

Stanley Crook Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 25.09.2020

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	134
Proportion of disadvantaged	21% (28 children)
Catch-up Premium allocation (No. of pupils x £80)	£10720 (£6180 in 20/21 financial year)
Publish Date	September 2020
Review Dates	Jan '21/ Apr '21/ Jul '21
Statement created by	Mr D Christie (HT)
Governor Lead	?????

Context of the school and rationale for the strategy

Stanley Crook is a smaller than average-sized primary school (134 NoR – September 2020). The school is situated in the ex-mining village of Stanley Crook and serves a broad catchment area incorporating Stanley Crook, Sunnyside, Billy Row, Tow Law, Crook and Willington. Stanley Crook is within the 40% band of most deprived areas in the country with catchment areas ranging from 10% - 40% most deprived areas. Recent demographic changes to the immediate local population have evidenced a reduction in pupils entering the school who are eligible for FSM (5% R-2020/ 39% R-2014) and an increase in pupils at school from full-time working families.

Many families within the local community have been adversely impacted by the Coronavirus crisis with a number suffering tremendous financial hardship through job losses and/ or significant drop in business and self-employed revenue.

Throughout the period of lockdown and partial school closure, school operated to provide provision and child care to those families classed as key workers and to children from families most vulnerable.

Home learning tasks were set by all teachers for all children and around 90% of children and their families engaged regularly (at least once a week) with home learning activities. Around 28% of children and their families engaged with home learning every day.

Baseline assessments completed upon the full return to school of all children have evidenced significant variation in attainment and progress across a number of high target groups (SEND/ PPG), year group cohorts and within individual core subject areas. Analysis of engagement within home learning – alongside an evaluation of baseline assessments – evidence wider engagement within home learning tasks based on reading activities with writing/ maths based activities being the area with lowest engagement. This conclusion is supported by outcomes from baseline writing and mathematics assessments as it is within this area which children have evidenced the least progress or shown the greatest regression from their last summative assessment point in Autumn 2019.

Baseline assessments have been analysed in order to support a specific and targeted response to the planning of teaching and learning in each Team and for each child and the wider strategy for curriculum recovery and academic catch up at school.

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require CPD to develop ongoing understanding of childrens' mental health needs.	Staff are better 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 Baseline assessments have confirmed conclusions made form an evaluation of engagement within home learning. Variance between core subject areas with Reading being strongest/ Writing is weakest.	Ongoing assessment of pupil achievement, targeted learning and regular reviews of objectives, pupil achievement in Maths and Writing is equal to that of Reading.
	C Equality of home learning and homework activities is limited due lack of IT/ internet with a number of families	Children who lack IT at home are not disadvantaged by policies for home learning and/ or homework
Targeted academic support	D Higher levels of engagement in home learning activities focused on Reading. Less engagement evidenced in writing and maths activities	Pupils make accelerated progress in writing/ maths from their baseline assessments at the beginning of the autumn term.
	E Some pupils have limited access to reading materials at home 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.

Wider Strategies	G	Some pupils/ families are presenting a range of needs and are deemed vulnerable. These children require additional support 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.
	H	Equality of home learning and homework activities due lack of IT equipment during periods of self-isolation	Families who lack IT facilities at home will have received access to IT equipment (DfE/ School) to support remote learning during enforced periods of self-isolation
	I	Some pupils/ families require additional, specialist support	Families feels well supported by school and have accessed relevant support services

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 receive CPD in relation to mental and physical health and well-being programmes for schools.	All staff are quipped for early recognition of children's mental health needs.	Well-being programme shown to improve pupils engagement (EEF Toolkit)	£500	<i>Determined from pupil surveys</i>	SENDCO	Autumn and Summer

		The profile of PSHE/ PE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental and physical health needs of all pupils.					
B	<p>CPD provided for staff on the effective use of the new online learning platforms.</p> <p>Children are trained in its use.</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced</p>	<p>Home learning platform engagement information</p> <p>Impact on pupil progress</p> <p>Effective parental engagement supports learning (parent surveys)</p>	£3000	<p>DoL baseline data</p> <p>Parent surveys/ feedback and responses</p>	English/ Maths Lead	End of Autumn term
C	Surveys to identify those families/ children who do not have	School will be aware of children/ families who do not have internet and/ or		NA	Surveys	HT	Each term (ongoing)

	internet or It access at home	IT access at home (setting of homework/ remote learning etc.)					
	Purchase of Chromebooks for use in school	IT infrastructure will be enhanced in school		£3400	Access restrictions prior to purchase		
	Reprogramming of Toshiba laptops into Chromebooks (R25 for home use, as required)	Established capacity for home/ school loan of reprogrammed chromebooks to improve equality of access for home learning		£400	Access limited		
	Licences set up for pupils (Chromebooks/ Office 365)	Secure and safe individual access accounts for pupils for chromebooks and Office 365		£1000	NA		
	Home/ School Loan agreement	Access for more children to complete remote/ home learning online		NA	Surveys		

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>Writing/ Maths assessments identify children in need of support.</p> <p>20 min daily interventions for all identified pupils – Mad4Maths/ SmartEnglish</p> <p>Increased emphasis on reading in timetables to support developing writing skills</p> <p>Targeted support from Maths lead/ NCETM specialist and English Lead</p>	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8)</p>	To be determined.	<i>Determined from assessments made at the start of the autumn term</i>	English Lead/ Maths lead	<u>Autumn 2019</u>
E	Daily 1:1 Reading Intervention with identified	KS2 Reading Results to projected to 80%	Education Endowment Fund Teaching and Learning Toolkit:	<i>Staff costs to be determined based on intervention</i>		English lead	<u>Autumn 2019</u>

	Health Champions, AK/ AS.		compared to other services.				
H	Remote Learning policy established Guidance for parents/ carers on remote learning during period of self-isolation published	Children who are self-isolating will receive a full educational offer	Parent/ carer survey Assessment information	£250	Surveys of IT access at home	HT	<u>Autumn term</u>
I	Links established with a range of community and charitable organisations to support families in need Specialist support services SLA and buy in service renewed (Crisis response/ Educational/ Family support)	Families can be signposted to various charities for support Families in need will be effectively supported so that educational access/ provision of the children remains unaffected	Reports Feedback Assessment	£1000		DHT	Ongoing

	School Financial Support continues to be funded	Families in urgent need are supported through food parcels from school					
	Suspension of charges for wraparound provision	More families can return to work					

Additional funding supporting provision

£52000 of pupil premium funding is anticipated. This funding will be linked to areas to further support academic catch up and curriculum recover at school.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:					
Committee meeting dates					
Autumn:	December 2020	Spring:	March 2021	Summer:	June 2021
Autumn summary					
Spring summary					
Summer summary					