

Euxton Church of England Primary School

Catch-Up Premium Strategy 2020- 2021



DFE 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 Reception through to Year 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 head count 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 <https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>)

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	212
Proportion of disadvantaged	7%
Catch-up Premium allocation	£16,960
Publish Date	September 2020
Review Dates	February 2021
Statement created by	Mr Nick Ward (HT)
Governor Lead	Mrs Rebecca Edge (Chair of Resources Committee)

Context of the School and Rationale for the Strategy

Euxton Church of England Primary School is located close to Chorley; the level of disadvantage in our school is relatively low compared to national average - presently 4% of children are in receipt of Free School Meals compared to 17.8% nationally. We do however have a significant number of pupils with emotional and pastoral needs, including 3 post looked after pupils. We strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Catch-Up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning. The following information offers further information about attendance/remote learning during 2020 and 2021.

Summer 2020

The majority of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and sent to parents each week. Work was a balance of online activities as well as work that could be printed. School did this printing for parents who needed us to. Children were provided with a full curriculum diet with personalised feedback given to work when submitted. Regular emails ensured communication was high, and personal phone calls were made home to every child. Through our online learning system pupils also had access to Purple Mash, MyMaths, Times Table Rock Stars and White Rose Maths - the latter providing video prompts to support families. School reopened to 43% of Reception, 47% of Year 1 and 100% of Year 6, along with many Key Worker children, following the June reopening. One of our EHCP pupils attended during the summer term; the other 2 continued with home learning due to family reasons, however levels of communication between home and school was high.

Autumn Term 2020

Teachers monitored and assessed learning undertaken by all pupils during the period of lockdown in Summer 2020 in preparation for our return in September. Where pupils learning was not assessed as being on track, pupils were identified for individual or group intervention upon our return in September 2020. The strategy below outlines the specific areas of intervention. We worked closely with families who had concerns about schools reopening in September 2020 and managed to ensure that all but one of our pupils returned to full time attendance. Attendance during the Autumn term was excellent at 98%.

Spring 2021

45% of our children attended school at least one day a week during January of the Spring lock down, an average of 31% each day. We continued to provide our mixture of online and printed learning but enhanced our provision further by offering live teaching sessions twice per day via zoom, and attendance was excellent. 2 out of our 3 EHCP pupils attended school regularly to ensure that their individual needs were being met, and they received their usual 1:1 support. Additionally, we invited our educationally disadvantaged pupils in for some face to face teaching or provided additional online tutoring where this was not possible.

Barriers to Future Attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require updates 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 Home learning requires further refinement and development to support our individualised feedback at home for all pupils. We also need to introduce daily online meetings for the children, to keep the children motivated and to allow them to see the staff and their friends. Develop pupils' resilience in using online learning systems.	In addition to accessing excellent online learning platforms through Purple Mash and MyMaths, children engage in twice daily whole class zooms with their teacher and support staff, as a minimum. The relationship between home and school is stronger is a result.
Targeted academic support	C Although online learning materials provided for Phonics during the summer term were accessed by the majority of pupils, it was not possible to undertake the same high quality 1:1/group intervention required for pupils who needed more concrete materials. Assessments indicate some learning loss and gaps in knowledge, particularly for those pupils of lower ability. This has resulted in some pupils in each class working well below ARE.	Pupils make accelerated progress in writing and phonic/spelling/SALT skills from their starting points at the beginning of the Autumn Term.
	D It was not possible to undertake the same high quality guided reading with pupils during the Summer Term. Assessments indicate some learning loss and gaps in knowledge, particularly for those pupils of lower ability. This has resulted in some pupils in each class working well below ARE.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	E It was not possible to undertake the same high quality 1:1/group intervention required for pupils who needed support with Mathematics skills. This has invariably resulted in gaps in key knowledge.	Mathematics skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
Wider Strategies	F A minority of pupils are struggling to settle back into class routines and have been affected emotionally from a lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons and behaviour incidents are minimal.
	G A small number of pupils lack access to technology to enable them to engage in online learning.	All pupils have same level of access to technology to ensure that access to learning is the same for all pupils.

Section1: Teaching and whole school strategies - Supporting great teaching, Pupil assessment and feedback and Transition support.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	All staff to discuss the importance of wellbeing (including trauma and attachment) when school reopens for all children, and ways of exploring this further embedded into the curriculum. First two weeks back in September to focus solely on this during the afternoons.	All staff are equipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school and lessons support the mental health needs of all pupils.	Within the schools involved in the Trauma and Attachment projects, 24 primary schools out of 33 saw an improvement in attainment that was at least in line with the national trend (and, in most instances, outpaced it). Education Endowment Fund Teaching and Learning Toolkit: SEMH (+4)	Staff meeting time - No additional costs	Determined from staff observations in Autumn Term	HT	All staff have previously undertaken wellbeing training, including: Trauma, Attachment, Low mood and Depression, Anxiety and Children's Mental Health training. Revision of these areas. Reviewed and discussed in weekly staff meetings. Changed Wednesday to 'Wellness Wednesday' to further support our children and families. All staff kept a close eye on those children who had returned to school after not being in school at all over lockdown. Included in bubble nurture if needed. HT communicated to families to contact him if needed support.
B	CPD provided for staff on the effective use of Purple Mash and MyMaths	Pupils are able to have greater scope for feedback to support personalised learning already in place. Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)	EEF states: Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Effective parental engagement supports learning Education Endowment Fund Teaching and Learning Toolkit: Individualized instruction (+4) Parental Engagement (+2)	Staff meeting time Computing Lead release time - £250	Engagement levels with remote learning via Purple Mash and MyMaths	Computing Lead	All teaching staff members, completed Purple Mash training. Staff meeting updates each week on engagement levels. Purple Mash and MyMaths further developed in school with children all back together. Homework continued to be set on occasion through this. Subject Leader discussions with staff about confidence/needs and audited for subject leader report, to inform future SIP.

Section 2: Targeted academic support - 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>Phonics baseline assessments identify children in need of support. Also, to identify support needed for our children who have had SALT intervention,</p> <p>Daily interventions for all identified pupils - basic skills.</p> <p>Appoint 2 additional TA2 staff to work each morning (15 hours per week each) in EYFS and KS1</p> <p>Additional TA hours in Y3, to support those who were due to retake phonics screening in Summer 2020.</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>EEF states: In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: 1:1 Tuition (+6) Small group tuition (+4)</p>	<p>2 x 15hr TA2 costs for the infants:</p> <p>£4,000 for Phonics and SALT</p>	<p>Determined from in-house assessments made at the start of the autumn term</p>	<p>KS1 English Lead</p>	<p>Interventions set up and operating throughout the mornings. Pupils have undertaken baseline assessments and are receiving personalised tuition to ensure that progress is rapid to achieve ARE's. 90% of our Y2 children reached the expected phonics standard in Dec 2020. One child unable to sit as at home - would have been 93%.</p> <p>TA2's leading interventions continues to support teaching staff to deliver additional online teaching and support during period of lockdown.</p> <p>Teachers identified those children who returned to school after lockdown and needed further intervention. All children met phonics expectation. Additional EYFS/KS1 staff impacted positively on end of year assessments as could be used to support these children. Also increased opportunities to develop SALT.</p>

D	<p>Reading baseline assessments identify children in need of support.</p> <p>Daily Reading Intervention with identified pupils.</p> <p>Appoint 2 additional TA2 staff to work each morning (15 hours per week each) in EYFS and KS1.</p> <p>Additional TA2 and TA3 hours in KS2 in the afternoons (14 hours per week)</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:</p> <p>1:1 Tuition Reading Strategies (+6)</p>	<p>2 x 15hr TA2 costs for the infants: £4,000 for English</p> <p>14 additional TA2/TA3 hours for the juniors: £2500 for English</p>	<p>Determined from in-house assessments made at the start of the autumn term</p>	<p>English Lead</p>	<p>Interventions set up and operating throughout the week to ensure pupils access the full curriculum. Pupils have undertaken baseline assessments and are receiving personalised tuition to ensure that progress is rapid to achieve ARE's.</p> <p>TA's leading interventions continue to support teaching staff with the children in school and also to deliver additional online teaching and support during period of lockdown.</p> <p>Teachers identified those children who returned to school after lockdown and needed further intervention. Reading data at end of year showed less impact of the lockdown than maths and writing. Strong reading data throughout school. Y6 expectations met for vast majority.</p>
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E	<p>Mathematics baseline assessments identify children in need of support.</p> <p>Daily intervention with identified pupils.</p> <p>Appoint 2 additional TA2 staff to work each morning (15 hours per week each) in EYFS and KS1</p> <p>Additional TA2 and TA3 hours in KS2 in the afternoons (14 hours per week)</p>	<p>Mathematics understanding and application improves across all key stages and standards are maintained.</p>	<p>EEF states: Interventions might focus on... particular groups of pupils with identified special educational needs or disabilities.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Phonics (+4)</p>	<p>2 x 15hr TA2 costs for the infants: £4,000 for Maths</p> <p>14 additional TA2/TA3 hours for the juniors: £2500 for Maths</p>	<p>Determined from in-house assessments made at the start of the autumn term</p>	<p>English Lead</p>	<p>Interventions set up and operating throughout the week to ensure pupils access the full curriculum. Pupils have undertaken baseline assessments and are receiving personalised tuition to ensure that progress is rapid to achieve ARE's.</p> <p>TA's leading interventions continue to support teaching staff with the children in school and also to deliver additional online teaching and support during period of lockdown.</p> <p>Teachers identified those children who returned to school after lockdown and needed further intervention. Maths understanding improved as a result of additional intervention. Y6 expectations met for vast majority.</p>
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Section 3: Wider strategies - Behaviour approaches, supporting parents and carers and access to technology

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
F	<p>Pupils' emotional and behavioural needs assessed by class teacher observations and feedback from parents during period of first lockdown.</p> <p>TA hours dedicated to this for each class. Our traditional nurture groups' harder to run due to restrictions with 'bubbles'.</p>	<p>Positive impact on identified SEMH pupils' emotional and behavioural wellbeing.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)</p> <p>Behaviour interventions (+3)</p>	<p>TA support hours (2 hours per week minimum)</p> <p>£1000</p>	<p>Rag rated baseline observations from staff and parents.</p>	<p>Head Teacher</p> <p>PSHE Lead</p>	<p>Pupils identified for 1:1 support by teachers and TA's. Timetable established to ensure time is given to those children in need, taking into account of parental views/feedback. 1:1 and small group interventions in place.</p> <p>Teachers and TA's additional online/face to face support sessions with pupils in school and at home during period of lockdown.</p> <p>Teachers identified children who may need this on a return to school. Also informed by parents as deliberately had Parents Chats before the return to school, with a main focus on wellbeing. Nurture ran in bubbles. Happy children and happy families. Outstanding behavior.</p>

H	Provide necessary ICT for pupils without access to ICT to access online learning, including laptops, ipads and internet data.	All pupils have access to hardware required to access high quality learning online.	EEF states: Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. EEF toolkit: Digital Technology (+4)	£800 - purchase of 2 additional devices whilst awaiting DFE allocation. Vodafone 90-day unlimited data SIM cards provided free. DFE allocation of 3 devices,		<p>Invitation to all families for support in providing devices and data. Although only one period of isolation for one class, this was taken up. In addition to this, parents requested access to data, which school were able to support.</p> <p>DFE devices received and being set up ready to replace devices being loaned at a cost to school. 4 SIM cards provided to pupils who do not have sufficient broadband access.</p> <p>No further isolation for any year group until the final week of term. All parents offered IT support. Twice daily zoom sessions resumed for these 5 days. Engagement from all.</p>
				<p>TOTAL SPEND £19,050</p>		

Governance - monitoring the effectiveness of the Catch-Up Funding Strategy

Governors involved:

Chair of Resources Committee: Mrs Rebecca Edge

Headteacher: Mr Nick Ward

Governors meeting dates:

Autumn: September 2020 **Spring:** February 2021 **Summer:**

Autumn summary

Assessed initial impact of period of lockdown by reviewing assessments and whether strategies of spend were appropriate to needs identified.

Clarified that the spending in place within this year's budget did not use up all catch up funding and that the costs covered the length of time that the catch up funding allocated. Discussed staff wellbeing in light of additional challenges being faced.

Spring summary

Discussed how spending is being allocated during period of school 'closure'. Governor/HT satisfied that spending was still being used to meet pupils' needs through online/face to face support for educationally vulnerable pupils.

Summer summary

Main discussions were focused on how the children had settled back to school after this second period of lockdown, which was incredibly positive. Many children were in school, including vast majority of SEND and those classed as vulnerable. Wellbeing focus had been successful and children and families happy. Staff wellbeing, despite a challenging year, remained high.