

# Middleton-in-Teesdale Primary School

## Catch-up Premium Strategy 2020 - 2021

### Funding allocation

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 YN– Y6                        |              |
| Proportion of disadvantaged                              |              |
| Catch-up Premium allocation 2020-2 (No. of pupils x £80) | 2,160        |
| Publish Date   | 29/09/20     |
| Review Dates   | 02/01/21     |
| Statement created by                                     | Jill Hodgson |
| Governor Lead  |              |

## Context of the school and rationale for the strategy

XX% of pupils are white British and speak English as their first language.  
XX% of pupils are disadvantaged and eligible for the pupil premium. This is significantly higher than the national average.  
The majority of pupils come from white British families.

## Barriers to future attainment

|                            |          | <b>Barrier</b>  | <b>Desired outcome</b>  | <b>Cost</b>   |
|----------------------------|----------|---|---|---|
| <b>Teaching priorities</b> | <b>A</b> | Home learning is limited and heavily reliant on paper-based activities. Research, implement and use a learning platform in order to improve our home learning offer learning. (Gov deadline 22 <sup>nd</sup> Oct) | A new online platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly. | £448.80<br>£4.40 per child for a year's subscription. |

|                           |   |   |   |   |
|---------------------------|---|---|---|---|
| Targeted academic support | D | Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.<br>Increased phonic teaching and intervention.<br>Increased 1-1 reading support (approx 10x hrs a week for 20.5 weeks)<br>Purchase reading resources. | Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis. (Accelerated Reading results) | £3648.00 Oxford Reading Tree Resources<br>hours of TA support £120 per week £2,520  |
|                           | E | Some pupils had limited access to writing materials during the summer term. This has impacted upon individual progress.<br>Increased 1-1 writing intervention x 4 afternoons with an experienced TA.  | Writing skills are much improved and rapid progress can be demonstrated on a termly basis. (Target Tracker data)                      | £2,160<br>20.5  |
| Wider Strategies          | F | A small number of 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.   | All pupils are able to focus on their learning during lessons.  | No extra cost, as the 1-1 'catch up' sessions and extra TA support throughout the day will enable children to stay on task and concentrate. |

**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 complete CPD in relation to mental health and well-being.   | All staff are quipped for early recognition of children’s mental health needs.<br><br>The profile of PSHE is raised throughout school and lessons are taking place on a ‘planning for need’ basis which support the mental health needs of all pupils. | Record of positive Dojos.<br><br>CPOMS – type and frequency of recorded incidents.                        | £0<br>DLSCB free training | Record of positive Dojos.<br><br>CPOMS – type and frequency of recorded incidents | SENDCO<br>Mrs<br>Cunliffe | Training completed in the academic year 20-21 |
| B       | CPD provided for staff on the effective use of the new online learning platform.<br>Children are trained in its use.<br><br>Parents/carers are made aware of the platform and how it can support home learning.<br><i>Questions to consider for sustaining high quality remote learning:</i><br>• How will remote learning provision be provided for pupils who are absent from school, in both planned or relatively unplanned circumstances?<br>• What aspects of remote learning provision will be integrated in school policies attending homework, feedback, teaching and learning? | The new platform is in place and staff, pupils and parents are able to use it effectively.<br><br>Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)  | Implement Seesaw as learning platform (EEF).<br><br>Effective parental engagement supports learning (EEF) |                           |   | HT<br>Computer Lead       | Implementation Autumn 2020                    |

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|   | <p>•How well do school practices align with the best available evidence on remote learning</p>   |  |  |  |  |  |             |
| C | <p>Ensure quality first teaching and intervention.</p> <ul style="list-style-type: none"> <li>• Is there a logical and well-sequenced plan to support and sustain high quality teaching?</li> <li>• Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills?</li> <li>• Will changes to due to social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)?</li> <li>• Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?</li> </ul> |  |  |  |  |  | Autumn 2020 |

**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) |
|---------|--|--|---|---|---|--------------------|---|
| D       | <p>Maths assessments made identify children in need of support.</p> <p>Children organised in ability groups.</p> | Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials. | Education Endowment Fund Teaching and Learning Toolkit: | Additional NQT teacher<br>0.6 sessions<br>£xx | <i>Determined from assessments made at the start of the autumn term</i> | Maths Lead         | Autumn 2020                                 |

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|   | Targeted TA support every afternoon if necessary.  |  | Small Group Tuition (+4)<br>Feedback (+8)   |          |  |              |             |
| E | Extra 1:1 reading intervention with identified pupils.<br><br>Baseline data from AR.   | Children catch up and reach the targets set for them at the end of the year. | Education Endowment Fund Teaching and Learning Toolkit:<br><br>Feedback (+8)<br>1:1 Tuition (+5)<br>Reading Comprehension Strategies (+6)<br>Teaching Assistants (+1) | TA costs |  | English Lead | Autumn 2020 |
| F | 1-1 and small group tuition.<br>How are pupils being selected to receive additional tutoring? Is reliable data being used to inform those judgements?<br><ul style="list-style-type: none"> <li>• Is there a planned timescale for the tuition, with clear entry and exit strategies?</li> <li>• What one to one or small group tuition approaches is your school implementing?</li> <li>• What supports will be in place to ensure the work of the tutors is aligned with classroom practice?</li> <li>• Have you considered how you will support pupils and class teachers to sustain the impact of the tutoring once they finish their cycle of tutoring sessions?</li> </ul> | Tutoring is used as a targeted catch-up strategy for particular pupils.      |   |          |  |              | Autumn 2020 |

**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) |
|---------|--------|-----------------|-----------------|------|---------------|--------------------|---|
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| G |  | Positive impact on identified SEMH pupils' emotional wellbeing. | Education Endowment Fund Teaching and Learning Toolkit:<br><br>Behaviour Interventions (+3)<br>Social and Emotional Learning (+4)<br>Metacognition and Self-Regulation (+7) | £XXX SLA | Dojo and CPOMS data | SENDCO | Autumn |
|---|--|---|---|----------|---------------------|--------|--------|

**Additional funding supporting provision**

Pupil premium funding will be used, in addition to the catch-up funding.

**Governance – monitoring the effectiveness of the Pupil Premium Strategy**

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| <b>Governors involved:</b><br>Richard Welsby Chair of Governors Erin XXX Vice-Chair of Governors Jill Hodgson Head Teacher |
| <b>Committee meeting dates</b><br><b>Autumn:</b> October 2020 <b>Spring:</b> February 2021 <b>Summer:</b> June 2021        |
| <b>Autumn summary</b><br>Briefly state what was discussed and the outcome.   |

**Spring summary**

**Summer summary**