



Kingsleigh Primary School – Catch-up Premium Strategy 2020 – 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.

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	782
Proportion of disadvantaged	27.6%
Catch-up Premium allocation (No. of pupils x £80)	£72500

Context of school and rationale for the strategy

Our proportion of disadvantaged pupils across the school is high compared to a national figure.

Percentage of children who engaged across the school with online learning provided by the school was 40%.

Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Reception children were full time by the first Thursday of term. A quick transition period enabled children to settle quicker and start learning at an earlier stage in the year than previously. A transition period was not possible during the summer term, however this did not phase the children and staff were positive about the quicker transition period.

Our school was fully closed over the summer holiday period, apart from an external holiday club for 3 weeks. No school based or remote learning took place over the summer break. This allowed staff who had not been in school during the lockdown period to come in and set up their classrooms. It also allowed staff who had been working in school throughout the lockdown, plus Easter and May holidays, the opportunity for a break.

Baseline assessments were completed during the first half term for reading, writing and maths and these were used to identify gaps in learning and children who had fallen further behind due to a lack of engagement with remote learning.

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	<p>Inconsistent engagement in learning at home. Only 40% of children engaged with the provision across the school.</p> <p>Pupils isolating and any future school closures mean that this needs to be developed further to improve engagement.</p>	<p>Daily high quality teaching and learning delivered through the website and YouTube, with engagement from all children working at home.</p> <p>Staff and parents engaged in regular feedback and higher percentage of children learning at home.</p>
	B	<p>Gaps in learning due to curriculum coverage not being possible, especially for upper key stage 2.</p> <p>Lots of pupils now working below ARE.</p>	<p>Gaps in learning to be closed and children to make good or better progress from baseline assessments.</p> <p>This will be achieved through quality teaching and learning in line with Rosenshine's principles and regular interventions for children who have fallen behind.</p>
	C	<p>Lots of families struggled to home school who are classified as vulnerable and on the pupil premium list.</p> <p>Baseline assessments show that a high proportion of pupil premium pupils are working below ARE.</p>	<p>Children who are vulnerable and on the pp list have been identified and gaps are closing with their learning.</p> <p>Pastoral team are working with parents to support them during times of isolation and future school closures.</p>
Targeted academic support	D	<p>Lots of pupils had limited access to reading materials during the summer lockdown, not making the necessary progress.</p> <p>Especially across upper key stage 2.</p>	<p>Reading skills are much improved and rapid progress demonstrated on a termly basis.</p> <p>Interventions set up to ensure gaps are plugged and more pupils in line with ARE.</p>

	E	<p>Maths sessions was an area that our parents found challenging to deliver at home and there are significant gaps in children's learning.</p> <p>Lots of pupils are not on track to be ARE.</p>	<p>Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.</p>
	F	<p>A high proportion of children are not on track to meet ELG for communication and language or reading in EYFS.</p> <p>This is due to children not being able to access quality early years provision from nursery.</p>	<p>Pupils make accelerated progress in speaking and listening and this has a positive impact on their reading attainment.</p> <p>Interventions led for lower attaining pupils through NELI programme.</p>
Wider Strategies	G	<p>Lots of families found remote learning challenging due to the lack of IT equipment at home.</p> <p>Technology limited in many households, especially for vulnerable children.</p>	<p>All children to be able to access remote learning if in isolation or during another school closure, removing the barrier of technology issues in family homes.</p>
	H	<p>Effective deployment of staff across the school.</p>	<p>Staff roles are set up and having an impact across the school.</p> <p>Children are making progress and issues arising are addressed appropriately.</p>

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	<p>CPD provided and time spent in year teams to prepare for online learning.</p> <p>Online resources and strategies shared to ensure quality videos produced for remote learning.</p> <p>Families made aware of how they can support at home using the website and YouTube videos-tutorials readily available.</p>	<p>Online resources are accessed daily by all children working from home.</p> <p>Communication between families and staff are regular and effective.</p> <p>Learning is enhanced across the school.</p> <p>More children making progress and remaining in line with ARE.</p>	<p>YouTube</p> <p>School website</p> <p>Laptops/ iPads provided for staff and children</p>	IT support	Baseline assessments across the school showed that a higher proportion of children have made less than expected progress across reading, writing and maths.	SLT	
B	<p>In class interventions- maths and reading for year 6.</p> <p>Zoom calls for children isolating- targeting reading- 5 and 6</p>	<p>Consistent teaching and learning being delivered across the classes.</p> <p>Staff are confident and embedding Rosenshine</p>	<p>Medium term plans.</p> <p>CPD</p>		Baseline Data across maths and English	HT and HC	

	<p>Develop medium term planning- focus on what has been previous taught and knowledge children need to retain.</p> <p>Deliver CPD to introduce low stake quizzing.</p> <p>Links with schools in the trust to share good practice and develop teaching and learning further.</p>	<p>principles in both planning stage and delivery.</p> <p>Children have caught up and gaps in learning have been closed.</p>					
C	<p>Developing pastoral roles and ensuring that they have an impact on the children in school that are most in need.</p> <p>Working on a system that will ensure that there is clear feedback into the school and classroom.</p> <p>Class teachers to know who their PP and vulnerable children are and who is not on track.</p>	<p>Pupils able to access learning and engagement monitored by teachers.</p>			<p>EEF and government research shows disadvantaged children more likely to be adversely affected by not attending school. Good quality, well-resourced and targeted remote learning will help to redress deficit.</p>		

	All families identified who need support with IT access during periods of isolation						
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Targeted academic support i.e. structured interventions, small group tuition, and 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	HLTA's received training on how to implement Barrington Stoke books to support children in upper key stage 2 identified as behind in reading.	Accelerated progress, closing the gaps in reading so more children are in line with ARE.	Barrington Stoke books. Online zoom sessions 1:1 with HLTA's.	£1682.68	End of term assessments show that only 40% on track to meet ARE in Year 6 and 50% in Year 5.	HT	

E	<p>Targeted children identified for weekly interventions and online tutoring.</p> <p>A focus on concrete resources being implemented in class alongside gov catch up document.</p>	<p>The gaps to close in maths and more children to be in line with ARE.</p>	<p>Gov maths catch up document for year 1-6.</p> <p>Concrete resources for more year groups- bead strings, dienes, place value counters, tens frames.</p> <p>Maths interventions on a Monday afternoon for Year 6.</p> <p>Feedback +8 1:1 tuition – third space learning for Year 6 children.</p>	<p>£1995.60</p> <p>£14620</p>	<p>Baseline assessments show that key concepts are not secure in number and gaps in children's knowledge.</p>	<p>HT and HC</p>	
F	<p>2 TA's have been enrolled on the NELI (Nuffield Early Language Intervention).</p>	<p>To develop children's oral language skills therefore decrease the likelihood of experiencing difficulty with reading.</p>	<p>NELI resources, Online material and packs delivered to school.</p>	<p>DFE funded</p>	<p>Baseline assessment showed 30% of the current reception cohort are not on track to meet the ELG for communication and language with one class having 41% of children not on track.</p>	<p>HC and KT</p>	

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	<p>Laptops- Digital assemblies created weekly to keep a sense of school spirit and togetherness when groups cannot come together. Digital lessons to be created for English lessons when whole class bubbles are self-isolating and having to work from home.</p> <p>Webcams- Allow groups and cohorts to come together when they can't physically come together for celebrations and achievements.</p> <p>Tripods- Allow recording of lessons to a better quality for publication on the</p>	<p>Ensure children feel part of the school community when working at home.</p> <p>All children have access to remote learning.</p> <p>All staff are confident in using technology to deliver high quality sessions for children working remotely</p>	<p>Apple Mac Webcams Tripods</p>	<p>£790 £700 £200</p>	<p>Previous lockdown had a low engagement across some families.</p> <p>Staff needed upskilling if another lockdown to produce high quality videos for the children.</p>	TM	

	website while children are at home remote learning.						
H	<p>Effective deployment of staff allocated to bubbles where support most needed.</p> <p>Safe, socially distanced working facilitated across bubbles.</p> <p>PE specialists employed for PPA cover to ensure coverage across whole school.</p> <p>SEND and Pastoral team to be established further and roles embedded across the school.</p>	<p>Pupils are receiving interventions make good progress.</p> <p>Staff who know pupils well and can implement consistent routines, support behaviour and learning.</p> <p>Staff can implement advice of specialists who are unable to come into school so pupils can continue to have interventions they need which supports them.</p>	<p>Teams of staff across the school in place.</p> <ul style="list-style-type: none"> -Specialist provision- PPA -Pastoral -HLTA's -SEND 			SLT	

