



# **St Dunstan's, Cheam, C of E Primary School**

## **Catch-up Premium Strategy 2020-2021**

**Last updated 18/12/2020 05/02/2021**



### **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 Year 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	417 aged 4+ in October 2020 census/ 451 January 2021
Proportion of disadvantaged	7% /11% January 2021
Proportion of SEND	17%
Predicted Catch-up Premium allocation (Number of pupils x £80)	£33,360
Catch-up Premium Funding received to date	(Autumn 2020) £8,000
Review dates	February 2021 April 2021
Governor Committee/ Groups	Curriculum Committee Finance Committee

- Our proportion of disadvantaged pupils across the school is below national (based on national for 2019 being 23%) but with our SEND pupils this together totals 24% of pupils.
- The majority of children from Reception to Year 6 in 2019-2020 engaged with at least a proportion of the detailed online learning that the school provided throughout the period of partial closure, as evidenced through regular telephone calls home from teachers to families.
- Upon re-opening on 3<sup>rd</sup> September 2020 we had an excellent response to children coming back to school. Attendance was very high and remains stable across all year groups upon return. Reception children were brought back on a staggered basis over 3 days following 'home visits' to ease the transition process in line with our usual starting school procedures.
- As a staff we discussed the need for the use of a Recovery Curriculum during the first 2 weeks in September and training was given to all staff in preparation for this. This ensured consistent beginning of year for all children to ensure that they were in an emotionally secure place to begin learning. Full transition notes were shared about pupils and the curriculum which had been covered for the receiving year group teachers in 2020-21. All staff carried out consistent baseline formative assessments in reading, writing and maths in order to set a fresh baseline for learning.
- Senior Leaders held Pupil Progress Meetings early in October with each teacher to discuss what their early assessments of their pupils were telling them about the gaps in learning and where support needed to be targeted during the Autumn term.
- The Headteacher, Deputy Headteacher and SENDCo then used the outcomes of the Pupil Progress Meetings to determine the support that could be provided using additional expenditure from the Catch-up Premium, which is in addition to the usual support available to year groups through the notional SEND budget and Pupil Premium expenditure.

Update: February 2021

- During the January 2021 lockdown the majority of pupils not in school engaged with full online teaching and learning. Those who were not able to access received paper copies or the loan of a device.
- 139 Critical Worker/ Vulnerable children continued to attend school during the January lockdown with full provision offered to all Nursery children. (An additional 20 children attended; therefore 159 in total)

## Action plan to improve future attainment

Identified Barrier	Actions	Desired Outcome	Review and Impact
<b>TEACHING AND WHOLE SCHOOL STRATEGIES</b>			
<b>EEF recommends: Supporting great teaching; pupil assessment and feedback; transition support</b>			
<p>Loss of in-school education from 23<sup>rd</sup> March 2020 until 21<sup>st</sup> July 2020</p>	<ul style="list-style-type: none"> <li>• Recovery curriculum delivered in each year group</li> <li>• Quality First Teaching with a focus on wellbeing</li> <li>• Objectives identified as not taught in previous year group or not fully embedded (use of Target Tracker data) are being taught alongside a broad and ambitious curriculum (Autumn 2020)</li> <li>• Immediate feedback used to make next steps explicit to children</li> <li>• Self-reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need?</li> <li>• Whole staff CPD to develop high quality learning – Jane Considine ‘The Write Stuff’</li> <li>• Ensuring all children are taught a broad and balanced curriculum</li> <li>• DHT and SENCO to attend Cognus/NHS training on Wellbeing for Education Return Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn term 2020</li> <li>• Analysis will show that whole class gaps have been reduced</li> <li>• Children feel safe and confident to be in school</li> <li>• Children feel welcomed into their class and the school family</li> <li>• Children are progressing in all subjects across the curriculum</li> <li>• Subject leaders monitor their subject coverage and assessment of skills and knowledge</li> <li>• Curriculum monitored by Phase leaders and Curriculum lead (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks to show children are settled back into school routines</li> <li>• Baseline assessments</li> <li>• Book looks</li> <li>• Pupil progress meetings</li> <li>• DSIP book look with middle leaders</li> </ul>
<p>End of year assessment judgements for 2019-20 were unable to be made due to enforced school closures</p>	<ul style="list-style-type: none"> <li>• Baseline assessments in early September 2020 to identify gaps in learning</li> <li>• Baseline assessments recorded on Target Tracker</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers know where pupils are in their learning early in the Autumn term 2020 and have planned accordingly to accelerate progress so that children can meet end of year expectations for the current year group in 2020-21</li> <li>• Gaps in core skills identified</li> <li>• Planning adapted to close gaps</li> <li>• Analysis of individual data will show that gaps are being filled and progress is being made.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of assessments</li> <li>• Pupil attainment meetings – October 2020</li> <li>• Pupil progress meeting – December 2020</li> <li>• Pupil attainment meeting – March 2021 on full return to school after January lockdown</li> </ul>
<p>Further developments needed to our remote learning platforms – introduction of and ongoing training for the use of all aspects of Google Suite for Education for the whole school</p>	<ul style="list-style-type: none"> <li>• CPD provided for staff on the effective use of G-suite</li> <li>• Parents/carers made aware of the platform and how it can support and develop/extend home and remote learning – to be phased in as training occurs and staff confidence levels raise</li> <li>• Years 4/5/6 children trained in use of Google Classroom, Google slides and Google Docs in Autumn Term to support their learning</li> <li>• School Council to be utilised as a reference group looking at developing school policy in eg Acceptable Use, Charities for giving, RSE policy etc</li> </ul>	<ul style="list-style-type: none"> <li>• A strong remote learning offer to be in place</li> <li>• A new and improved online learning platform is in place and all staff are trained in its use</li> <li>• Weekly homework activities are uploaded and feedback to pupils given as and when appropriate</li> <li>• Remote learning can be accessed via G-suite/ J2e/Evidence Me in the event of self-isolation and/or quarantine or school closure following a positive test result</li> </ul>	<ul style="list-style-type: none"> <li>• G-Suite training delivered during Autumn 1 and Autumn 2</li> <li>• All KS2 classes (initially) set up on Google classrooms and log in details shared with YR to Y6 pupils</li> <li>• Teachers uploading daily lessons initially to J2e but moving to Google classrooms in Spring term</li> <li>• Use of Google meets for parent consultations in Autumn 1 and for isolating classes from Autumn 2</li> </ul>

## TARGETED SUPPORT

**EEF recommends: one to one and small group tuition; intervention programmes; extended school time**

<p>Some children may have large gaps in learning due to not being able to access work set as easily during the nationally enforced lockdown period where schools were closed to the majority of pupils (March to July 2020)</p>	<ul style="list-style-type: none"> <li>• Early assessment in September 2020 leading to swift identification of those pupils for whom there are wider than expected gaps</li> <li>• Use of usually available resources (notional SEND budget expenditure and PPG) to plan interventions for identified pupils – teachers within each year group to plan and record details of this support</li> <li>• Use of Catch-up Premium to provide additional resources to accelerate closing gaps for identified pupils – resources/interventions/pre-teaching groups</li> <li>• Parents/carers informed of their child's next steps and how to support at home</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils are back on track (in line with their previous attainment) and making expected or accelerated progress in all areas of learning, but particularly in R, W and M</li> <li>• Parents/carers know how to support their child with their learning</li> <li>• Majority of children to be attaining at, or above, age related expectations by end of Summer 2021 term</li> </ul>	<ul style="list-style-type: none"> <li>• Year group action plans in place</li> <li>• Catch-up Premium expenditure plan</li> <li>• Virtual parent/teacher consultations carried out in October 2020</li> <li>• Interim Reports shared with parents in October 2020</li> </ul>
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## WIDER STRATEGIES

**EEF recommends: supporting parents/ carers; access to technology; summer support**

<p>Some pupils may struggle to settle back into school and to follow class routines. Concentration levels and learning stamina may have been negatively affected as a result of the extended school closure period in 2019-20 and the lack of usual in-school structured learning experiences</p>	<ul style="list-style-type: none"> <li>• Recovery curriculum planned for core subjects for each year group for early Autumn 1 half term</li> <li>• Teachers to build mindfulness activities and daily relaxation activities into their planning and recovery curriculum</li> <li>• Implementation of new PSHE curriculum and reinforcement of Behaviour Policy and Christian Values and our Vision to improve children's behaviour for learning attitudes and resilience</li> <li>• All children to carry out unit on Growth Mindset</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020-2021</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Possibility of poor attendance as a result of families needing to self-isolate repeatedly throughout the 2020-2021 academic year, or as a result of partial school closure due to a positive Covid-19 case affecting the school community, or as a result of any further enforced school closure locally or nationally</p>	<ul style="list-style-type: none"> <li>• SLT and DSL to closely monitor attendance on a weekly basis</li> <li>• School Attendance Officer and DHT to support families with attendance issues</li> <li>• School to be fully prepared with remote learning offer in place in the eventuality of pupils needing to self-isolate or the event of partial or full school closure</li> </ul>	<ul style="list-style-type: none"> <li>• For overall school attendance to be as near 96% as achievable in 2020-2021</li> <li>• Any pupils where persistent absenteeism is identified to be supported by the Deputy Headteacher, School Attendance officer and DSL through meetings with parents</li> <li>• Daily remote learning offer to be made available to pupils from September 2020 who cannot attend school due to having to follow Covid-19 guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have been uploading daily lessons to those children isolating throughout the Autumn Term</li> </ul>

<p>Staff need to develop a greater understanding of children's mental health needs in relation to the effects of lockdown in order to be able to help and support children who may have been affected adversely by closures and impact of Covid-19</p>	<ul style="list-style-type: none"> <li>• Remind staff of training in how to manage children's stress (eg trauma training, all training on Mental health issues led by SENDCo in previous 2 years)</li> <li>• Identify additional training as needed</li> <li>• Use of ELSA and other interventions eg Zones of Regulation for children who require it - to foster self-regulation and emotional control</li> <li>• DHT and SENCO to attend Cognus/NHS training on Wellbeing for Education Return Covid-19 – Children's Mental Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Children will feel supported, calm and safe in school</li> <li>• The profile of PSHE raised throughout the school which support the mental health and emotional and social needs of all of our children</li> <li>• Re-emphasise and remind all daily within Worship of our school vision and values</li> <li>• Staff will feel equipped to identify and support children's mental/physical health and stress</li> <li>• Revise and continue to implement our Growth Mindset curriculum across all year groups</li> <li>• Staff have greater clarity of understanding about how to support children with mental health needs as a result of the national lockdown</li> <li>• Mindfulness activities embedded in planning</li> <li>• Children's individual levels of resilience and self-confidence have been regained/improved by the end of the Summer term 2021 evidenced through lesson observations/learning walks and staff/pupil surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Strong PSHE focus daily, and then weekly, during the Autumn Term 2020</li> <li>• CPD for staff on managing recovery Curriculum and children's stress</li> </ul>
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<b>Planned Expenditure to date 2020-2021 (Autumn Term totals)</b>	
Recovery Curriculum Training and resources	£1332
Additional Assessments – Autumn Term	£3364
Assessments – Spring Term – Pira/ Puma	£1651
Jane Considine resources and training	£820
Reception – NELI training	£161
Additional Intense Phonics Catchup – Y1 10x mornings	£322
Mental Health and Wellbeing Training - Cognus/NHS training on Wellbeing for Education Return	£400
<b>TOTAL</b>	<b>£8050</b>