

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

Updated 30.03.2021

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	134
Proportion of disadvantaged	21%/ 28 children – 2020/2021 20%/ 27 children – 2021/2022
Catch-up Premium allocation (No. of pupils x £80)	£10720 (£4433 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	Mr J Craft

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 from 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.	<p>All staff are quipped for early recognition of children's mental health needs.</p> <p>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.</p>	Well-being programme shown to improve pupils engagement resulting in ... (EEF Toolkit)	£1000	<i>Determined from pupil surveys</i>	SENDCO	<p>Autumn and Summer</p> <p>Dec. '20: Ongoing CPD has been completed targeting strategies to further promote positive mental health and wellbeing in school.</p> <p>Mar. '21: Additional training has been completed to support specific and targeted intervention support programmes in school (Apple's/ Getting Along).</p> <p>Mar. '21: Following lockdown and school closures, staff have utilised 'working from home' time to complete further CPD focused on wellbeing and personal development (Place2Be etc.). Further training planned for Summer term (Emotional Regulation).</p>
B	CPD provided for staff on the effective use of the new online learning platforms.	The new platform is in place and staff, pupils and parents are	Home learning platform engagement information	£3000	DoL baseline data	English/ Maths Lead	<p>End of Autumn term</p> <p>Dec. '20: CPD completed by key staff linked to MyOn and other online reading 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>able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced</p>	<p>Impact on pupil progress</p> <p>Effective parental engagement supports learning (parent surveys)</p>		<p>Parent surveys/ feedback and responses</p>		<p>Maths Lead (RW) continued involvement in Maths Hub training</p> <p>Mar. '20: Positive feedback from parents regarding online platforms and supporting home/ remote learning during lockdown.</p>
C	<p>Surveys to identify those families/ children who do not have internet or IT access at home</p> <p>Purchase of Chromebooks for use in school</p> <p>Reprogramming of Toshiba laptops into Chromebooks (R25 for home use, as required)</p>	<p>School will be aware of children/ families who do not have internet and/ or IT access at home (setting of homework/ remote learning etc.)</p> <p>IT infrastructure will be enhanced in school</p> <p>Established capacity for home/ school loan of reprogrammed chromebooks to improve equality of</p>		<p>NA</p> <p>£3400</p> <p>£1000</p>	<p>Surveys</p> <p>Access restrictions prior to purchase</p> <p>Access limited</p>	<p>HT</p>	<p>Each term (ongoing)</p> <p>A number of laptops/ tablets and SIM 4G supplied to families to support online learning during lockdown. These devices have remained on loan to several families to support ongoing learning.</p> <p>Chromebooks are set up and supporting T&L in school. Staff report that load up speeds, ease of access etc. supporting T&L in each Team.</p> <p>Partly complete – awaiting ICTSS to complete conversions on remaining chromebooks.</p>

	Licences set up for pupils (Chromebooks/ Office 365)	access for home learning Secure and safe individual access accounts for pupils for chromebooks and Office 365		£1200	NA		O365 set up for each child in school. This significantly supported home/ remote learning during lockdown.
	Home/ School Loan agreement	Access for more children to complete remote/ home learning online		NA	Surveys		Complete.

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	Writing/ Maths assessments identify children in need of support. 20 min daily interventions for all identified pupils – Mad4Maths/ SmartEnglish	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8)	To be determined.	<i>Determined from assessments made at the start of the autumn term</i>	English Lead/ Maths lead	<u>Autumn 2019</u> Autumn term assessment information evidences rapid progress from Sept. baselines. Evaluation currently being undertaken of Spring term assessment information (to be shared via SAC committee in June). Timetables amended to provide greater continuity between Teams and to focus on elements of core subjects as per CRS.

	<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>						<p>Timetable reflect a greater focus on reading, writing and EGPS skills.</p> <p>White Rose Maths implemented from Summer term.</p>
E	<p>Daily 1:1 Reading Intervention with identified pupils (focus Y6)</p> <p>Baseline data from 2020 reading assessments.</p>	<p>KS2 Reading Results to projected to 80%</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback 1:1 Tuition Reading Comprehension Strategies/ sessions Teaching Assistants targeted support</p>	<p><i>Staff costs to be determined based on intervention timetables and support</i></p>		<p>English lead</p>	<p>Autumn 2019</p> <p>Dec. '20: Every child is read 1:1 with a skilled adult at least three times per week. This is supplemented by 2 whole-class comprehension sessions and 2 x guided reading sessions, as well as independent AR reading and MyOn tasks at home.</p>
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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)
G	Zones of Regulation CPD delivered.	Positive impact on identified SEMH pupils'	Place2Be CORC Report 2018 – Child Outcomes	£500 resources	(SEMH and behaviour data)	SENCO/AK/AS	<p>Autumn 2019</p> <p>Place2Be complete.</p>

	<p>Zones of Regulation CPD actions implemented and evident in all classrooms across the school.</p> <p>Getting Along/ Zippys/ Apples/ Therapeutic story writing and related resources planned for, implemented and evaluated.</p> <p>Mental Health Trailblazer CPD attended by Mental Health Champions, AK/ AS.</p>	emotional wellbeing.	<p>Research Consortium.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions Social and Emotional Learning Metacognition and Self-Regulation</p> <p>SEMH support programmes demonstrates a higher level of impact compared to other services.</p>	£500	(To add when programme starts)		<p>Zones of Regulation training scheduled for 21.04.21</p> <p>Wellbeing Action Plan implemented and reviewed regularly.</p> <p>Wellbeing programmes delivered in school.</p> <p>Wellbeing Wednesday (Mrs Kyle)</p> <p>Getting Along Friday (Mrs Shields)</p> <p>PE and Sport regular visits from PE and Sport specialists (EE and Newcastle Falcons)</p>
H	<p>Remote Learning policy established</p> <p>Guidance for parents/ carers on remote learning during period of self-isolation published</p>	Children who are self-isolating will receive a full educational offer	<p>Parent/ carer survey</p> <p>Assessment information</p>	£250	Surveys of IT access at home	HT	<p>Complete</p> <p>Complete</p>
I	Links established	Families can be signposted	Reports	£1000		DHT	Ongoing

	<p>with a range of community and charitable organisations to support families in need</p> <p>Specialist support services SLA and buy in service renewed (Crisis response/ Educational/ Family support)</p> <p>School Financial Support continues to be funded</p> <p>Suspension of charges for wraparound provision</p>	<p>to various charities for support</p> <p>Families in need will be effectively supported so that educational access/ provision of the children remains unaffected</p> <p>Families in urgent need are supported through food parcels from school</p> <p>More families can return to work</p>	<p>Feedback Assessment</p>				<p>Greggs Foundation</p> <p>Tesco Community Grant</p> <p>Local community foodbanks</p> <p>SLA renewed for all services</p> <p>Over £3000 distributed to families during pandemic.</p> <p>Charges suspended for remainder of school year. A review is to be carried out on level of charging for new school year.</p>
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Additional funding supporting provision

£44000 of pupil premium funding in 2020/21 and £45000 of funding is anticipated in 21/22. 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: Mr J Craft (Direct Governor Monitoring)
FPP Committee (Mr Craft, Ms Lee, Cllr Manchester)

Committee meeting dates

Autumn: December 2020 **Spring:** April 2021 **Summer:** July 2021

Autumn summary

Spring summary

Summer summary