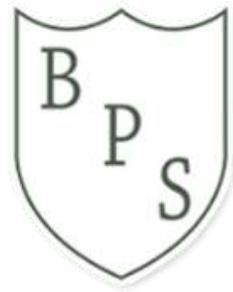


Burnside Primary School



Catch Up Strategy

Written by: K Charlton (Acting Head Teacher)

Updated: 18.9.20

Review: 11.12.20

Next review: March 2021

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

Updated 18.9.20

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.

Burnside Primary School will be allocated £15,200

Payments

This funding will be provided in 3 tranches. Schools will be provided schools with an initial part payment in autumn 2020, based on the latest available data on pupils. A second grant payment will be paid in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil headcount from the October 2020 census will be used.

*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	190
Proportion of Pupil Premium children	53%
Catch-up Premium allocation (No. of pupils x £80)	£15,200
Publish Date	18.9.20
Review Dates	11.12.20 9.4.21 10.7.21
Statement created by	Kate Charlton (Acting Head Teacher)
Governor Lead	Sam Laing (Chair)

Context of the school and rationale for the strategy

Stanley Burnside is an average sized primary school in the heart of South Stanley. The majority of our children attend from the surrounding estate and immediate locality.

Data this academic year shows that 53.23% of our children are eligible for the Pupil Premium Grant, a decrease from 67% last academic year. Our stability figure last year (91.1%) was above National Average (85.6%) at the beginning of last academic year; however, there were a higher number of in-year transfers than usual so it is expected that this figure is more in line with National for the forthcoming academic year. 3.6% of our pupils speak English as an Additional language.

During the period of Enforced School Closure, remote learning engagement was varied. School sought to provide devices or alternatives for families who needed support to access online learning; however, engagement remained varied.

When our school reopened in June, eight children took places in Early Years (16%), ten children took places in Year 1 (42%) and sixteen children took places in Year 6 (55%); however, attendance was not consistent in some groups.

Upon returning to school in September, Baseline assessments have been carried out by class teachers in order to ascertain a starting point. A significant number of children were assessed below age related expectations for the programme of study from their previous academic year; therefore, a robust recovery curriculum is in place to ensure that children bridge gaps in their learning whilst acquiring new knowledge and skills.

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff require CPD to develop a greater understanding of the mental health needs of children.	Staff are further 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 was limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.	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.
Targeted academic support	D	Engagement in maths learning online	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	E	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. Fund Reading Plus for all Key Stage 2 children to support this at home and school.
	F	Speech and language difficulties for an increased number of children are evident	Robust baseline and action plan in place to improve outcomes for children with speech and language difficulties Application for the DfE Oracy Programme beginning in January 2021
Wider Strategies	G	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 school learning experiences since March 2020.	All pupils are able to focus on their learning during lessons.
	H	Handwriting and other fine motor activities need developing	A whole school fine motor skills programme is implemented and fine motor skills improve across all year groups
	I	Limited access to sport and outdoor activities	Children are given regular opportunities to learn and exercise outdoors in order to improve health and wellbeing

Teaching priorities for current academic year

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 Mental Health and Well Being for children	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 the mental health needs of all pupils.	Resilience and Engagement Jigsaw programme shown to improve pupils engagement.	£100	Determined from parent and pupil surveys	PR (MHWB lead)	Autumn term – CPD8 form submitted and initial meeting with Kelly Maitland planned for Spring 1
B	Google Classroom implemented in school Teachers given CPD to post homework and remote learning to the platform Remote learning plan established Parents/carers are made aware of the platform and how it can support home learning. This includes an invitation to Zoom Google Classroom training organised by ICT lead.	The new platform is in place and staff, pupils and parents are able to use it effectively. Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)	Google Classroom as learning platform Effective parental engagement supports learning (EEF)	£1250 for supplementing resources such as supplementary CGP books, exercise books and stationery	Determined from parent and pupil surveys Determined from engagement in online homework during lockdown	KC (AHT) PR (ADHT) RT (ICT lead)	Autumn term – Staff CPD has taken place and Remote Learning plan established. Parent session facilitated via Zoom and Google Classroom days held in school to ensure children have the correct skills to access Remote Learning. All supplementary offline resources have been purchased and distributed.

Targeted academic support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
C	<p>Maths assessments identify children in need of support.</p> <p>Planned interventions for children identified as needing support in YR-Y6 within the school day</p> <p>Targeted support from “Online Tutors” (National Tutoring Programme)</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> <p>Y6 – Intervention with LU (PP money)</p> <p>Y5 – Intervention with LU (PP Money)</p> <p>Y4 – Big Maths</p> <p>Y3 – Big Maths</p> <p>Y2 – Big Maths</p> <p>Y1 – Max’s Marvellous Maths</p> <p>Children identified for progress make good progress and address gaps in learning</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4)</p> <p>Feedback (+8)</p>	<p>Big Maths £100</p> <p>Learning Mentor £5,000 on-costs</p>	<p>Determined from assessments made at the start of the autumn term</p>	<p>Maths lead</p>	<p>Autumn 2020</p>
D	<p>Reading Plus to be implemented in Y3-Y6</p>	<p>Cohort % at or above ARE to be in line with NA</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8)</p> <p>1:1 Tuition (+5)</p> <p>Reading Comprehension Strategies (+6)</p>	<p>£1,000 for Y3 to be added</p> <p>(PP covers Y4-Y6)</p>	<p>See Autumn term reading data</p>	<p>English lead</p>	<p>Autumn 2020</p>

	Phonic Intervention to be planned for children in Y1 and Y2 identified as being at risk of not passing the Phonic Screening test	Higher % of cohort pass phonic screening test	Teaching Assistants (+1)	Alternative Resources from TTS £100	See Autumn term phonic data		
	Children identified as not meeting expected standard as per previous data identified for Catch up Reading Intervention	Higher % of cohort at ARE in Reading			See Autumn term Reading Data		

Wider strategies

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
E	Relax Kids training to be implemented by staff and sessions facilitated for children daily	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)	£50 resources	Pupil Questionnaire	SENCO MHWB lead	Autumn 2020
F	Deliver targeted speech and language intervention in EY	Children to be in line with peers	Bold beginnings Early Excellent	Cost of cover for EW £3,400	Language Links assessment	SENCO Class Teachers Speech and Language TA	Autumn 2020 – baseline assessments have been carried out and training dates for Spring term shared.
H	Implement a whole school Fine Motor Skills Programme	Fine motor skills of all pupils will improve	Good motor skills are considered important for children's physical,	Free	Piece of writing from each child and the	SENCO Class Teachers	Autumn 2020 – using Warwickshire NHS materials. Focus groups have been identified and the intervention has taken

			social, and psychological development Hestbaek (2017)		assessment tool included		place. On average, children have progressed by more than three objectives as per the baseline assessment sheet.
G	Plan opportunities for outdoor sports and learning throughout the year	Children's fitness levels and mental health and wellbeing will improve	Outdoor learning has huge benefits for pupils and teachers LOTG (2020)	£300 x 14 sessions = £4,200	Pupil Wellbeing Questionnaires and reverse Parents' Evening interviews	AHT MHWB lead	Autumn 2020 – Outdoor Learning was cancelled due to the second National Lockdown

Additional funding supporting provision

There are obvious links between Catch Up funding and Pupil Premium Funding. For example, Pupil Premium funding is used to fund Reading Plus in Y4-Y6 and Catch Up Funding has supported us in being able to implement this from Y3.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

As with all school funding, governors need to be aware of what it is to be spent on and why. It may be a good idea to involve the same governors who are involved in monitoring the use of pupil premium funding, as they should be used to the format used.

Governors involved:

Mr Sam Laing – Chair of Governors
Rvd. Andrea Dart – Vice Chair of Governors
Cllr Carl Marshall – Chair of Finance Committee

Committee meeting dates

Autumn: **Spring:** **Summer:**
9.11.20

Autumn summary

Shared Catch Up Strategy and main points. Discussed Baseline data.

Spring summary

Summer summary