



St Francis CE Primary School– Catch-up Premium Strategy **2020 - 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 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	418 (Oct Census)
Proportion of disadvantaged	7.5% PP 4% Forces Total: 11%
Catch-up Premium allocation (No. of pupils x £80)	@ £ 34,440
Publish Date	November 2020
Review Dates	February 2021
Statement created by	H Millsop
Governor Lead	

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Our proportion of disadvantaged pupils across the school is relatively low, at 11%, compared the national picture.
- The vast majority of children from Reception to Year 6 engaged with the online learning that the school provided (inevitably this was more limited than in school learning would have been). Approximately 8% did not engage or engaged in a very limited manner with any school directed learning. This includes children for whom parents chose to source learning independently. At least two thirds of children received Head teacher's certificates for hard work during lockdown.
- Many parents and children used SeeSaw daily and children attended weekly Zoom class sessions. Information about engagement was gathered during the period of lockdown so that further remote support could be provided. Where homeschooling was not evident at all or welfare calls indicated greatest need, pupils were invited back to school in Term 6.
- Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Term 1 was 97.1%
- No school based or remote learning took place over the summer break because usual provision was in place.
- As a staff, we have discussed the need for a sustained period to thoroughly assess pupils learning and understanding of key concepts and skills. Staff teacher assessed pupils' skills and knowledge across the curriculum as well as assessing pupils' wellbeing and metacognitive skills. (We had started to embed a whole school Metacognitive strategy in Academic year 2019-2020)
- Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:
Overall 2020/2021: £34,440 Autumn 2020: £11,480 Spring 2021: £11,480 Summer 2021:£ 11,480
(These amounts are based upon £80 per child with children on roll).

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Attendance, Transition and Wellbeing: 20% of pupils were able to return to school during the Lockdown experience. Whilst the majority of pupils engaged with home learning, many pupils have not been in school for a long period of time. In addition, the usual transition arrangements were unable to be implemented which have had proven success with ensuring that pupils transition well from one year to another. During Lockdown, some parents commented that pupils were anxious about returning to school.	Extended transition to new classes and routines will mean that pupils feel settled and are ready to engage fully in the carefully designed curriculum. Staff will have a clear understanding of the impact of the Lockdown on pre-existing wellbeing difficulties as well as identifying pupils with new difficulties. ELSA, TAMHS and PSHE lessons will be used to support pupils with their difficulties so that needs are addressed or escalated to further support in a timely manner.
	B Adaptation of a broad and balanced curriculum: Whilst a high proportion of children and families engaged consistently with home schooling during lockdown, work demonstrated a variability in outcomes and concepts learnt. It is important not to assume pupils have grasped a sustained understanding of concepts particularly in incrementally logical subjects such as maths, but check carefully and match learning to where children have got to in their understanding.	Curriculum is carefully matched to children's needs. Class teachers are revisiting concepts taught though home learning to assess thoroughly children's needs and ensuring that concepts from the previous year are learned before moving on to the current expected objectives
	C Strategies and support which develop greater resilience and self Confidence in our children.	Whole school metacognition strategy to be fully embedded.

			<p>Children will have a clear understanding of how to discuss and describe their learning journeys.</p> <p>They will be able to evaluate their learning and consider what their next steps might be.</p> <p>Pupils will have a greater resilience and independence with their learning</p>
Targeted academic support	D	Reading: To secure phonic knowledge in KS1 and develop inference and deduction across KS2	<p>Pupils will have acquired secure knowledge and be able apply learning independently by the end of the school year (In school plans have specific detail of learning required).</p> <p>Pupils will have made accelerated progress from their differing starting points.</p> <p>For the majority of pupils the expectation will be at least 6 points with a target of 7 points progress.</p>
	E	Writing: To apply phonic and spelling knowledge accurately using high quality handwriting when creating well-constructed sentences.	
	F	Maths: To secure number knowledge so that pupils can reason well in mathematics.	
Wider Strategies	G	<p>Capacity and capability for Home Learning</p> <p>Whilst many homes have appropriate IT capacity to implement learning, some homes have limited capacity to deliver learning which is heavily reliant on adult supervision and or IT capacity</p>	<p>Staff to have a range of plans ready to deliver in response to a closure for all their class, for pupils who are self-isolating.</p> <p>Staff to have a good understanding of the capacity for home/school delivery, particularly IT and printing capacity and to tailor learning planned to respond to the variety of contexts present in their class.</p> <p>Staff to be able to use TEAMS rather than Zoom to keep in contact with their classes should closure occur. All parents to engage with SEESAW</p>

Teaching priorities for current academic year i.e. Professional development and support.

Barrier	Action	Desired outcome	Cost	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Staff to plan two weeks of transition activities, incorporating learning new routines, relationship building, behavior expectations with plenty of opportunity to be physically active. SENCO/ ELSA staff to plan and deliver intervention for pupils who are already identified as vulnerable. Pupils to be referred to TAMHS who need enhanced level of support. All staff to access Wellbeing sessions with NC. Staff provided with supervision through the EP service as requested.	Extended transition to new classes and routines will mean that pupils feel settled and are ready to engage fully in the carefully designed curriculum. Staff will have a clear understanding of the impact of the Lockdown on pre-existing wellbeing difficulties as well as identifying pupils with new difficulties. ELSA, TAMHS and PSHE lessons will be used to support pupils with their difficulties so that needs are addressed or escalated to further support in a timely manner.	Nil initially.	SENCO /SLT	<ul style="list-style-type: none"> Pupils are settled to school. Attendance is very good and there are few incidence of learning lost due to poor behaviour Pupils who have been identified as needing further support or accessing ELSA, Young Careers and or TAMHS. All staff have benefited from receiving Wellbeing inset and this has supported resilience as has staff accessing supervision with school EP Staff report that transition enabled those families and pupils who were nervous of return to school are now settled
B	Staff to be very aware of the key concepts which were taught to pupils whilst they were home learning. Staff to be very aware of level of engagement as reported by previous teacher. Staff to assess carefully the level of knowledge and skill and to revisit and embed before moving on to new learning	Curriculum is carefully matched to children's needs. Class teachers are revisiting concepts taught though home learning to assess thoroughly children's needs and ensuring that concepts from the previous year are learned before moving on to the current expected objectives. Pupils have secure understanding of prior learning and do not move on with key gaps in their knowledge, understanding and skills. Pupils	Nil initially	Phase leaders/ SLT	<ul style="list-style-type: none"> Discussion with teachers demonstrates that pupils do have gaps in their knowledge, understanding and skills. Data analysis across the school demonstrates that the overwhelming majority of pupils have made slower than expected progress since March. Staff have increased opportunities to revisit and embed key learning such as phase 3 phonics in year 1 by

		will have made accelerated progress and have caught up with their understanding of key skills and knowledge.			incorporating an additional phonics session each day.
C	All staff are starting the project from the beginning to reinforce and embed the language of metacognition. JB sending out weekly emails to support staff to deliver metacognition lessons and sessions. Staff using the language and concepts to support those pupils who have returned with decreased independence, focus and resilience.	Whole school metacognition strategy to be fully embedded. Children will have a clear understanding of how to discuss and describe their learning journeys. They will be able to evaluate their learning and consider what their next steps might be. Pupils will have a greater resilience and independence with their learning	Nil initially	JB/SLT	<ul style="list-style-type: none"> • All classes have completed the sequence of learning for developing a new skill. • Staff report that pupils are starting to use metacognitive language more widely, across the curriculum • In Upper KS2, staff use the dialogue of metacognition as a vehicle to provide detailed feedback to children so that are able to address misconceptions and move learning forward.

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Cost	Person responsible	Impact/ evaluation (autumn , spring , summer)
D	<p>All pupils assessed in Reading thoroughly, using teacher assessment as well as checks such as benchmarking/ NFER standardized tests to support teacher judgements. Attainment recorded on Target tracker. Gap analysis tool on target tracker and discussion with HM to identify key gaps to be addressed. Specific action plan devised for supporting pupils with their reading skills and recorded on Year group plan.</p> <p>£5000 spent on reading books to enhance the book banded reading scheme provision and ensure a wide choice of decodable books</p>	<p>Pupils will have acquired secure knowledge and be able apply learning independently in reading by the end of the school year (In school plans have specific detail of learning required). Pupils will have made accelerated progress from their differing starting points – For the majority of pupils the expectation will be at least 6 points with a target of 7 points progress</p>	<p>Reading targeted support will be achieved through additional sessions timetabled, Class TA small group interventions, and introduction of class guided reading across the school. This will be at no additional cost initially.</p> <p>Additional reading books £5000</p>	<p>SLT strategic overview.</p> <p>English team within school.</p> <p>Class teachers on an ongoing basis.</p>	<ul style="list-style-type: none"> • Enhanced reading provision in place and reading record systems are in place. As before lockdown, many families engaging well with reading at home and pupils developing their skills with decoding well so moving onto more challenging books in a timely manner. • Extra phonics sessions established in Year 1 to reinforce pupils Phase 3 knowledge. • Year 2 phonics check demonstrates November 2020 that pupils have a secure phonic knowledge slightly below previous Y1 pupils, however some pupils assessed as being at risk of not attaining the standard in March, have achieved the standard in November. • A small group of LA readers in Guided Reading to cover the same aspect of VIPERS as the main class. This has developed the whole class ability to infer and predict as retrieval was assessed as a strength across the board • 1:1 reading for SEN pupils - two children keep their RR in school and both have read over 75 times and progressed

					a book colour level as a result of very frequent reading practice.
	<p>All pupils assessed in Writing thoroughly, using teacher assessment as well as checks such as cold write activities and spelling checks to support teacher judgements. Attainment recorded on Target tracker. Gap analysis tool on target tracker and discussion with HM to identify key gaps to be addressed. Specific action plan devised for supporting pupils with their writing skills and recorded on Year group plan.</p>	<p>Pupils will have acquired secure knowledge and be able apply learning independently in reading by the end of the school year (In school plans have specific detail of learning required). Pupils will have made accelerated progress from their differing starting points – For the majority of pupils the expectation will be at least 6 points with a target of 7 points progress</p>	<p>Writing skills, knowledge and understanding targeted in small groups:</p> <p>Y1 &2 ELS Miss Harvey</p> <p>Y1 Mrs England</p> <p>Y2 Mrs Thring</p> <p>Y3 Mrs Mitchell</p> <p>Y4 Mrs Stonyer</p> <p>Y5 Mrs Matthews</p> <p>Y6 Mr Jones</p> <p>507.71 per week x27 weeks= £13,708.17</p>	<p>SLT strategic overview.</p> <p>English team within school.</p> <p>Class teachers on an ongoing basis.</p>	<ul style="list-style-type: none"> • Pupils are rehearsing their writing skills in Year 1 and as result letter formation is improving • Spelling routines are reestablished to sharpen learning. • Widespread use of Clicker has enabled children to develop more secure accuracy with constructing sentences • Independent use of personalised spelling check cards for each child; the impact has been that the children have been more proactive in trying spellings and the adults can identify and support phonic awareness

F	<p>All pupils assessed in Maths thoroughly, using teacher assessment as well as checks such as NFER Assessments to support teacher judgements. Attainment recorded on Target tracker. Gap analysis tool on target tracker and discussion with HM to identify key gaps to be addressed. Specific action plan devised for supporting pupils with their math's skills and recorded on Year group plan.</p>	<p>Pupils will have acquired secure knowledge and be able apply learning independently in reading by the end of the school year (In school plans have specific detail of learning required). Pupils will have made accelerated progress from their differing starting points – For the majority of pupils the expectation will be at least 6 points with a target of 7 points progress</p>	<p>Maths skills, knowledge and understanding targeted in small groups:</p> <p>Y1 Mrs England</p> <p>Y2 Mrs Thring</p> <p>Y3 Mrs Mitchell</p> <p>Y4 Mrs Stonyer</p> <p>Y5 Mrs Matthews</p> <p>Y6 Mr Jones</p> <p>£439.66 per week x 27 = £11,870.96</p> <p>TT Rockstars subscription £167.90</p> <p>Numbershark site licence £1000</p>	<p>SLT strategic overview.</p> <p>Maths team within school.</p> <p>Class teachers on an ongoing basis.</p>	<ul style="list-style-type: none"> • TT Rockstars is set up in Year 3 and 4 and children are accessing regularly to practice tables. • Numbershark has been purchased • Wave Three maths has been accessed to support key objectives in Year 3. • Targeted intervention has focused on girls who need to catch up and More Able pupils which has meant that they are more confident with using a range of resources to explain their understanding.
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Wider strategies

Barrier	Action	Desired outcome	Cost	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	Governors to survey parents about the Summer lockdown home learning provision Staff to survey parents about their capacity and capability particularly with IT equipment for a future closure. Staff to use this information to inform planning Staff to ensure that they have a 2 week plan ready to roll out in the event of a closure Staff to develop understanding of how to use TEAMS so that they can continue with class catch ups and occasional 1:1s as necessary	Staff to have a range of plans ready to deliver in response to a closure for all their class, for pupils who are self-isolating. Staff to have a good understanding of the capacity for home/school delivery, particularly IT and printing capacity and to tailor learning planned to respond to the variety of contexts present in their class. Staff to be able to use TEAMS rather than Zoom to keep in contact with their classes should closure occur. All parents to engage with SEESAW	Nil initially	SLT/ AF/ All staff	<ul style="list-style-type: none"> Staff carried out surveys and prepared appropriate units of work. Year 2 closure demonstrated that information and preparations were appropriate as children received work in different formats as appropriate for their contexts, staff distributed learning instantly so that interruption was minimized. See Saw continues to be an invaluable tool for sharing and supporting learning. Parents continue to be overwhelming positive about it. TEAMS yet to be widely established.

Additional funding supporting provision

Reception pupils are settled and baseline information has been gathered. In Term 3 planning will be undertaken for intervention for those pupils who are delayed in the Prime areas specifically

Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

Governors involved:

- Chair of Governors
- Finance, Staffing & Premises (FSP) Committee
- Curriculum, Achievement & Safeguarding (CAS) Committee
- Full Governing Body (FGB)

Committee meeting dates

Autumn: November 2020 Spring: March 2021 Summer: June 2021

Autumn 2020 summary

17 November – FSP discussed receipt of initial catch-up funding and plans to use this to fund additional teacher/TA time for small group work.
24 November – CAS discussed assessment of pupils to identify catch-up needs and the core needs that will be supported.
25 November – Chair met with Deputy Head to review in detail the results of the school's assessment process and plans for spending the catch-up premium and monitoring the impact.
1 December – FGB approved the plans for spending the catch-up premium, having received reports from the above committees and the Chair.

Spring 2021 summary

Summer 2021 summary