



Fishburn Primary School – Catch-up Premium Strategy 2020 - 2021

September 2020; Updated April 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	130
Proportion of disadvantaged	43%
Catch-up Premium allocation (No. of pupils x £80)	£11,040
Publish Date	September 2020
Review Dates	Termly
Statement created by	G Ferguson
Governor Lead	John Irvine

Context of the school and rationale for the strategy

Fishburn Primary school is a small, semi-rural Primary School with a nursery that serves the community of Fishburn and the surrounding villages. There are currently 130 pupils on roll (YR to Y6) organised into five classes. We do not sustain single age classes throughout school as numbers of children in each cohort fluctuate. A high proportion of children are known to be eligible for FSM (40%), and there are high levels of deprivation in the area. During the period of school closure (March to June 2020) the number of children eligible for FSM increased and some families have faced increased hardship.

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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EEF recommendations:

Teaching and whole school strategies:

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches:

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies:

- Supporting parent and carers
- Access to technology
- Possible Summer support

March to August 2020

- Throughout the 'lockdown' period school remained open to children of key workers and vulnerable children. We had an average of 10 children attending school childcare sessions each week. Of these children the majority were children of key workers with 3 vulnerable children attending all sessions. Other vulnerable children, those who had an EHCP for example were offered places but remained at home in line with their individual risk assessments and were contacted at least weekly by DSLs.

- During the period of school closure, teachers set daily consolidation and application tasks in Maths and English as well as other subject related tasks across the week via our online platform and google drive account. Families were directed to high quality recorded resources to supplement work as needed.

A small number of children initially had a paper based learning pack as requested. Initially we experienced a low uptake of work from our families as they were exceptionally anxious around the ongoing pandemic. Much of the support offered by school during this time was pastoral and in ensuring the children were happy.

- Our wider opening of school in June was successful, despite high levels of anxiety among our parents and staff, with children from EYFS, Y1, Y5 and Y6 being offered their school place. Children in Y5 transitioning to Y6 were provided with a number of home learning tasks to complete in preparation for the new school year.

September 2020

- Within the first four weeks of school teachers worked on settling the children back into school, establishing routines and relationships and allowing children to feel safe and settled in school. There was a focus on PSHCE, exploring the vocabulary and language and children's worries around COVID-19. Children are given regular opportunities to talk through their worries and know they will be heard in school and supported as necessary.

- During this time, our curriculum has focused on the basic skills in Maths and English predominantly giving opportunity for re-establishing the expectations of work, presentation, focus and effort.

- Baseline assessments have been completed with all cohorts (Y1-Y6)

- Outcomes from baseline assessments have indicated that in the majority of cohorts children's learning has regressed. There were significant issues noted with basic punctuation skills when writing, spelling and use of correct tenses. The ability for rapid recall of basic number facts and application of skills was poor in Maths and in reading, children struggled to retrieve and infer as their fluency and accuracy in reading has regressed.

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 is limited due to the current platform used and will be developed further across this term to ensure a stronger remote learning offer for all.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	C	Diagnostic assessment practice needs to improve.	Classroom practice routinely includes open ended questioning, quizzing, multiple choice questions, with the findings used to inform ongoing teaching.
	D	Elements of high quality teaching are not consistently present in face to face and remote offer.	All staff receive refresher training around explicit instruction, scaffolding, flexible groupings and cognitive and metacognitive strategies. These components of HQT are integrated into planning and evident during learning walks.
Targeted academic support	E	Only a small proportion of pupils (approx. 19%) engaged with the online learning materials provided by school during the initial lockdown period. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in all areas from their starting points at the beginning of the autumn term.
	F	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	G	Diagnostic assessment indicates that a high number of pupils have returned to school well below ARE.	High quality one to one and small group intervention is implemented and leads to a rapid and sustained closing of the progress gap to ensure that children are as close to ARE as possible.
Wider Strategies	H	Some pupils are struggling to settle back into class 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 can focus on their learning during lessons.
	I	Reduced attendance slows engagement and progress	Attendance patterns are positive
	J	Pupils had limited access to reading materials during the summer term and therefore, their reading attainment is lower than expected.	Reading skills are much improved and rapid progress in reading is demonstrated on a termly basis.

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

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
A	All staff to receive CPD in relation to children's well-being.	All staff are equipped 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 the mental health needs of all pupils.	Well-being programme shown to improve pupils' engagement resulting in Children being happy, safe and settled in school.	SLT time PD day £132	Determined from pupil questionnaires each term.	SENDCO / SLT	Autumn term – Children are all happy safe and settled back in school. Staff have received appropriate training and are identifying children with additional need to support during this time. Initial 2-week project helped to ensure all children were back in school and ready to learn after a prolonged time off. Spring Term – Adults have continued with PSHE focus in teaching and particular year groups have had targeted support. Summer Term -
B	CPD provided for staff on the effective use of the new online learning platform – Microsoft Teams. Children are trained in its use also Parents/carers are made aware of the platform and how it can support home learning.	The new platform Microsoft Teams is in place and staff, pupils and parents can use it effectively. All staff are confident in using Microsoft Teams for remote teaching.	Microsoft Teams as learning platform ' <i>ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.</i> ' (EEF Rapid Evidence Assessment – distance learning)	Staff Meeting time SLT time Admin time to cover phone calls and troubleshooting with families. £500	Staff and children access work on Microsoft Teams to connect with all groups in school. Engagement figures.	GF SA TL Class teachers	Autumn term – Platform up and running all children have emails set up and SLT investigated best ways to use the platform creating user guides to send out. Spring term – National Lockdown. All staff were confident in using the platform and we had good engagement with teaching and learning during this time. Summer Term -

		Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)	<i>Improved parental engagement can have a positive impact on outcomes +3 months (EEF Teaching and Learning Toolkit)</i>				
C	Diagnostic assessment practice needs to improve.	All staff are aware of baseline assessment data and have accurately assessed gaps in children's knowledge. As a result children make rapid progress back to ARE.	<i>Small group tuition has a positive impact on pupil outcomes +4 months and feedback +8 months (EEF Teaching and Learning Toolkit)</i>	PD day and staff meeting time. £250	Assessment is accurate and is triangulated between planning, assessment spreadsheets and monitoring activities.	GF SA Class teachers	Autumn term – Assessment process has been refined during this term. All children are baselined with gaps in learning identified. Spring term – Assessment procedures continue to be refined in light of latest national lockdown. Further training has been given to staff and extra staff meeting time has been allocated to meet this need. Summer –
D	Elements of high-quality teaching are not consistently present in face to face and remote offer.	All staff receive refresher training around explicit instruction, scaffolding, flexible groupings, live marking and feedback effective deployment of TA's. These components of HQT are integrated into	<i>Education Endowment Fund Teaching and Learning Toolkit: Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</i>	PD day and staff meeting time £250 Effective deployment of TA's course attended by SLT SLA hours + staff time across 2 terms £1,500 Supported PPA sessions with	QFT is evident and assessment / monitoring etc shows that teachers are planning objectives closely matched to ability, differentiating where needed, adhering to SEND support plans and deploying TA's effectively.	GF SA Class teachers	Autumn term – Monitoring evidence shows that the impact of PD days in the autumn term is taking effect. There is work to do with effective deployment of TA's which is ongoing. SLT have signed up to an EEF course on this for the spring / summer term. Supported PPA having a positive impact on moving standards and helping staff to close the attainment gap. Spring term – Supported PPA halted due to national lockdown but resumed when schools reopened. EEF course has begun

		planning and evident during learning walks.		SLT to ensure that assessment, marking and feedback is clear and having an impact. 66 x 5 = £330 per week £330 x 6 = £1,980 per half term			and will be ongoing throughout the summer term. <u>Summer Term -</u>
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Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
E	Only a small proportion of pupils (approx. 19%) engaged with the online learning materials provided by school during the initial lockdown period. This has resulted in some pupils working well below ARE.	Progress is accelerated termly to ensure pupils can access age appropriate learning materials.	<i>Education Endowment Fund Teaching and Learning Toolkit:</i> <i>Small Group Tuition (+4)</i> <i>Feedback (+8)</i>	TA for intervention at a cost of £107 per day	Determined from assessments made at the start of the autumn term and then half termly thereafter	GF SA Subject leaders	<u>Autumn term</u> – Bespoke intervention timetable in place with TA being deployed where need is most prevalent across school. Small group reading tuition on Lexia / phonics is underway and allowed immediate feedback to children who need support the most. Reviewed at pupil progress meetings in the summer term. <u>Spring term</u> – TA was continued to be employed during national lockdown to ensure consistency for children who needed the most support. Timetable redeveloped to ensure that deployment was where need was greatest following whole school return in March 2021 <u>Summer Term -</u>
F	Some pupils had limited access to	KS2 Reading Results to	<i>Education Endowment Fund</i>	TA for intervention	Determined from assessments	GF SA	<u>Autumn term</u> – Bespoke intervention timetable in place with

	reading materials during the summer term and therefore, their reading ages are lower than expected.	improve to be inline with national.	<i>Teaching and Learning Toolkit:</i> <i>Feedback (+8)</i> <i>1:1 Tuition (+5)</i> <i>Reading Comprehension Strategies (+6)</i> <i>Teaching Assistants (+1)</i>	at a cost of £107 per day	made at the start of the autumn term and then half termly there after	Subject leaders	<p>TA being deployed where need is most prevalent across school. Small group reading tuition on Lexia / phonics is underway and allowed immediate feedback to children who need support the most. Reviewed at pupil progress meetings in the Autumn Term.</p> <p><u>Spring term</u> – TA was continued to be employed during national lockdown to ensure consistency for children who needed the most support. Timetable redeveloped to ensure that deployment was where need was greatest following whole school return in March 2021</p> <p><u>Summer Term -</u></p>
G	Diagnostic assessment indicates that a high number of pupils have returned to school well below ARE.	Assessment evidence and Results to improve to be inline with national.	<i>Education Endowment Fund Teaching and Learning Toolkit:</i> <i>Feedback (+8)</i> <i>1:1 Tuition (+5)</i> <i>Reading Comprehension Strategies (+6)</i> <i>Teaching Assistants (+1)</i>	<p>TA for intervention at a cost of £107 per day</p> <p>PD day on assessment costed above</p>	Determined from assessments made at the start of the autumn term and then half termly there after	GF SA SLT Subject Leaders TA's	<p><u>Autumn term</u> – Bespoke intervention timetable in place with TA being deployed where need is most prevalent across school. Small group reading tuition on Lexia / phonics is underway and allowed immediate feedback to children who need support the most. Reviewed at pupil progress meetings in the autumn term.</p> <p><u>Spring term</u> – TA was continued to be employed during national lockdown to ensure consistency for children who needed the most support. Timetable redeveloped to ensure that deployment was where need was greatest following whole school return in March 2021</p> <p><u>Summer Term –</u></p>

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

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
H	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	Positive impact on identified SEMH pupils’ emotional wellbeing.	<i>Education Endowment Fund Teaching and Learning Toolkit</i> <i>Behaviour Interventions (+3) Social and Emotional Learning (+4)</i>	Staff meeting time: £130	Termly behaviour data added to 6 weekly SSG reports	SENDCO SA Class teachers	Autumn term – Staff meeting time on positive SEMH strategies delivered by the LA. This has helped wellbeing. Whole school project during first 2 weeks back ensured that this was a high priority on staff’s agenda. Spring term – Strategies from staff meeting continue to be deployed well in classrooms following the latest national lockdown. Summer Term -
I	Reduced attendance slows engagement and progress. Support provided for families to improve attendance Support provided where parental anxiety is impacting on pupil attendance Attendance toolkit measures are implemented by Attendance Officer and SLT	Positive impact on identified pupils’ attendance	<i>Improved parental engagement can have a positive impact on outcomes +3 months (EEF Teaching and Learning Toolkit)</i>	Meeting time at a cost of £130 per day. Half termly meetings – 6 x £130	Termly data shows informs targeted intervention and support	GF SA TL MH	Autumn term – Attendance has increased week on week and PA figures are now reducing. Whole school attendance is consistently at 95% or above. Spring term – Attendance was closely monitored via remote learning during the period of national lockdown. Whole school engagement was improved from the first lockdown and we have seen positive attendance since the whole schools return. Again between 95% and 96%+ Summer Term -
J	Pupils had limited access to reading	Reading offer is continued and is	<i>EEF Teaching and Learning Toolkit:</i>	TA for intervention	Baseline assessment	GF SA	Autumn term – Bespoke intervention timetable in place with

	materials during the summer term and therefore, their reading attainment is lower than expected – Additional reading interventions with identified pupils. Baseline data from September. Improve quality of early reading materials.	given high priority. Reading skills are much improved and rapid progress in reading is demonstrated on a termly basis.	<i>Reading comprehension strategies (+6)</i> <i>Teaching Assistants (+1)</i>	at a cost of £107 per day PD day on assessment costed above	data and pupil progress meetings thereafter.	Class Teachers TA	<p>TA being deployed where need is most prevalent across school. Small group reading tuition on Lexia / phonics is underway and allowed immediate feedback to children who need support the most. Reviewed at pupil progress meetings in the autumn term.</p> <p>Spring term – TA was continued to be employed during national lockdown to ensure consistency for children who needed the most support. Timetable redeveloped to ensure that deployment was where need was greatest following whole school return in March 2021</p> <p>Summer Term -</p>
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Overall cost of actions taken:

Barrier	Action/ resource	Cost
A	Microsoft Teams training and support	£632
B	CPD time / staff meeting cost / resources	£8070
C	Assessment time and staff meeting / CPD time / resources	£660
D	Attendance time	£780
E	Cost of additional TA / staffing	£107 per day (days to be determined and shortfall taken from PP money / staffing budget)
F		
	Total cost	£10,922 + cost of TA to be deployed (£118 left from COVID catch up money put towards TA)

Additional funding supporting provision

Pupil Premium funding will be used to cover the cost of additional staffing. It will also be used to support any shortfall from the above strategies being implemented in school.

Governance – monitoring the effectiveness of the Catch up Premium Strategy

Governors involved:

- Chair of Governors; Cllr John Robinson
- Vice-Chair of Governors; Mrs Watret
- Head Teacher; Miss Ferguson

Committee meeting dates

Autumn: December 2020 **Spring:** March 2021 **Summer:** June 2021

Autumn summary:

Agreed COVID strategy and discussed impact so far. This will be reviewed in light of the growing pandemic situation in the spring term.

Spring summary:

Moved discussion to summer term committee meeting due to the third National Lockdown and members of the finance committee sending apologies for the meeting.

Summer summary: