



West Boldon Primary
Catch Up Premium Strategy 2020-2021

Funding allocation

School's 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. Schools will be provided with an initial payment in Autumn 2020, based on the latest available pupil data. A second grant payment will be given in early 2021, based on updated pupil and place data. The 4-15 pupil headcount from the October census will be used to calculate this.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that school 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 needs.

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 2020-21 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 pupils to catch up for lost learning 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 to suit their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how the money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as soon as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up from September, including 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)

Number of pupils on roll	279
Percentage of disadvantaged	48%
Catch up premium allocation	£21,920 (Based on 274 pupils) 1 st payment £5480
Publish date	October 2020
Review dates	January 2021 Spring term
Author	L Garr (Head teacher)
Governor lead	A Strike (Chair of governors)

Context of the school and rationale

- Our proportion of disadvantaged across the school is above average at 48%
- During the lockdown period school struggled to get parents to engage in online learning. This is something we have worked hard to improve and there is a clear remote learning policy in place.
- Attendance has been stable upon return some children isolating due to parent/family members testing positive for Covid-19 and the year 3 bubble had to isolate for 2 weeks. There have been no positive staff cases. Attendance up to date is 95%
- Reception children transitioned into school quickly with shortened days for the first 3 days and then in full time.
- Baseline tests have been determined by SLT and subject leads to ensure they are consistent and standardised across year groups. All baselines were carried out by the end of week 3 with the exception of YR children. Pupil Progress meetings have shown where support and intervention is needed and in what capacity/subjects.
- Interventions that were already in place have continued for those children that require it.
- Conversations with pupils and teachers have shown where children need extra support with behaviour/emotional/social/ mental health and wellbeing.
- Behaviour on return has been good. There have been some children who have found it hard to socialise with others especially in a group situation and this has required intervention from our pastoral and wellbeing lead.

Teaching

Great teaching is the most important lever schools have to improve outcomes for their children

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact

Pupil assessment and feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupil's wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider strategies

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

	Intended outcomes	Success criteria
A. Teaching priorities	<ul style="list-style-type: none"> • Baseline assessments to identify gaps in learning and ideas for intervention • Employment of a qualified teacher to deliver high quality interventions across school • Feedback and live marking approach used to make next steps explicit • Introduction of Commando Joe to improve resilience, empathy, self-awareness, positivity, excellence communication and team work. • Whole staff CPD for research based on high quality teaching (EEF) – metacognition, working memory, retrieval, low stakes assessment. • Low stakes assessment strategies to aid memory retention • Purchase of specific learning resources and equipment to support bridging the gap from EY to Year 1 	<p>An analysis of data will show that whole class gaps have been filled</p> <p>Analysis of individual data (tests, pupil voice, book looks will show gaps have been filled and progress is being made</p> <p>Analysis tool to provide analysis on impact of Commando Joe program</p> <p>Intervention data and feedback will show positive impact on progress and attainment.</p>
B. Targeted academic support	<ul style="list-style-type: none"> • Parents informed about child’s next steps and how to support at home • Teacher led interventions through employment of qualified teacher • Wide range of evidence based targeted interventions available to all year groups • CPD for class teachers with regard to catch up strategies for closing gaps and addressing misconceptions • Use of the national tutoring program targeted groups of 3 children in year 4,5, and 6 for Literacy and Maths 	<p>Parent interaction with remote learning increases</p> <p>Interventions are successful and evidenced through feedback, analysis and work scrutiny</p> <p>Teachers are able to use low stakes assessment effectively to close gaps</p>
C. Wider strategies	<ul style="list-style-type: none"> • All staff to complete SDQ assessment for children in their class. 	<p>SDQ assessments will show an improvement in wellbeing</p>

	<ul style="list-style-type: none"> • Pastoral and wellbeing mentor to continue her role to deliver support and therapies to identified children those who were already receiving therapies before lockdown through our graduated approach • SLT/HT to tackle any attendance issues. • Introduction of the Commando Joe program - parents will engage with the program at home. • Delivery of CPD regarding high needs children and those with SEND • Further CPD for pastoral and wellbeing mentor 	<p>Children will feel supported in school and understand who they can go to in need of support and what support is available to them.</p> <p>Parents will feel supported and engage with remote learning and supporting children's learning at home.</p>
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Planned Expenditure 2020-2021

Action	Intended outcome	Rationale	Monitoring	Cost	Review
2 Qualified teachers have been employed on a casual basis until Easter to deliver a timetable of interventions and support to children as identified through data and conversations with class teachers and Sendco.	Gaps to narrowed/closed All children back on track relating to previous and end of Key stage data	Children get the most impact from lessons delivered by a qualified teacher and small group provision.	Moderated through feedback from teacher and evidence from interventions alongside professional conversations with HT/Sendco	£60 per day £3k in total per term £6k total (plans to employ extra teacher through teaching first, in spring 1, this will increase the cost by a further £3k) £9k total	Half termly

NTP - National tutoring program to support one to one or small group tuition in school	Specifically, to close gaps that have been identified through teacher assessment. To enable children to reach their full potential.	Children get the most impact from lessons delivered by a qualified teacher and small group provision.	Monitored through the NTP and through feedback from tutors, class teachers etc. analysis reports to phase leads and HT	£135 per 15 hours 20hrs per week £2,700 per term £8,100 for the year	Half termly
Purchase of teaching and learning equipment to bridge gap from EY to year 1	To support classroom management and provide the resources children need to narrow the gap from EY provision to year 1	Children in year one have missed out on many basic skills and play provision. Providing the resources to enable teachers to offer play provision allows teachers to target groups more effectively and allow children to access to missed opportunities.	Through teacher feedback and work scrutiny and monitoring of teaching.	£1000	Half termly
Purchase of Clicker 8 (10 Licences)	Support identified children who need help to access writing, build their literacy skills and increase confidence.	Children can use this intervention for personalised support so they can engage in writing and literacy and reach their potential	Through teacher feedback, work scrutiny and Clicker analytics	£900 for 3 year subscription	Half termly
Purchase of 10 chrome books to	To enable children to access the Clicker 8 program	Children need access to the equipment continually in order		£250 per unit Total £2500k	

enable children to access the Clicker 8		for Clicker 8 to be effective. These chrome books would be specifically for Clicker use.			
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Funding allocation	21,920
Total budgeted cost	21,500
Balance	420