

CATCH-UP PREMIUM STRATEGY

December 2020 – July 2021



Funding allocation

| Oct 19 Census | Amount Received | Oct 20 Census | Amount Received | Total Allocation |
|---------------|-----------------|---------------|-----------------|-------------------|
| 309 | £4,720.00 | 334 | £7,280.00 | £12,000.00 |

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 Context Overview

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| Number of pupils in school YR – Y6 | 247 |
| Proportion of disadvantaged | 44% |
| Catch-up Premium allocation (No. of pupils x £80) | £12,000.00 |
| Publish Date | January 2021 |
| Review Dates | April 2021 |
| Statement created by | Rachel Leonard |
| Governor Lead | David Evans |

Rationale for the strategy

- Blackhall Primary School is in a very deprived area – the proportion of disadvantaged pupils (44%) is more than double the national average (23%). Attendance at school has been below average prior to Covid-19.
- Children make broadly average progress in Reading, Writing and Mathematics from starting points which are well below those typical on entry. Historical attainment results at the end of KS2 have remained below national averages.
- Although home learning packs and remote learning was provided to children. Only a small proportion (average of 20%) engaged with learning at home during the lockdown period March -June 2020.
- The number of pupils who attended school during the lockdown period March-June 2020 was 3% and 6% following June.

| | Assessment | | Assessment | |
|--------|----------------------------------|----------------------------------|------------------------|-------------------------|
| | Reading/Phonics (September 2020) | | Maths (September 2020) | |
| | Below Expected % | In line with or above Expected % | Below Expected % | In line with Expected % |
| Year 1 | 76% | 24% | 74% | 26% |
| Year 2 | 65% | 35% | 77% | 23% |
| Year 3 | 71% | 29% | 65% | 35% |
| Year 4 | 50% | 50% | 50% | 50% |
| Year 5 | 71% | 29% | 61% | 39% |
| Year 6 | 67% | 33% | 67% | 33% |

Barriers to future attainment

A Tiered Approach

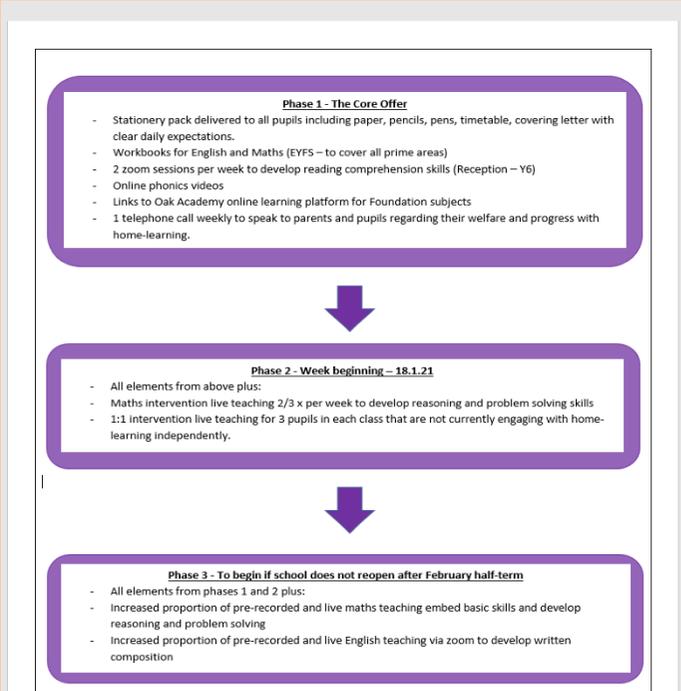
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|---------------------------|
| Teaching |
| Targeted Academic Support |
| Wider Strategies |

| Barrier | | Desired outcome |
|---------|---|---|
| 1 | Children's mental health needs are a concern due to the length of time off school and the impact of COVID-19 on families. | Staff are better informed and have greater clarity about how to support children with mental health needs. Mental Health Well Being is a focus of daily/weekly teaching in the autumn term. |
| 2 | Home learning provision and uptake among children is limited. | A strong, phased remote learning offer in place with clear expectations for pupils and staff. An improved and consistent offer in place and all staff are trained in confident delivery of live lessons. Groups of pupils and cohorts have the opportunity for focussed teaching linked to whole school priorities, for example writing composition and reasoning and problem solving. |
| 3 | Children in KS1 and lower KS2 missed a significant amount of Phonics teaching and learning and are significantly behind ARE. | A clear catch up programme in place – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Staff are re-trained in the effective delivery of phonics teaching (RWI as the singular approach). |
| 4 | Only a small proportion of pupils engaged with the home learning materials provided for Maths during the summer term, which were focussed upon basic skills in number. This has resulted in many pupils working well below ARE as they cannot access reasoning and problem solving, nor accurately apply fluency. | A clear catch up programme in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day will include pre-teach tutoring to enable inclusion to learning. |
| 5 | A significant proportion of pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected and below ARE. | A clear catch up programme in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day using accelerated reader and paid supply to ensure rapid catch up. Increased use of reading programmes in school and online resources to ensure children have access to high quality reading resources at home. |
| 6 | A significant proportion of pupils did far less physical activity over the summer term than they would have in school and therefore are less fit and healthy. | Children are engaged in high quality PE lessons at least twice weekly. Utilise Sports Partnership for specialist coaching to enable children to develop their skills for festival participation. After school clubs, with increased staffing due to COVID bubbles, used when possible to increase active participation in a variety of sports. |

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| 7 | Children's 'learning stamina' has reduced due to lack of learning and engagement with online learning activities. | Children's learning stamina is back up to pre-lockdown levels. |
| 8 | Attendance at school has been below local and national averages for a number of years. | Attendance is at least in line with national and local averages and persistent absence is tackled effectively and children supported to attend school. |

Teaching priorities for current academic year

| | Barrier | Desired outcome | Evidence source | Actions | Baseline data | Lead | Impact/ evaluation (spring, summer) |
|---|--|---|---|---|---------------|-------|--|
| 1 | Children's mental health needs are a concern due to the length of time off school and the impact of COVID-19 on families. | <p>Staff are better informed and have greater clarity about how to support children with mental health needs. Mental Health Well Being is a focus of daily/weekly teaching in the autumn term.</p> <p>The profile of PSHE, through the implementation of Jigsaw, is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.</p> | <p>An effective well-being programme shown to improve pupil's engagement. (EEF Toolkit)</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning (EEF +4 months)</p> | <ul style="list-style-type: none"> • CPD around mental health from Trailblazer Mental Health Support Team • Low level anxiety children identified and parents offered personalised support programmes • At least weekly and as often as required classes complete a designated PSHCE lesson • School counselling service used for children who require enhanced support • Referral to Early Help for families who require greater intervention | N/A | RL/NL | |

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| 2 | <p>Home learning provision and uptake among children is limited.</p> | <p>A strong, phased remote learning offer in place with clear expectations for pupils and staff. An improved and consistent offer in place and all staff are trained in confident delivery of live lessons. Groups of pupils and cohorts have the opportunity for focussed teaching linked to whole school priorities, for example writing composition and reasoning and problem solving.</p> | <p>EEF tiered approach – high quality remote learning package available is valuable to all pupils</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement (EEF +4 months)</p> |  <ul style="list-style-type: none"> • Ensure consistent plan is formulated using feedback from parental surveys and engagement tracking in the event of self or bubble isolation following partial school closure 2. • Support staff to be deployed to support children 1:1 who return to school following self-isolation. • Track engagement with remote learning for self and bubble isolation, carry out welfare calls. | <p>A small proportion (20%) fully engaged with remote learning.</p> | <p>SN/RL</p> | <p>65% of children across the school engaged with remote learning. Targeted support (1:1) was then offered to those children not engaging. Parental survey and feedback from parents showed evidence that the vast majority of parents were happy with: The amount of work (91%), the level of the work (89%) and the type of work set (96%).</p> |
| 3 | <p>Children in KS1 and lower KS2 missed a significant amount of Phonics teaching and learning and are significantly behind ARE.</p> | <p>A clear catch up programme in place – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it.</p> | <p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months)</p> <p>EEF Teaching and Learning</p> | <ul style="list-style-type: none"> • Assessment by ReadWriteInc. lead to group pupils and identify gaps in learning • Training for all staff and new staff unfamiliar with ReadWriteInc. • ReadWriteInc. lead to observe teaching and learning and monitor progress • ReadWriteInc groups will be reduced to ensure teaching is at the correct level leading to rapid progress | <p>See information above</p> | <p>SN/RL/CB</p> | |

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| | | | <p>Toolkit: Small group tuition (EEF +5 months)</p> <p>EEF Teaching and Learning Toolkit: Phonics (EEF +4 months)</p> | <ul style="list-style-type: none"> • Extra staff employed – supply teaching assistants to enable smaller groups and catch up lessons outside of daily phonics teaching • Through targeted intervention pupils will demonstrate improved progress in phonics and interventions will be directed at greatest need. | | | |
| 4 | <p>Only a small proportion of pupils engaged with the online learning materials provided for Maths during the summer term. This has resulted in many pupils working well below ARE.</p> | <p>A clear catch up programme in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day will include pre-teach tutoring to enable inclusion to learning.</p> | <p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months)</p> <p>EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p> | <ul style="list-style-type: none"> • Assessment by class teachers to identify gaps in learning • Maths leads to monitor standards and target interventions appropriately • Maths leads to observe teaching and learning and monitor progress • Maths groups will be reduced to ensure teaching is at the correct level leading to rapid progress • Extra staff employed to enable smaller groups and catch up lessons outside of daily maths teaching • Through targeted intervention pupils will demonstrate improved progress towards catch up to end of previous key stage start point and interventions will be directed at greatest need. | See information above | SN/RL/NL | |
| 5 | <p>A significant proportion of pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected and below ARE.</p> | <p>A clear catch up programme in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day using</p> <p>Academic Mentors and paid supply to ensure rapid catch up. Increased use of</p> | <p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months)</p> <p>EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p> <p>EEF Teaching and Learning Toolkit:</p> | <ul style="list-style-type: none"> • Assessment by class teachers to identify gaps in learning using Accelerated Reader • English leads to monitor standards and target interventions appropriately • English leads to observe teaching and learning and monitor progress • Small group guided reading interventions used to ensure rapid progress • Staff CPD is aligned to up level subject knowledge in the teaching of reading comprehension skills, in particular the direct progressive teaching of each reading domain. • Individual reading sessions for children who require enhanced support. | See information above | SN RL CB NL | |

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| | | reading programmes in school and purchasing online resources to ensure children have access to high quality reading resources at home. | Reading comprehension strategies (EEF +6 months) | | | | |
| 6 | A significant proportion of pupils did far less physical activity over the summer term than they would have in school and therefore are less fit and healthy. | Children are engaged in high quality PE lessons at least twice weekly. After school clubs used when possible to increase active participation in a variety of sports. | EEF Teaching and Learning Toolkit: Sports participation (EEF +2 months) | <ul style="list-style-type: none"> Continue to provide at least two hours of PE per week in all year groups Continue to provide high quality coaching from School Sports Partnership Offer after school clubs where possible Encourage children to play games that are physically challenging at break times | N/A | All staff | |
| 7 | Children's 'learning stamina' has reduced due to lack of learning and engagement with online learning activities. | Children's learning stamina is back up to pre-lockdown levels. | | <ul style="list-style-type: none"> Immediately start to teach maths and English lessons – increasing expectations of children daily/weekly Do not set homework activities until at least week five so that children are focused and rested in class Set up learning routines quickly and offer support to children who are struggling to keep up Work with children/families if children are struggling to keep up | N/A | All staff | |
| 8 | Attendance at school has been below local and national averages for a number of years. | Attendance is at least in line with national and local averages and persistent absence is tackled effectively and children supported to attend school. | | <ul style="list-style-type: none"> Encourage all children to attend school if they are fit and well Work with families if children are not attending – offering support as appropriate Monitor attendance and send letters home of children who have poor attendance – reminding parents of the school expectations | Post lockdown attendance: | RL DB | |

Catch-up Premium proposed spend

| Resource | Expected Impact | Cost |
|--|--|-----------------------------------|
| Supply Teaching Assistants (1 term) | <ul style="list-style-type: none"> Targeting children whose Phonic attainment/achievement is not what we would expect at this stage. Children rapidly catch up against personalised targets/RWI stages of development. | £1495 (proportionate cost) |
| JIGSAW PSHCE Programme (proportionate cost) | <ul style="list-style-type: none"> All children's mental health will be supported through a comprehensive, whole school approach to the teaching of social and emotional skills | £2580 |
| School Counsellor | <ul style="list-style-type: none"> Children with specific mental health needs, including anxiety will be supported through personalised support packages to meet their social and emotional needs. This will reduce the impact of resulting behaviours. | £2273 (proportionate cost) |
| Read Write Inc CPD (proportionate cost) | <ul style="list-style-type: none"> A clear catch up programme in place. Adults deliver well-paced, phonics teaching which is well matched to the needs of small groups. As a result a higher proportion of pupils are closer to ARE when analysing RWI half termly assessments. | £6200 |
| Total Cost | | £12.548 |