

Catch up Funding
Tatworth Primary School
2020/21

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. Schools will receive an initial part payment in autumn 2020, based on the latest available data on pupils. Then a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, 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 19/11/2020)

SUMMARY INFORMATION

Total number of pupils:	196	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15,680		

STRATEGY STATEMENT

Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

Working through well sequenced, purposeful learning schemes. To utilise regarded, external plans and schemes for phonics (RWI), Maths (White Rose), English (Literacy and Language), handwriting (Nelson), reading (Accelerated Reader) and our school-created writing expectations. We are focusing on missed objectives and consolidate the basics.

Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum. History, Geography, RE and DT to be taught as blocked days rather than weekly lessons in the autumn term and spring 1.

Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.

Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.

Time spent on mental health, wellbeing and social skills development. This is to support all learners to understand their emotions and give opportunity to discuss, understand and regulate and to set all learners up to learn.

Additional time given for mentoring. Class teachers to have identified time each week to focus on children who need support to catch up and accelerate progress.

Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.

Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics). This will include 1:1 and small group intervention.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

October census detail: EHCP 2; SEN Support 23; SEN total 25; Top up funding 5 children; 102 male and 94 female; eligible for FSM 39; 2 Service children.

Supporting all children to attain ARE in all subjects at KS2 SATs has affected combined RWM. Data for 2019 was 50% at KS2. Maths, Writing and Reading were 72% each. Spellings and PAG identified as areas for development.

ADDITIONAL BARRIERS

External barriers:

Lower engagement with home learning as the summer term progressed. Once open to more children from June 60% of Reception attended, 57% of Year 1 and 95% of Year 6. Only open to vulnerable and keyworker children which equated to 10 -18% daily of school population.

Wellbeing of staff and children; acknowledgement of vulnerability and concern about mental health. Need to build self confidence and resilience and support parents/carers too.

Planned expenditure for current academic year

Quality of teaching for all					
Action/Focus	Activities/intervention and outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	costs	Intended outcome
<p>Teachers are supported and prepared to deliver robust maths and English recovery curriculum</p> <p>Teachers to understand the learning loss</p>	<ul style="list-style-type: none"> National College membership CPD RWI remote learning package Data supports intervention and 1:1 support Use of high-quality programmes that have undergone rigorous evaluation is available on the EEF's Promising Projects list. 	<p>EEF references:</p> <p>Small Group Intervention = +4 mths</p> <p>Early years intervention = +5 mths</p> <p>Feedback = + 8 mths</p>	<ul style="list-style-type: none"> Summer term NFER assessments to be completed to identify gaps in learning from Summer 2020; to ensure gaps are filled before moving onto new year learning. High quality feedback and QFT to support assessment for learning Data meetings with Maths, English, Reading and SEND lead PM target Extra ppa session each week to support 1:1 CT time with targeted tasks/support Buy in recognized external providers: STEM, White Rose, Chris Quigley Curriculum 	<p>NFER costs: £250</p> <p>National college membership: £745</p> <p>Curriculum costs £5,680 (part costs and part PP)</p>	<p>Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.</p> <p>Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021.</p>
				Total budgeted cost:	

Targeted support

Action/Focus	Activities/intervention and outcomes	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Costs	Intended outcome
Accelerated progress especially in phonics in Year 1 and 2 and maths and writing (including spelling) across the school	<ul style="list-style-type: none"> RWI remote learning package Data supports intervention and 1:1 support Engagement with EEF Nuffield Early Language Intervention 	<p>EEF references: Small Group Intervention = +4 mths Feedback = + 8 mths 1:1 intervention = + 5 mths</p> <p>NELI = +3 additional months' progress in oral language skills</p>	<ul style="list-style-type: none"> * Engagement with Cornerstone for phonics support * Engagement with RWI specialist teacher (3 days for 2020/21) * To buy White Rose to support maths across the school * Writing coaching programme across the school by English Co-ord. * resources from OUP and Elklan 	<p>6 x supply days £1110 £1500 £100 £370 NELI costs: £640</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>
Transition assessment: All Reception children to have RENFREW S&L assessment.	<ul style="list-style-type: none"> To identify speech and language needs quickly and use intervention to teach gaps. All year groups to complete formative assessment from Summer term to support catch up programme 	<p>Early years intervention = + 5 mths</p>	<ul style="list-style-type: none"> Reception children have S&L intervention if needed from Autumn 2. To trial Baseline assessment for EYFS for the second year to inform practice. 	<p>Supply costs £185 S&L specialist additional cost £1600</p>	<p>Specialist S&L: £400 Training: £250 Testing: £370</p>
				Total budgeted cost:	

Other approaches					
Action/Focus	Activities/intervention and outcomes	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	costs	Intended outcome
Increase access to learning by developing an effective remote learning package	<ul style="list-style-type: none"> • Remote learning offer supports all learners at home. • Parent survey to ensure school has an understanding of digital abilities and needs with software and hardware. • Effective digital strategy to allow access for all. • CPD • Purchase of Apps to support learning: Spelling Frame, TT Rockstars • Purchase of RWI remote learning package • Engagement with DfE hardware offer linked to vulnerable learners: school acquired 8 out of 11 laptops assigned to the school to designate to children to support their engagement. 	<p>EEF: Social and emotional = + 4 mths</p> <p>EEF: Digital technologies = + 3 mths</p>	<p>The program was written in line with the requirements of the ELIM and National guidance and the priorities highlighted by the EEF documentation e.g.</p> <ol style="list-style-type: none"> 1. Teaching quality is more important than how lessons are delivered 2. Ensuring access to technology is key, particularly for disadvantaged pupils 3. Peer interactions can provide motivation and improve learning outcomes 4. Supporting pupils to work independently can improve learning outcomes 5. Different approaches to remote learning suit different tasks and types of content 	<p>CPD Inset £600</p> <p>RWI package: £1150 + 150</p> <p>IT technician £400</p>	<p>A strong remote learning offer to be in place. A new and improved platform in place and all staff are trained in its use (Teams training planned and being delivered during Autumn term 2020. Weekly homework activities are uploaded and feedback to pupils given as and when appropriate.</p>

<p>To build a school of connectedness, acceptance of emotion and vulnerability; help to resilience and a focus on wellbeing</p>	<ul style="list-style-type: none"> • Robust policies and practice to support positive mental health for staff and pupils • Wellbeing and activities to develop positive self-attitude. • Work with families to access the agencies and support they need to successfully build resilience. 	<p>EEF Behaviour Intervention = + 3 mths</p>	<p>Increase forest school personnel to deliver effective sessions.</p> <p>PSHE and assemblies to have planned and focused objectives to support positive image, coping strategies, accepting difference, change, building resilience.</p>	<p>Forest School specialist teacher (Autumn): £200</p> <p>Forest School accredited course: £1000</p>	<p>The profile of PSHE is raised throughout school and lessons are taking place on a regular basis which support the mental health and emotional and social needs of all of our children.</p> <p>To have an overall increase in children's resilience and self-confidence by the end of summer term 2021.</p>
<p>Total budgeted cost:</p>					<p>£15,680</p>

ADDITIONAL INFORMATION

- Tatworth Primary needs to focus on engaging with parents/carers and to build strong relationships to allow all stakeholders to work cohesively together. Parent/carer support to allow our most vulnerable families to access relevant agencies and care.
- Acknowledgement that pupil premium has risen from 13% in 2019 to 22% in 2020.