

Ox Close Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 16.6.21

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](#). (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

CATCH-UP PREMIUM SPENDING

parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

This needs to be updated

Number of pupils in school YR – Y6	301
Proportion of disadvantaged	22.3%
Catch-up Premium allocation (No. of pupils x £80)	£23840
Publish Date	27.10.20
Review Dates	17.12.20, 2.3.21, 29.6.21, 10.7.21
Statement created by	D Harrison, A Bowden
Governor Lead	Helen Collingwood

Context of the school and rationale for the strategy

- A virtual classroom was established during the spring/summer lockdown, while devices were offered to anyone who did not have access. Regular contact was maintained through phone calls and also through regular Zoom calls and Teams lessons. A Parent survey in June showed that 57% used the virtual classroom regularly, while pupil surveys indicated that 20% had engaged with Reading every day, as opposed to 42% who had reported doing Maths each day.
- Parent survey in June indicated that 14% of children had not engaged with learning at all during the summer term, while 29% had engaged occasionally. Pupil survey upon the return to school in September indicated that in Reading 11% had not engaged at all, with 28% reading on some days, in Writing 14% had not engaged at all and 28% had sometimes, while in Maths 13% had not engaged at all and 19% had engaged on some school days.
- Following the partial reopening on June 1st, 16 Reception children attended, 22 Year 1 children attended and 27 Year 6 children took up places, giving an overall percentage of 50% eligible pupils attending classes. In addition, there was an average of 30 children in the Emergency Childcare, with pupils from across the school attending this facility.
- Proportion of vulnerable/ disadvantaged pupils that attended school during the summer: Reception - 2 children, Year 1 - 1 child, Year 6 - 9 children. In addition, there were 7 vulnerable/disadvantaged in the Emergency Care.
- Baseline Teacher Assessments in September 2020 showed significant regression in comparison with the last whole school data capture, which was in December 2019 (Proportions who are working at or beyond Age Related Expectations). In Reading, 43 children regressed in Y2-6 (21%), with 41 pupils in Writing (20%) and 33 in Maths (16%). These statistics also have implications for the Catch-up strategy moving forward during any future lockdowns or periods of self-isolation.
- When the school fully re-opened after lockdown, on March 8th, it was necessary to re-assess the children. These assessments took place as soon as was possible following re-opening, allowing the children time to feel safe, secure and settled in first.
- Catch Up Governor Helen Collingwood attended a meeting with the Executive Head and Head of School to discuss the strategy on 3.11.20. **The reviewed Catch Up strategy was shared with Helen on February 22nd and a meeting was arranged between Helen and the Executive Head on March 2nd. A further meeting was arranged to review the Catch up strategy on Tuesday 29th June. This is in advance of the Full Governing Body meeting and an update was provided at the meeting.**

Barriers to Future Attainment

	Barrier	Desired outcome
Teaching priorities	A Greater understanding of childrens' mental health would assist staff in being able to provide the highest quality provision	Staff are better informed and have greater clarity about how to support children with mental health needs. this is a focus of weekly teaching in the autumn term. (Ongoing- further training in spring. Requests for teachers to refer to PSA, plus invites to contact via newsletter) PSA working with 20 children overall
	B Staff are relatively inexperienced in delivering direct virtual learning and seek to further improve the quality of the remote learning offer	An even stronger remote learning offer is in place. New and improved platforms are in place in addition to existing and all staff are trained in their use (Seesaw and MyOn). Activities are uploaded and feedback to pupils given accordingly. Staff confident in delivering virtual learning directly via Microsoft Teams and Zoom. (v successful- see parent and staff feedback) Successful, continuing even during wider reopening
	C Greater interaction with staff and peers would improve assessment for learning during remote teaching	An even stronger remote learning offer is in place. Pupils receive and respond to feedback and share examples of good work with peers. (v successful- see parent and staff feedback)
	D There was no access to direct virtual learning in Foundation subjects during the summer term (Pupils were able to access planning and activities)	Teacher input via Teams, Seesaw and pre-recorded YouTube videos is in place. Pupils make greater progress in Foundation subject lessons.- all in place and direct teaching occurring during lockdown
	E Baseline data and diagnostic assessments indicated that a significant proportion of pupils had regressed in their learning between December 2019 and September 2020	Class organisation and improved Teaching Assistant ratios result in small, flexible groupings which allow pupils to make accelerated progress . Data shows progress in autumn, with over half of Prev Exp catching up across school. Less successful in KSI, Writing and with MAP New Baseline assessments March 2021, following January lockdown. Groups adjusted. End of year progress evident.
	F Baseline assessments showed that some Reception children presented a relative lack of independence and readiness to learn	Pupils develop self-help skills and independence as a result of modelling and teaching from staff, thus assisting with their learning Successful in autumn
Targeted academic support	G Baseline data and diagnostic assessments indicated that a significant proportion of pupils had regressed in their learning between December 2019 and September 2020. 21% regressed in Reading, 20% regressed in Writing and 16% in Maths.	Pupils make accelerated progress in rom their starting points at the beginning of the autumn term. Very successful pre Jan lockdown. Data shows progress in autumn, with over half of Prev Exp catching up across school. Less successful in KSI, Writing and with MAP. March 2021: Reading- proportions at expected higher than in September in all Yr Gps other than Y2 (1 child and there have been changes in the cohort) but regression from end of autumn in Y2-Y5. Writing-Y2 progress from autumn baseline to end of spring in all yr gp, except Y2 and Y3. Regression from end of autumn Y2-5. Maths- progress from baseline to end of spring R,1,5 and 6 but small regression Y2,3 and 4 (1 or 2 children). Proportions at expected lower by end of spring v end of autumn Y1-5. Groups adjusted as a result in summer term. Miss Bowden met with all teachers and arranged groups and then reviewed progress v data in June. Proportions at age related expectations increased in summer term assessments 2021.

	H	Parent survey in June indicated that 14% of children had not engaged with learning at all during the summer term, while 29% had engaged occasionally. Pupil survey upon the return to school in September indicated that in Reading 11% had not engaged at all, with 28% reading on some days, in Writing 14% had not engaged at all and 28% had sometimes, while in Maths 13% had not engaged at all and 19% had engaged on some school days.	Small group interventions are explicitly linked to the content of daily lessons and Teaching Assistants are effectively deployed. This results in pupils making accelerated progress from their starting points at the beginning of the term. Successful- how is this adapted during virtual teaching?
	I	Some pupils did not access to reading materials during the summer term (only 20% read every day)and therefore 21% of children (43 children across school) regressed in terms of Age Related Expectations	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis. Strong progress for prev exp pupils, less so with prev GD
Wider Strategies	J	A significant proportion of children may be suffering from anxieties upon their return to school as a result of COVID	Pupil surveys identify children who are suffering from anxieties and discrete virtual 1:1 sessions with the PSA/Attendance manager, who has counselling training, within school programmes and any necessary referrals to outside agencies result in the children feeling more reassured Positive experiences in autumn. PSA to offer virtual support to families/children during lockdown. Engagement is positive.
	K	A significant proportion of parents may be suffering from anxieties as a result of COVID and this could affect their approach and attitude towards the attendance of their children	Parent surveys identify parents who are suffering from anxieties and programmes with the PSA/Attendance manager, who has counselling training, and any necessary referrals to outside agencies result in the parents feeling more reassured. PSA to offer virtual support to families/children during lockdown. Uptake increased.
	L	Communication between home and school during the closure of bubbles and or further lockdowns	Effective lines of communication and accessible remote education in place. Positive responses on SurveyMonkey

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 (autumn, spring, summer)
A	All staff to receive training in the Durham Resilience Programme	All staff are equipped for early recognition of childrens mental health needs.	Increased staff confidence		Staff surveys	Head of School	<p>Autumn term- Initial training complete, assemblies address mental health themes. Staff training in March 2021 Training took place and Resilience Team in place, with events too. Continue into academic year 2021-2022</p> <p>Carried out with children from across KS1 and KS2. Main concerns non-COVID related</p> <p>Adapt during lockdown- teachers to refer, parents invited to self-refer and PSA details made available. Good levels of engagement- 20 children in all.</p> <p>RSE consultation complete and curriculum implemented</p>
	EHT to carry out an initial Well-being survey					EHT	
	PSA/Attendance Manager to carry out a follow up survey and identify individuals with whom she can work virtually 1:1		Children to feel more reassured and confident		PSA/Attendance Manager		
	RSE lessons are taught on a weekly basis across the school	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.	Children to feel more reassured and confident		WSPPL		
B	CPD provided for staff on remote learning, including MyOn, Seesaw and Microsoft Teams Children are trained in the use of these systems	An even stronger remote learning offer is in place. New and improved platforms are in place in addition to existing and all staff are trained in their use. Activities	Remote teaching in place via Teams, Seesaw and MyOn	MyOn £3000 Seesaw £590 SLA hours with Durham County Council	Staff surveys Pupil surveys Parent surveys	EHT/Head of School	<p>Autumn term- CPD in place in school and with LA. Surveys in November following bubble closure and following lockdown reflect high engagement of pupils (98%) and positive responses from parents, pupils and staff All in place, positive feedback in surveys Well embedded ahead of 2021-2022</p>

	Parents/carers are made aware of the platform and how it can support home learning.	are uploaded and feedback to pupils given accordingly. Staff confident in delivering virtual learning directly via Microsoft Teams and Zoom.	Effective parental engagement supports learning			EHT/Head of School	
C	CPD for staff and MyOn platform will result in staff utilising opportunities for assessment and interaction	Greater interaction with staff and peers would improve assessment for learning during remote teaching	Pupil and parent surveys indicate increased opportunities for interaction Pupil work samples on MyOn	MyOn £3000	Pupil and parent surveys	Head of school, teachers	Autumn term- in place. Alternative ways of promoting interaction- SeeSaw implemented across Key Stage 2 following feedback on MyOn Staff confident
D	Daily timetable in place for bubbles who are closed, which includes live teaching across the day Recordings to be made on Teams, Seesaw and YouTube for children who were unable to access sessions live WSSPL to record 'Box Sets' of Foundation subject lesson inputs, which can be accessed as a playlist	Teacher input via Teams, Seesaw and pre-recorded YouTube videos is in place. Pupils make greater progress in Foundation subject lessons.	Parent and pupil surveys indicate high levels of engagement Pupil work samples on MyOn	WSSPL time-approximately £5000 across the year	Pupil and parent surveys	WSSPL, teachers	Autumn term- Timetables in place and reviewed as a result of feedback. Live teaching in place. Videos recorded and shared on YouTube and SeeSaw All in place- cycle of videos almost complete Arrangements embedded
E	Flexible groupings in place within classes throughout the school- teacher or TA can work with a small group to equip them with skills	Class organisation and improved Teaching Assistant ratios result in small, flexible groupings which allow	The Education Endowment Fund Guide to supporting school planning a tiered approach to 2020-21 (Teaching, p9)	Additional Teaching Assistant deployment- £18,000 across the school	Baseline assessments	EHT, Head of School, Key Stage leaders, teachers	Autumn term- In place when in school in autumn. This is reflected in the progress made- over half of children prev expected had caught up within 1 term. Adapted and implemented during lockdown. Are we utilising this resource and simulating in school- pre teaching,

	<p>Teaching Assistants allocated to bubbles and to remain within, rather than cover classes in other phases as in previous years</p> <p>Continuous Provision facilitated in order to allow for flexible groupings in KSI and in Y3/4. NB Year 1 children affected significantly by loss of summer term</p>	pupils to make accelerated progress .					<p>group work in lesson (break out rooms) etc?</p> <p>Tas utilised and in play since full return to school in March.</p> <p>Successful impact- summer data</p>
F	<p>Modelling and teaching of self-help skills from staff</p> <p>Additional Teaching Assistant time allocated- 3 afternoons</p>	Pupils develop self-help skills and independence, thus assisting with their learning	Baseline data indicates difficulties in self-help skills which may have resulted from lockdown	Additional TA time- approximately £8025	Baseline data	EYFS lead, EHT, Head of School	<p>Autumn term- Independence developed greatly in autumn. To monitor upon the return to school in the spring.</p> <p>Children settled in and confident, independence increasing.</p>

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 (autumn, spring, summer)
G	<p>Baseline assessments made identify children in need of support.</p> <p>15-45 min interventions for all identified pupils – (3 to 5 times per week over a period of 8-20 weeks)</p> <p>Extra Teaching Assistant resources leading to targeted support from Teaching Assistants</p>	Pupils make accelerated progress in rom their starting points at the beginning of the autumn term.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8)</p>	TA costs- approx. £20,000	<i>Determined from Baseline assessments in the autumn term</i>	EHT, Head of School, Key Stage leaders	<p>Autumn term- Baseline established and groups identified. Prev exp and Prev GD.</p> <p>Interventions in place when in school and outcomes at the end of autumn term indicate that this has been successful, especially with prev exp. This is to be replicated during lockdown? Strategies to catch up prev GD pupils to be reviewed.</p> <p>March 2021: Reading- proportions at expected higher than in September in all Yr Gps other than Y2 (1 child and there have been changes in the cohort) but regression from end of autumn in Y2-Y5.</p>

	before, during and after school						<p>Progress across the piece from beginning of the academic year- higher proportions at expected</p> <p>Writing-Y2 progress from autumn baseline to end of spring in all yr gp, except Y2 and Y3. Regression from end of autumn Y2-5.</p> <p>Maths- progress from baseline to end of spring R,1,5 and 6 but small regression Y2,3 and 4 (1 or 2 children).</p> <p>Proportions at expected lower by end of spring v end of autumn Y1-5. Groups adjusted as a result in summer term.</p> <p>Miss Bowden met with all teachers and arranged groups and then reviewed progress v data in June. Proportions at age related expectations increased in summer term assessments 2021.</p>
H	<p>Baseline assessments made identify children in need of support.</p> <p>15-45 min interventions for all identified pupils – (3 to 5 times per week over a period of 8-20 weeks)</p> <p>Extra Teaching Assistant resources leading to targeted support from Teaching Assistants before, during and after school</p> <p>BLAST, ELI programmes implemented in Reception, Lexia (KS1 and KS2)and Accelerated Reader (KS2) facilitated</p>	<p>Small group interventions are explicitly linked to the content of daily lessons and Teaching Assistants are effectively deployed. This results in pupils making accelerated progress from their starting points at the beginning of the term.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8)</p> <p>1:1 Tuition (+5)</p> <p>Teaching Assistants (+1)</p>	<p>TA costs approx. £20,000</p>	<p><i>Determined from Baseline assessments in the autumn term</i></p>	<p>EHT, Head of School, Key Stage leaders</p>	<p>Autumn term- Autumn term- Baseline established and groups identified. Prev exp and Prev GD.</p> <p>Interventions in place when in school and outcomes at the end of autumn term indicate that this has been successful, especially with prev exp. This is to be replicated during lockdown? Strategies to catch up prev GD pupils to be reviewed.</p> <p>See G- groups adjusted</p>

I	<p>Baseline assessments made identify children in need of support.</p> <p>Extra 1:1 reading sessions put in place for those who require support</p> <p>MyOn used as a platform- 5,000 texts available</p>	<p>Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	<p>TA costs (part of the £18,000 additional deployed TA resource)</p>	<p><i>Determined from Baseline assessments in the autumn term</i></p>	<p>Head of School, Key Stage leaders</p>	<p>Autumn term- Reading support effective- 2/3 of prev exp children caught up within 1 term. Reading incorporated into planning to reflect issues with reading in last lockdown. See G- groups adjusted</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 (autumn, spring, summer)
J	<p>Pupil surveys identify children who are suffering from anxieties and discrete virtual 1:1 sessions with the PSA/Attendance manager, who has counselling training, within school programmes</p> <p>Any necessary referrals to outside agencies</p> <p>(Also see section I)</p> <p>Durham Resilience Programme</p>	<p>Positive impact on identified pupils' emotional wellbeing.</p> <p>Capacity of staff and pupils to display resilience is increased</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p>	PSA/Attendance Manager time-approx. £3000	Pupil surveys	<p>PSA/Attendance Manager, EHT</p> <p>Head of School</p>	<p>Autumn term- Survey carried out and children felt safe and happy in school. Tell me trees in place. PSA to utilise skills- adapt to virtual situation during lockdown. High engagement- PSA plus TA have also completed Connecting Children</p> <p>Positive outcomes in pupil discussions</p> <p>Training in March 2021 Training took place and Resilience Team in place, with events too.</p>
K	<p>Parent surveys identify parents who are suffering from anxieties and programmes with the PSA/Attendance manager. Any necessary referrals to outside agencies</p>	Parents feel more reassured and are able to support their children	The Education Endowment Fund Guide to supporting school planning a tiered approach to 2020-21 (Wider Strategies)	PSA/Attendance Manager time-approximately £3000	Parent surveys	PSA/Attendance Manager	Autumn term- PSA to offer virtual services to parents and pupils who are suffering from anxieties during the Spring Lockdown
L	Pre existing remote learning	Effective lines of communication and accessible	The Education Endowment Fund	MyOn £3000, Seesaw £600,	Parent surveys (SurveyMonkey)	EHT, Head of School, teachers	Autumn term- engagement of 98% Spring 2021, including 90% in live lessons

	<p>systems are further improved-</p> <p>Weekly planning and activities which align precisely with those taking place in class placed in the Virtual Classroom, Year group emails in place, Staff and pupils trained in MyOn platform (KS2), Seesaw in place in KSI, Live daily teaching for bubbles that have closed in English, Maths and I afternoon session</p> <p>Weekly signposting on school newsletters</p>	remote education in place.	Guide to supporting school planning a tiered approach to 2020-21 (Wider Strategies)	Staff training costs,			In place even when wider re-opening occurred
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Additional funding supporting provision

There is some cross over with Pupil Premium Funding as approximately 1 in 4 of the children who ‘regressed’ in the autumn term Baseline v end of autumn 2019 were Pupil Premium children. These children will, therefore, also receive additional support. In addition, the costings in the plan already exceed the amount allocated and so funding and resource has, therefore, been taken from the existing school budget.

<p>Governors involved: – Helen Collingwood (Premiums Governor), Head of School and Executive Headteacher. Reports to be presented to the Full Governing Body at termly meetings.</p>
<p>Committee meeting dates Autumn: November 2020 (Strategy and Baseline), December 2020 (Data Review) Spring: March 2nd Summer: June 29th?</p>
<p>Autumn summary The majority of children who were previously at expected levels had ‘caught up’ by the end of the autumn term, although there were some variations across subjects (Writing weaker). A smaller proportion of children who had previously been working beyond age related expectations had ‘caught up’ in this one term, while this was also true of Key Stage One pupils in relation to older pupils.</p>

Spring summary

Virtual learning was in place between January and March 8th but engagement was high- 91% attended online lessons. Aim was to maximise engagement and minimise lost learning. New Baseline Assessments were undertaken when the children returned to school and it was important to ensure that these took place as soon as the children settled back in. In general, the percentages of children who were working at age related expectations were lower at the end of the spring term in comparison with the end of the autumn term. Writing was most affected again. In most cases, however, the percentages of children working at age related expectations was higher at the end of spring in comparison with the autumn Baseline. Groups and interventions have been rearranged as a result of the spring post lockdown Baseline. Those who had been working at above age related expectation again made less progress, with this being especially the case in Key Stage 1 and across school in Maths.

Summer summary

Rejigged groupings post lockdown and consistent time in school allowed acceleration of progress. Significant increase in proportions of children working at age related expectations at the end of the year in comparison to the September Baseline and Spring term assessments, which were undertaken upon the return of all children to school. In Reading, between 79% and 100% of children made expected progress or better across the year. In Writing, the proportions of children who were working beyond age related expectations remained constant, providing a target for 2021-2022. Between 69% and 98% of children across year groups made expected or better progress in Writing. In Maths between 74% and 93% across all year groups made expected progress or better. In Maths, all year groups had higher proportions of children who were working at and beyond age related expectations at the end of the year in comparison to both the September Baseline and Spring assessments.