**Ramshaw Primary School – Catch-up Premium Strategy 2020 - 2021**

***Updated: 16.12.2020***

***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*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support)*. (See also* [**EEF - School Planning Guide 2020-21**](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**

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| Number of pupils in school YR – Y6 | 64 |
| Proportion of disadvantaged | 23.4% |
| Catch-up Premium allocation (No. of pupils x £80) | £5120 |
| Publish Date | Sept 2020 |
| Review Dates | Dec 2020 / Mar 2021 / June 2021 |
| Statement created by | Liz Sturrock |
| Governor Lead | Rachel Webb |

**Context of the school and rationale for the strategy**

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| The school’s catchment is relatively high in terms of disadvantage. Approximately 50% of pupils engaged with home learning during the Covid-19 lockdown, although this was variable over time. Following the wider reopening, approximately 57% of children in eligible year groups and children of key workers attended school from 15th June. 43.75% entitled disadvantaged pupils attended school during the summer. Attendance since the beginning of September when schools fully reopened has been high (97.22%). Teachers are currently undertaking assessments as children return to school in order to ascertain current levels of knowledge and understanding. |

**Barriers to future attainment**

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|  | | **Barrier** | **Desired outcome** |
| **Teaching priorities** | **A** | Staff require CPD to develop a greater understanding of children’s emotional wellbeing and mental health needs. | Staff are better informed and have greater clarity about how to support further support children with emotional wellbeing and mental health needs. This is a focus of daily/ weekly teaching in the autumn term. |
| **B** | Home learning requires further refinement and development in order to improve access to learning at home for all pupils. | A strong remote learning offer is in place. All staff are trained further in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly. Additional resources are acquired. |
| **Targeted academic support** | **C** | Although online learning materials provided for Reading during the summer term were accessed by the majority of pupils, baseline assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working well below ARE. | Pupils make accelerated progress in reading from their starting points at the beginning of the Autumn term. |
| **D** | Some pupils had limited access to maths materials/teaching during the summer term and therefore, their maths attainment is lower than expected in terms of ARE. | Mathematical skills are much improved and rapid progress is demonstrated from their Autumn starting points. |
| **E** | Some children did not access much home learning and as a result are working below ARE in writing. | Pupils make rapid progress from their starting points at the beginning of the Autumn term. |
| **Wider Strategies** | **F** | A small minority of pupils are struggling to settle back into class and school 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. Behaviour incidents are minimal. |

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

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| **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 well-being programme for schools. | All staff are quipped 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.  An increase in pupils’, parents and staff wellbeing. | The Well-being programme shown to improve pupils’ engagement resulting in accelerated progress and increased wellbeing / settled children. | £500 | Determined from pupil surveys / conversations | SENDCO | Autumn term  Impact evaluated during and the end of Spring & Summer term |
| **B** | CPD provided for staff on the increased effective use of Class Dojo as the school’s online platform.  Children are further trained in its use – particularly in independent learning strategies, self-regulation and online safety.  Additional resources provided.  Parents/carers are made aware of the platform and how it can support home learning and work in school. | The platform is in place and staff, pupils and parents are able to use it effectively.  Homework is completed using this platform.  Home Learning Guide EEF  Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys) | Engagement with Class Dojo online platform  Staff surveys  Pupil surveys  Effective parental engagement supports learning  Parental questionnaire | £300  Resources:  £240  Twinkl £258 | Determined from baseline assessments.  Engagement levels with Class Dojo online platform | All teaching staff/SLT | Termly  If/when home learning is required due to self-isolation of individual pupils or local lockdown. |

**Targeted academic support** i.e.Structured interventions, small group tuition, 1:1 support

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| C | Reading assessments identify children in need of support  10 min daily interventions for all identified pupils – basic skills/phonics/reading  New reading books purchased in line with the Sounds Write phonics programme for KS2 | Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.  The gap will be closed between those children at ARE and above and those lower attainting pupils.  A culture of reading for pleasure will be developed throughout the school. | Education Endowment Fund Teaching and Learning Toolkit:  Small Group Tuition (+4)  Feedback (+8) | Resources  NFER tests Y2-6 £ 90  TA costs £832  £500 | Determined from baseline assessments made at the start of the autumn term | English Leader | Termly  Ongoing at the end of each intervention session |
| D | Small group and 1:1 Maths Intervention with identified pupils.  Baseline data from maths assessment tests. | Maths results to improve and demonstrate gaps closing. | Education Endowment Fund Teaching and Learning Toolkit:  Feedback (+8)  1:1 Tuition (+5)  Reading Comprehension Strategies (+6)  Teaching Assistants (+1) | TA costs £750  Mathletics £297 | Determined from baseline assessments made at the start of the autumn term | Maths leader | Termly  Ongoing at the end of each intervention session |
| E | Pupils’ basic writing skills are further improved through regular practice  Pupils’ spelling improves through daily practice (Sounds Write)  Children have targeted support across the curriculum to write sustained pieces. | Children make good progress from their starting points | Education Endowment Fund Teaching and Learning Toolkit:  Feedback (+8)  1:1 Tuition (+5)  Reading Comprehension Strategies (+6)  Teaching Assistants (+1) | £400 | Determined from baseline assessments made at the start of the autumn term | English Lead | Termly  Ongoing at the end of each intervention session |

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

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| F | Wellbeing and related resources planned for, implemented and evaluated across the school via RSE teaching and mental health leads’ support to pupils.  Small group and 1:1 wellbeing support / Intervention with identified pupils. | Positive impact on identified SEMH pupils’ emotional wellbeing. | Education Endowment Fund Teaching and Learning Toolkit:  Behaviour Interventions (+3)  Social and Emotional Learning (+4)  Metacognition and Self-Regulation (+7) | £375  £578 | Behaviour incidents log  Staff and pupils’ views entry / exit data | SENCO | Autumn term |

**Governance – monitoring the effectiveness of the Strategy**

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| **Governors involved:**  Chair of Governors, Vice Chair of Governors and Head Teacher |
| **Committee meeting dates**  **Autumn:** December 2020  **Spring:** March 2021 **Summer:** June 2021 |
| **Autumn summary**  The Governors questioned how the interventions were progressing and the impact on the children’s progress. The interventions have shown some very good progress in reading throughout the school. However writing still remains a target throughout the school.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Reading** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | | Expected progress | 60% | 100%/8% GD | 100%/71% GD | 100%/77% GD | 55% | 100% | | **Writing** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | | Expected progress | 60%/20% | 100% | 14% | 0% | 13% | 55%/11% | | Some progress | 60% | 100% | 28% | 44% | 44% | 88% | | **Maths** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | | Expected progress | 100%/20% | 92%/25% | 86% | 100% | 44%/11% | 44%/11% | | Some progress | 100%/20% | 92%/25% | 86% | 100% | 77% | 88% | |
| **Spring summary** |
| **Summer summary** |