

Cestria Primary School – Catch-up Premium Strategy 2020 – 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 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 [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	406
Proportion of disadvantaged	16%
Catch-up Premium allocation (No. of pupils x £80)	£32,480
Publish Date	November 2020
Review Dates	Annual
Statement created by	LG/NB
Governor Lead	Rachel Taylor

Context of the school and rationale for the strategy

Cestria Primary School is situated in the centre of Chester-le-Street; the level of disadvantage in our school is lower than that of the national average- presently 16% children are in receipt of pupil premium funding.

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. 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 resulting from COVID-19.

The vast majority of our pupils engaged at some level with the home learning provided over the summer term through the use of Class Dojo, paper-based work packs and text books. We also utilised BBC Bitesize, White Rose Maths, Times Tables Rockstars, Lexia and Twinkl to support home learning.

Our school remained open to vulnerable children and those of key workers. In June 2020, we reopened to the majority of Reception, Year 1 and Y6 pupils along with 75 key worker and vulnerable children. We also supported a local school providing provision for 6 of their children.

Following the whole school reopening in September 2020, teachers carried out assessments to determine gaps in learning and establish starting points for teaching.

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	Home learning requires refining and development in order to improve access to learning and ability to provide more individualised feedback at home for all pupils.	A strong remote learning offer for 100% of our children is in place using Class Dojo and all staff are trained in its use. This is supported by the effective use of text books and paper base packs to reflect learning in the classroom. Effective, individualised feedback is provided via Dojo and Dojo Portfolio.
	C	AFL strategies requires developing and refining.	Quality first teaching is utilized to support effective AFL strategies incorporated into all classroom practice including open ended questioning, quizzing, multiple choice questions, continuous provision with the findings used to inform next steps in learning. Effective Assessment for Learning (AFL) strategies supported by evidence-informed CPD for teachers and support staff including the use of AFL strategies.
Targeted academic support	D	Although online learning materials provided for maths during the summer term were accessed by the majority of pupils, maths attainment for a proportion of children is lower than expected in terms of age-related expectations.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	E	Although online learning materials provided for phonics/reading during the summer term were accessed by the majority of pupils, a proportion of children have reading age below chronological age.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	F	Due to the emphasis on online learning. Standards in handwriting and presentation of work are lower than expected.	Pupils make accelerated progress in writing from their starting points at the beginning of the autumn term.
Wider Strategies	G	A small proportion of pupils are struggling to settle back into routines linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils can focus on their learning during lessons and behaviour incidents are minimal.
	H	Reduced attendance due to partial closure of school slows engagement and progress	High attendance rates, positive attitudes and love of learning re-established

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Baseline data	Person responsible	Impact/ evaluation
A	<p>All staff to receive CPD in relation to Jigsaw well-being programme for schools.</p> <p>Deployment of specialist HLTA (mental health, emotional needs)</p>	<p>All staff are equipped for early recognition of children's mental health needs.</p> <p>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.</p>	<p>Jigsaw well-being programme shown to improve pupils' engagement resulting in ... (EEF Toolkit)</p>	<p>Pupil voice Behaviour records</p>	<p>LG/NB</p>	<ul style="list-style-type: none"> ✓ Jigsaw being used effectively across the school ✓ Focused PSHCE time in place following return to school March 2021 ✓ The vast majority of children returned and report they feel safe, happy and needs addressed ✓ Specialist HLTA engaged with Dojo to address well being and mental health with families & children across school ✓ PSA deployed to targeted pupils/families requiring support
B	<p>CPD provided for staff on the effective use of the online learning platform.</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p>	<p>The online platform is in place and staff, pupils and parents can use it effectively.</p> <p>100% of families are engaged with Class Dojo</p> <p>Home learning and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Class Dojo as learning platform EEF Digital Technology (+4)</p> <p>EEF Parental Feedback (+3)</p>	<p>Engagement levels with Class Dojo</p>	<p>LG/NB</p>	<ul style="list-style-type: none"> ✓ 100% of families engaged with Dojo and used effectively ✓ Enhanced communication with parents ✓ CPD provided – compare provision using Dojo/Teams. Agreed by specialist Dojo working effectively ✓ Positive reports from parents – strong remote offer in place
C	<p>Quality first teaching supported by evidence-informed CPD for teachers and support staff including the use of AFL strategies.</p>	<p>Further extend quality first teaching classroom practise to routinely include effective use of AFL enabling gaps in learning to be addressed and rapid progress made.</p>	<p>EEF Teacher Feedback (+8)</p>	<p>Teacher assessment grids Salford Scores CLIC scores</p>	<p>LG/NB</p>	<ul style="list-style-type: none"> ✓ Feedback policy updated ✓ Strategies developed to address gaps in learning including lesson starter powerpoints (Science), quiz, effective use of continuous provision to recap on prior learning, additional English and maths time (with cross curricular links)

Targeted Academic Support

Barrier	Action	Desired outcome	Evidence source	Baseline data	Person responsible	Impact/ evaluation
D	<p>Teacher assessment identifies children in need of support</p> <p>Year group budget allocation for purchase of maths resources appropriate to identified need.</p> <p>Purchase of additional 3rd Space learning places to target specific need in Y4 maths.</p>	All children make accelerated progress in maths from their starting points at the beginning of the autumn term.	EEF Teacher Feedback (+8)	Teacher assessment	LG/NB	<ul style="list-style-type: none"> ✓ On going assessments show the vast majority of children working at least within the expected range with an increasing proportion of children above. ✓ Teaching assistants deployed effectively and additional Y6 teacher appointed resulting in targeted pupils (including the most vulnerable) making sustained progress. ✓ Additional 3rd Space learning places providing targeted support in Y4 – individual needs identified and addressed during 1:1 sessions. ✓ Y6 after school booster club further supported progress
E/F	<p>Teacher assessment identifies children in need of support</p> <p>Year group budget allocation for purchase of resources appropriate to need.</p> <p>Additional teaching assistant to support targeted needs in KS1 (Autumn Term 1)</p> <p>Deployment of Beanstalk Reading intervention with identified pupils (Y6)</p>	All children make accelerated progress in phonics and reading and writing from their starting points at the beginning of the autumn term.	<p>EEF Teacher Feedback (+8)</p> <p>1:1 tuition Reading Comprehension strategies (+6)</p> <p>Teaching Assistants (+1)</p>	<p>Salford Reading test</p> <p>Y1 Phonics Test</p>	LG/NB	<ul style="list-style-type: none"> ✓ Assessment indicates the vast majority of children working at least within the expected range with an increasing proportion of children above ✓ Additional Beanstalk places (Y5 & Y6) - Targeted children identified and supported through 1:1 reading. ✓ Y6 after school booster club further supported progress ✓ Lexia – target children identified and regular Lexia sessions in place. Sustained progress being made on key concepts ✓ Additional Y6 teacher appointed – ratio of teacher to pupil increased resulting in rapid progress in core areas

Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Baseline data	Person responsible	Impact/ evaluation
G	<p>Additional lunchtime supervisor appointed to support social and emotional needs.</p> <p>Additional teachers appointed</p>	<p>Positive impact on social interaction and behaviour at lunchtime 100% of children are safe, happy and settled</p> <p>Additional teaching support to raise standards following lockdown</p>	EEF Social and emotional learning (+4)	<p>Behaviour records</p> <p>Assessment records</p>	LG/NB	<ul style="list-style-type: none"> ✓ Positive behaviour at lunchtimes – incidents of poor behaviour are rare ✓ Reduced number of first aid incidents ✓ Pupil voice – children feel happy and safe in the playground ✓ Rapid progress in Y6 sustained through smaller group work ✓ Children prepared for transition into Y7
H	<p>PSA appointed additional hours to focus on attendance in addition to mental health/wellbeing and counselling sessions</p> <p>Zones of Regulation CPD actions implemented and evident in all classrooms across the school.</p>	<p>Sustained high attendance rates.</p> <p>Positive impact on identified SEMH pupils’ emotional wellbeing.</p> <p>100% of children are safe, happy and settled</p>	<p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Metacognition and Self-Regulation (+7)</p> <p>Education Endowment Fund Teaching and Learning Toolkit</p> <p>EEF 1:1 (+5)</p>	<p>Attendance rates</p> <p>Behaviour Records</p>	LG/NB	<ul style="list-style-type: none"> ✓ Sustained high attendance ✓ 1:1 counselling sessions for identified children – focus on SEMH needs (ongoing) ✓ Zones of regulation in place within Y1 – further development required across school

Overall cost of actions taken:

Barrier	Action/ resource		Cost
A	CPD – Jigsaw, Mental Health and Wellbeing	£500	£2,500
B	Home learning, text books, remote learning packs, maths grids	£1500	
C	CPD – AFL strategies	£500	
D	Classroom allocation – Maths and English intervention	£7600	£14,000
E	3 rd Space Tutoring Programme	£4800	
F	Lexia	£500	
	Times Tables Rockstars	£100	
	Big Maths Online	£1000	
G	Appointment of lunchtime supervisor	£500	£16,000
	Appointment of additional teacher (0.5 for 1year plus 1 term teacher HLTA-Teacher role)	£15000	
H	Additional hours – PSA to focus on attendance	£500	
		Total cost	£32,500

Governance – monitoring the effectiveness of the Catch-up Premium Strategy

<p>Governors involved: Rachel Taylor – Chair of Governors; Carole Walklate – Vice-Chair of Governors; Lorraine Gowland– Head Teacher</p>
<p>Committee meeting dates Autumn: December 2020 Spring: February 2021 Summer: June 2021</p>
<p>Autumn summary Catch Up premium discussed at finance committee – 6.12.20 and shared via the school website Resources purchased to support teaching Staff training completed</p>
<p>Spring summary LOCKDOWN (5.1.21): SCHOOL CLOSED TO ALL EXCEPT KEY WORK AND VULNERABLE CHILDREN. School remained open for 25% of children providing face to face teaching. Remote learning offer in place via Dojo. As a result, the above priorities were interrupted and revised upon the reopening of school. 8.3.21 – School reopened for all children * Following lockdown priorities re-evaluated</p>
<p>Summer summary 8.3.21 – full school reopening with high rates of attendance, however, on going disruption to face to face teaching resulted in temporary return to remote learning offer due to bubble and/or individual isolation. The strong remote offer enabled all children to engage in learning during periods of isolation. Strong focus on Mental Health and Wellbeing utilizing the Jigsaw programme which has been embedded across school – children returned well and any issues swiftly identified and children/families supported (including deployment of PSA).</p>