

Healey Foundation 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.

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	202
Proportion of disadvantaged	23%
Catch-up Premium allocation (No. of pupils x £80)	£16,160
Publish Date	30/09/20
Review Dates	January 2021 - Spring term.
Statement created by	M. Hopkins HT
Governor Lead	S. Carrington Chair of Govs

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Healey School has a mixed intake from many socio-economic backgrounds – 23% of our pupils are currently eligible for pupil premium funding.
- Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 3 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Week 1 was 95.8%
- School was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional wellbeing. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- As a staff we have discussed the need for the use of consistent approach across all year groups and have focused on delivering the curriculum without any alteration for Reading, Writing and Mathematics. As the staff come across gaps in the pupils understanding or whole areas of the curriculum which have been missed due to lockdown these will be backfilled to ensure missing concepts and knowledge are taught.
- The Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:
Overall 2020/2021: £16,160 Autumn 2020: £5386 Spring 2021: £5386 Summer 2021:£5386 (These amounts are based upon £80 per child with 202 children on roll.)

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19.	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the Autumn term 2020.
	B	Not all teaching staff are comfortable in their knowledge of the mastery approach to mathematics. Training and a consistent approach to delivery is important to rectify missing concepts.	Staff are confident in teaching mathematics to pupils using the mastery approach. They can confidently use the knowledge of concrete, pictorial and abstract mathematical development to help pupils understand concepts, they can use part whole models and alternative ways of recording to enhance pupils' ability to explain mathematical processes. This in turn leads to pupils making rapid progress and filling gaps to learning.
	C	Pupils in Y1 and Y2 have missed significant phonics teaching due to the Spring lockdown. This has led to an increased number of pupils still working within phonic phases below the national expectation across Key Stage 1. This will have a detrimental impact on the number of pupils who are independently able to read confidently, for enjoyment and for meaning.	Focused intensive revision of previous years phases allow teachers to plan intervention which will effectively fill gaps in the sounds which are still to be mastered. Through this focused intervention pupils are able to achieve a pass in the Year 1 and Year 2 phonics screening check which is comparable to the teacher assessments/predicted grades made prior to the Spring lockdown.
Targeted academic support	D	Approaches to teaching the mastery method of mathematics are inconsistent across school. A whole school approach is needed to ensure that pupils build firm foundations to their mathematical knowledge and understanding of concepts is built upon progressively year on year.	All teachers and teaching assistants have the knowledge and understanding of the mastery approach to mathematics. A consistent approach to maths is embedded across school. All teachers have had the same CPD and theory of mathematical mastery, ensuring that the depth of understanding is applied to all concepts taught across each year group.
	E	Healey school develops confident readers who can decode and read for pleasure. However, the number of pupils who can read for understanding and comprehend effectively does not correlate with the good standard of	The number of pupils accessing more complicated reading books at the higher end of the school reading scheme increases over time. The percentage of pupils meeting the national expectation for reading and those able to achieve highly (110+) in reading assessments at the end of each key stage increases year upon year.

Wider Strategies		reading in the school.	
	F	<p>Pupils in Y1 and Y2 have missed large portions of phonic teaching due to the Spring lockdown. Therefore further support is required through intervention and focused teaching of specific phonic phases.</p> <p>In addition to intervention in school, class teachers send home phonic specific reading books. The school does not possess enough phonic phase specific reading books for the number of pupils requiring intervention.</p>	<p>The school has enough reading books to support the phonetic development of pupils reading at home. Pupils are encouraged to read more by finding success in enjoying reading books which they are able to decode given their understanding of phonics.</p> <p>Children make progress, catching up with the learning they have lost and moving through the phases.</p> <p>As many pupils as possible pass the phonics screening test, the percentage of successful pupils passing the screen is in line with previous years.</p>
	G	<p>Pupils in Y2 have missed the opportunity to develop socially and emotionally due to losing valuable time in Y1, due to the Spring lockdown. They have started Y2 having regressed socially and emotionally. Finding following rules in the classroom difficult.</p>	<p>The pupils in Year 2 are able to understand the importance of taking turn, not calling out in class. They have more empathy for one another and can control their behaviors and actions. The class develop maturity to be able to focus and show good learning behaviors in preparation for Year 3/KS2.</p>
H	<p>Pupils' anxieties and vulnerabilities due to time away from school has led to pupils struggling emotionally, creating barriers to learning in the classroom.</p> <p>Pupils need opportunity to speak about the current situation and have guidance from staff to help them navigate their own understanding of the pandemic. Freeing themselves from their worries and concerns.</p>	<p>Children are able to focus on their learning as a result of having had opportunity to discuss openly their worries and fears.</p> <p>Children are positive and optimistic about the future and show a keenness and readiness to learn.</p>	

B	<p>White Rose Maths 'Jigsaw' training for all class teachers</p> <p>Purchase of Powermaths to support the consistency of teaching</p> <p>Monitor the teaching and the effectiveness of the mastery approach</p>	<p>All teachers are fully aware of the theory and methods behind the mastery approaches to maths</p> <p>All classes become familiar with the scheme and staff have a consistent resource which they can use.</p> <p>Class observations show that the new approaches are being used.</p> <p>Books scrutiny carried out to identify the coverage of the curriculum.</p> <p>End of unit test and end of term test show signs of</p>	<p>Model practice in Maths EEF</p> <p>Maths teaching in Shanghai. Maths hubs recommended resource for teaching mastery.</p>	<p>£1300 cost of the WR training package</p> <p>£1000 for resource and training</p> <p>Release time for Maths co-ordinator – either covered by HLTA or supply at £100 for afternoon.</p>		<p>HT and Maths co-ordinator strategic overview</p> <p>HT and Maths co-ordinator</p> <p>HT and Maths co-ordinator</p>	<p><u>Autumn 2020</u></p>

		progress and strengthening of understanding					
C	<p>A HLTA to be allocated to the Year 2 class to strengthen phonetic understanding</p> <p>Enable class teacher to utilise what strategies necessary to enable pupils to progress.</p> <p>To encourage greater opportunity to read at home with parents.</p>	<p>Year 2 pupils to benefit from additional adults to enable phonic intervention to go ahead.</p> <p>Pupils to be split in a morning for focused phonic intervention allowing pupils to be grouped according to level of understanding and which particular phase they are learning.</p> <p>Greater focus on reading in the first half term of the new year to ensure pupils reading books are matched correctly.</p>	EEF school planning guide.	<p>HLTA use every morning.</p> <p>Additional teaching space required.</p> <p>Purchase of more reading books which are phonetically decodable £1000</p>	<p><i>Teacher to liaise with Y1 teacher to ascertain previous levels of phonetic understanding.</i></p> <p><i>Teacher to make a baseline judgement within the first 2 weeks.</i></p>	HT/Literacy Lead and age band leader.	<u>Autumn 2020</u>

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 - End of unit tests to be carried out.</p> <p>Teachers to carry out half termly assessment using the correct progress test in order to analyse performance of their class.</p> <p>Small group interventions to be carried out when feasible and guidance allows.</p>	<p>Class teachers can make a formative assessment of children's attainment and progress, linked to the mastery approach of teaching maths.</p> <p>Teachers use the summative assessment at the end of each half term to help make a more informed teacher assessment of the pupils in the class.</p> <p>Small group, same day, interventions correct misconceptions early enabling all pupils to progress.</p>	<p>EEF Metacognition and self regulation</p> <p>EEF Mastery learning</p>	<p>End of unit tests are included in scheme</p> <p>Progress tests from Pearson £700</p> <p>None</p>	<p><i>Data recorded at the beginning of the year is compared to each half terms teacher assessment in order to judge progress.</i></p>	HT/Maths lead	<p>Autumn 2020</p>

E	<p>Timetabled whole class weekly modelled comprehension lesson by class teachers</p> <p>Teachers carry out half termly reading comprehension assessment to track progress – using cracking comprehension</p> <p>Statutory test happen in KS1 and KS 2.</p>	<p>Focused modelled practice by class teachers ensures pupils develop skills needed to answer the most difficult comprehension questions.</p> <p>KS1 and KS2 Reading Results to improve as progress and learning develops during 2020/2021</p> <p>KS1 Target of 65% EXP</p> <p>KS2 Target of 75% EXP</p>	<p>Ongoing school based attainment and progress trackers across each term in 2020/2021.</p>	<p>Rising Stars Cracking Comprehension £400</p>		<p>HT for allocation of support costs.</p> <p>English coordinator and Maths coordinator.</p>	<p><u>Autumn 2020</u></p>
F	<p>Class teachers to group pupils according to confidence in phonic phase</p> <p>Phonic groups to have rapid intervention 3 mornings a</p>	<p>Children are grouped according to phonic understanding and their progress is carefully monitored.</p> <p>Class teacher to attempt the screening check in</p>	<p>EEF toolkit Focused Phonics teaching</p>	<p>TTS phonic reading books and additional KS2 books £2000</p>		<p>HT/DH track progress</p>	<p><u>Autumn 2020</u></p>

	<p>week from September.</p> <p>Pupils to have a greater selection of phonetically decodable reading books to encourage home school reading</p> <p>Pupils given access to digital reading to further their reading ability and comprehension, this avoids the need to quarantine books.</p>	<p>November</p> <p>The pupils are accessing the reading scheme – greater fluency and understanding is found when listening to children read.</p> <p>Class teachers analyse the engagement with the digital scheme and can identify progress and fluency in their class.</p>	<p>EFF Modelled Reading Comprehension</p>	<p>Reading planet digital reading scheme £500</p>			
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Wider strategies i.e. Behaviour approaches, mental health and social/ emotional support.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	Implement the social and emotional intervention 'Friendship terrace' for pupils in Year 2 once a week.	Pupils in Year 2 make rapid progress regarding their social and emotional development. Over the Autumn term pupils adjust to life in Year 2. The additional demands of the Y2 curriculum.	Friendship Terrace is a 10 week intervention focused on behaviours which some pupils show in the classroom. – it educates the pupils to recognise when they are not behaving acceptably and how to change.	1 afternoon of HLTA time a week		Y2 Class teacher and HLTA	<u>Autumn 2020</u>
H	To provide support for mental health for children in KS2 through sport.	Pupils will have a better understanding of what triggers anxiety, how to develop resilience and look after their own mental health.	-	£500		HT and PE co-ordinator	<u>Autumn 2020.</u>

Additional funding supporting provision

At this moment in time we have not undertaken any baselines to ascertain the catch up needs of individual children or identified groups. Once this has been undertaken we will be in a better and more realistic position to analyse what funding we may need to draw upon in order to support these identified children, groups or cohorts.

Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

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

