement: Moderate impact for moderate cost	£300 staff training day costs and training for wider staff  Release time for Coordinator BB			Autumn term All teachers have been trained in the use of Teams using external provider. Computing coordinator available for staff and parent support. Staff report feeling increasingly confident in its use. From its use for delivery of homework during Autumn term to its use to deliver remote learning during National Lockdown, an

	platform and how it can support home learning.	communication with parents is enhanced (parent/ pupil surveys)	based upon moderate evidence. +3 months progress on average.				increasing number of parents are engaging with Teams for remote learning.
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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)
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 teachers and teaching assistants - lunchtimes/ after school.</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8)</p>	<p><b>To be determined:</b></p> <p>TA - £22.50 p/w = £300 per term approx.</p> <p>T - £42.00 p/w = £600 per term approx.</p>	<p>Determined from assessments made at start of the autumn term – see Pupil Progress Files</p>	<p>Maths lead/ HT</p>	<p>Autumn term – progress from baseline data is evident for identified children across all year groups as follows:</p> <p>YR – +21% Y1 – +22% Y2 – +37%</p>
D	<p>Phonics Interventions – pre-teaching and post teaching with identified Y1/2 pupils.</p> <p>Baseline data from phonics</p>	<p>Y2 Phonics test results are in-line with predictions – see pupil progress files.</p> <p>Y1 Phonics test results are in-line with predictions</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Feedback (+8) 1:1 Tuition (+5) Teaching Assistants (+1)</p>	<p>2xTA @ £22.50 p/w each = £600 per term approx.</p>	<p>Determined from assessments made at start of the autumn term – see Pupil Progress Files</p>	<p>English lead/HT</p>	<p>Autumn term – progress from baseline data is evident for identified children across all year groups as follows:</p> <p>Y2 phonics +34% from baseline data at September 2020 to assessment at December 2020.</p>

	assessments and tests.	– see pupil progress files.					
E	<p>Lunchtime 1:1 Reading Intervention with identified Y1/2 pupils.</p> <p>Baseline data from reading tests.</p>	<p>KS1 Reading Results are in line with predictions – see pupil progress files.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	<p><b>To be determined:</b></p> <p>TA - £22.50 p/w = £300 per term approx.</p> <p>T - £42.00 p/w = £600 per term approx.</p>	<p><i>Determined from assessments made at start of the autumn term – see Pupil Progress Files</i></p>	English lead/HT	<p>Autumn term – progress from baseline data is evident for identified children across all year groups as follows:</p> <p>Y1 – +19% Y2 - +37%</p>
F	<p>Partaking in Nuffield Early Language Intervention</p> <p>Baseline data from NELI.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Oral language of children improved.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	<p><b>To be determined:</b></p> <p>TA - £22.50 p/w = £300 per term approx.</p> <p>T – release time to undertake training - £400 approx.</p>	<p><i>Determined from assessments made at start of the autumn term – see Pupil Progress Files</i></p>	English lead/HT	<p>Autumn term – training undertaken by staff. Children identified from initial assessments undertaken by staff. Interventions to begin once National Lockdown ends.</p>

**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	CPD from LA on developing independence in learning post Covid-19. CPD – School Participation in Covid well-being and recovery programme	A greater proportion of pupils are able to focus on their learning during lessons.	Observations Data	£300 approx	Observations Data  <i>Determined from assessments made at start of the autumn term – see Pupil Progress Files</i>	HT	Autumn term – CPD session with LA representative led to changes in planning and delivery of curriculum. Introduction of Bibbit challenge to develop home/school links to support independent skill development.
H	All staff to receive CPD in relation to Zone of Regulation programme for schools.	All staff are equipped 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 he mental health needs of all pupils.  Daily feelings check ins continue	Self-regulation programmes shown to improve pupils engagement.  Education Endowment Fund Teaching and Learning Toolkit social and emotional programmes : Moderate impact for moderate cost based upon extensive evidence. +4 months progress on average.  High security for low cost. +2 months progress on average.	£500	<i>Determined from pupil surveys</i>	HT/DHT	Autumn term Training booked with Emotional Well-being Team at Local Authority with availability for Spring Term. Staff undertook pre-reading during Autumn term 2 to begin to understand and implement some principles.

**Additional funding supporting provision**

Additional interventions are provided for disadvantaged children also using Pupil Premium funding.



## **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> – Chair of Governors;– Vice-Chair of Governors;– Head Teacher			
<b>Committee meeting dates</b>			
<b>Autumn:</b>	December 2020	<b>Spring:</b>	<b>Summer:</b>
<b>Autumn summary</b>			
<b>Spring summary</b>			
<b>Summer summary</b>			