

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



Updated 9.11.20

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

School Overview

Number of pupils in school YR – Y6	202 (57 Nursery)
Proportion of disadvantaged	23.26% FSM 69 PP from N-Y6
Catch-up Premium allocation (No. of pupils x £80)	£16,460
Publish Date	November 2020
Review Dates	January 2021, March 2021, May 2021, July 2021.
Statement created by	Emma Dunn
Governor Lead	Katherine Talbot

Context of the school and rationale for the strategy

Roseberry Primary and Nursery School is a smaller than average primary school, which serves an area of high unemployment and social deprivation. 17.9% of adult population are claiming DWP benefits, compared to 12.9% in UK. Latest statistics show that only 10.7% of the majority of pupils come from high social class backgrounds. Relatively few parents (9.3%) have higher education qualifications compared to 20.4% of the national population (NOMIS) and parents don't put as much emphasis on education as we would hope. 9.3% pupils come from over-crowded households.

FSM is above the national average of 15.8% (January 2019 data) at 23.26% (October 20 census)

The school location deprivation indicator is in quintile 3 (average) of all schools. The pupil base is in quintile 4 (most deprived) of all schools for deprivation. – IDSR. 25.3% of pupils with SEND support (Oct 20 Census) is higher than the national average of 12% (published July 2020)

Pupils travel in from surrounding villages. The vast majority of pupils are from a British white background. The villages suffer varying degrees of deprivation. The school offers nursery provision for 2 year olds and offers 30 hours nursery entitlement to eligible parents.

Remote / home learning due to Covid-19 during the Summer term

From the very beginning of the lockdown period, school was open to key worker and vulnerable children. We used Clasdojo Class Story as a way of setting work for pupils on a daily basis. Teachers signed up to several free trials of online learning programmes and provided relevant log in details to parents.

At the start of June, we moved to setting weekly work on Classdojo as many staff had returned to school and were teaching full time. This was done daily throughout the lockdown period from March to June.

Engagement with home learning during the summer term was variable across the school. Barriers to learning included technological issues such as appropriate devices or internet capability, parental time available to support home learning especially with working families or with families with more than one child. A range of 40% - 60% of pupils from every year group participated in all of the home learning tasks and equally, there was a percentage of parents who didn't engage with it at all. Due to the way we set the work during this period, it was impossible to know exactly who had completed the work and who hadn't as not all parents engaged in dojo messages.

From a survey of parents, we identified pupils who needed paper work packs. These were delivered every fortnight by our Attendance Officer. At one point, the number of parents who requested a paper pack was 70+. It was decided that this was not sustainable going forward so we changed the way we set remote learning tasks.

We operated a staggered approach to our reopening in June. Year groups that returned were Y6, Y1 and Reception. We did not have the staffing or room capacity to offer provision for Nursery.

School remained open to vulnerable pupils and pupils of key worker parents throughout the Spring and Summer term, including the Easter holidays. The highest number of children in school at any point during this time was 18. Our vulnerable and key worker groups remained in place during the wider opening in June. 5 vulnerable children attended school during the summer term.

All pupils in school were given a summer craft and learning pack for them to use during the summer holidays. This pack included items such as colouring pencils, glue, scissors etc. It also contained a craft pack with different coloured paper and card and embellishments such as glitter and sequins. Alongside the craft pack, we gave the children some English and Maths activities on paper. We also set three home learning tasks online using sumdog and Classdojo.

During the first three weeks of term in September, all teachers completed assessments with pupils for reading, writing and Maths. Using the NGRT (group reading test) gave us a baseline reading age for all pupils. We compared this to their chronological age and also any previous reading age data we had. We completed additional phonics and spelling assessments which supported our judgements. Pupils to be targeted for the catch-up premium were identified by SLT and teaching staff.

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require CPD to develop a greater understanding of children's mental health needs and how to provide support for children who struggle with their mental health.	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 further refinement and development in order to improve access to learning at home for all pupils. Any pupils who are self-isolating would have to complete school work at home.	A strong remote learning offer is in place. A new and improved way to use Clasdojo to support remote learning is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly. Parents, pupils and staff are familiar with the remote learning offer for self-isolation and bubble closure.
Targeted academic support	C Although some reading materials were signposted during the summer term home learning offer, baseline assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working well below age related expectations.	Pupils make accelerated progress in reading from their starting points at the beginning of the autumn term.
	Disadvantaged children entering our nursery generally have poorer speech & language skills and lack of vocabulary than non-disadvantaged children. This slows progress in PSE and CLL.	Pupils make additional progress in language skills and the impact of this continues after the intervention.
Wider Strategies	D 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. Children are worried about the changes in the world around them.	All pupils are able to focus on their learning during lessons.

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 CPD in relation to Durham Resilience	All staff are quipped for early recognition of children's mental health needs.	Durham Resilience Project well-being programme will be shown to improve pupil engagement resulting in improved resilience in pupils.	£0	Determined from pupil audits to be carried out by the DRP on 18.11.20	Staff from DRP E. Dunn and SLT	December 2020 March 2021 June 2021

B	CPD provided for staff on the effective use of the new way to use Clasdojo. Children are trained in its use.	The new way of using Clasdojo is in place and staff, pupils and parents are able to use it effectively.	Clasdojo as learning platform	Free	Engagement levels with Clasdojo homework set through portfolios.	E. Dunn All teachers	December 2020 March 2021 June 2021
	Parents/carers are made aware of how Clasdojo can support home learning.	Home learning (homework) and communication with parents is enhanced Parental views sought.	Effective parental engagement supports learning				
	Additional online subscription to sumdog to support home learning in spelling, maths and grammar.	Increased engagement with home learning	Sumdog was popular with pupils, parents and staff during lockdown.	£1055	% of engagement with sumdog provided by teachers in September		

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)
C	Precision Teach to be delivered to 4 pupils in Y1 in 1-1 sessions (3x 20 minutes per week) delivered by one of our own Tas (TA employed to cover he responsibilities)	Increased ability to segment and blend for reading (increased score in assessments for phonics and reading)	Education Endowment Fund Teaching and Learning Toolkit: 1-1 tuition (+5 months)	No specific cost to this intervention (see cost below for additional TA)	Determined from the baseline assessment in the programme and assessments completed during the first three weeks of the Autumn term	E. Daghish	End of the Autumn term. Review progress and change target pupils? March 2021 June 2021

	Rainbow Arc to be delivered to 2 pupils in Y2	Increased skill in reading and writing. Accelerated progress in reading ages.	Education Endowment Fund Teaching and Learning Toolkit: 1-1 tuition (+5 months)	No specific cost to this intervention (see cost below for additional TA)	Determined from the baseline assessment in the programme and assessments completed during the first three weeks of the Autumn term	E. Daghish	End of the Autumn term. Review progress and change target pupils? March 2021 June 2021
	Fresh Start phonics and reading intervention to be delivered to 12 pupils in KS2	Increased skill in reading and writing. Accelerated progress in reading ages.	Education Endowment Fund Teaching and Learning Toolkit: Small group tuition (+4 months)	£664.50 on resources £60 per hour TA for 3x afternoons per week £60 per hour 4x afternoons per week	Determined from the baseline assessment in the programme and assessments completed during the first three weeks of the Autumn term	Supply TAs supported by JH and monitored by E Dunn.	End of the Autumn term March 2021 June 2021
	All staff to do 1-1 reading with target pupils on a daily basis (17 pupils)	Improved fluency and enjoyment of reading. Increased reading age.	Education Endowment Fund Teaching and Learning Toolkit: 1-1 tuition (+5 months)	No cost – using own time	Determined from reading age scores, support from home and PP.	All teachers and TAs in KS1 and 2.	Review at the end of the Autumn term and possible change readers. March 2021 June 2021
C	School to take part in the Nuffield Early Language Intervention	On average, children with better language skills also have better literacy skills, so it might be expected that by improving language skills we can also improve literacy.	Education Endowment Fund Teaching and Learning Toolkit: (+4 months) 30-week version (beginning in Nursery, and continuing in early Reception) of additional progress in language skills	£0 Funded by government	To be collected during assessments carried out after adults have taken part in the training sessions.	Paula Nunn Alice Mason	March 2021 June 2021

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)
D	<p>Zones of Regulation CPD to be delivered.</p> <p>Zones of Regulation CPD actions implemented and evident in all classrooms across the school.</p> <p>Mental Health Lead to attend Emotional Wellbeing Forum and Zones of Regulation meetings</p> <p>Drawing and Talking therapy provided by PSA</p>	<p>Positive impact on identified SEMH pupils’ emotional wellbeing.</p> <p>Zones of regulation will promote self-regulation of emotions and children will have an increased emotional vocabulary.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Metacognition and Self-Regulation (+7)</p>	<p>Resources</p> <p>Printed and displays created in classrooms</p> <p>PSA role</p>	<p>Anecdotal evidence collected through discussions with pupils and observations of children</p>	<p>Jill Forster (MH Lead)</p>	<p>Autumn 2019</p> <p>March 2021</p> <p>June 2021</p>
	<p>Begin new PSHE curriculum.</p>	<p>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.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Social and Emotional Learning (+4)</p>	<p>From Curriculum budget.</p>	<p>Discussions and observations of pupils during lessons.</p>	<p>Claire Blakeney PSHE Lead</p>	<p>Autumn</p>

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: Full Governing Body Emma Dunn –Acting Head Teacher from January 2021		
Committee meeting dates		
Autumn:	16 th November 2020	Spring: 8 th March 2021
Summer: 5 th July 2021		
Autumn summary		
Spring summary		
Summer summary		