

# Easington Colliery 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	538
Proportion of disadvantaged	45%
Catch-up Premium allocation (No. of pupils x £80)	£41,200
Publish Date	November 20
Review Dates	February 21, May 21, July 21
Statement created by	Beverley Jones
Governor Lead	Dominic Cassidy

## **Context of the school and rationale for the strategy**

Easington Colliery Primary is a significantly larger than average, 3 form entry primary school with a governor led nursery (565 pupils, September 2020). The school has 19 children from ethnic minorities; 14 Looked After children, 6 Forces. The current figure of 45% Ever6FSM, is over double the national average (17.3%, Sep 2020). The number of children currently supported on the SEND register is 17%, in comparison to the national average of 12.1% (DfE, Jul 20). EHCP are in place for 14 pupils.

The proportion of pupils who engaged in home learning over the summer term was 64%

There were 60 children in Year 1 and Year 6 who returned to school when school partially reopened on 1 June 2020. A breakdown is as follows: -

<b>Group</b>	<b>Percent of group returned for Summer Term</b>	<b>Year Groups</b>	<b>Percent Attendance during Summer Term</b>
School	11% of school 42% of Y1 & Y6	1 & 6	97.3%
Pupil Premium	25%	1 & 6	96.5%

SEN	43%	1 & 6	99.5%
EHCP	80%	1 & 6	97.8%

There was no learning that took place over the summer holidays.

Although some pupils worked through lockdown and maintained their level of attainment, baselines assessments show that the majority of pupils are below with some being significantly below their spring attainment point. That said, the November assessments have not yet been reported and staff are confident that we will see a shift towards the majority being in line with their spring assessment grade.

### **Barriers to future attainment**

		<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b>	Staff require CPD to develop a greater understanding of children's 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>B</b>	Home learning is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Homework activities are uploaded to those pupils who are self-isolating and feedback to pupils given accordingly.
	<b>C</b>	Families do not have the necessary ICT equipment to enable them to access learning at home.	All pupils are able to access learning at home.
<b>Targeted academic support</b>	<b>D</b>	Approx. 65% engaged with the online learning materials provided for English and maths during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in English and maths from their starting points at the beginning of the autumn term.

	<b>E</b>	Some pupils had limited access to reading materials during the summer term 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.
	<b>F</b>		
<b>Wider Strategies</b>	<b>G</b>	Some 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.

**Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers**

<b>Barrier</b>	<b>Action</b>	<b>Desired outcome</b>	<b>Evidence source</b>	<b>Cost</b>	<b>Baseline data</b>	<b>Person responsible</b>	<b>Impact/ evaluation (autumn, spring, summer)</b>
A	All staff to receive CPD in relation to wellbeing, a COVID safe environment, the recovery curriculum, and informal baseline assessment.	All staff are equipped for early recognition of children's mental health needs.  The profile of PSHE is raised throughout		£0  Staff time	<i>Determined from pupil surveys</i>	RF	

		school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.					
<b>B</b>	<p>CPD provided for staff on the effective use of the new online learning platform. 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 (parent/ pupil surveys)</p>	<p>Google Classrooms – learning platform</p> <p>Effective parental engagement supports learning</p>	<p>£0</p> <p>Staff time</p>		RF/PC	
<b>C</b>	<p>Survey sent to parents to ascertain their ICT capacity.</p> <p>Improve access to ICT equipment to support home learning for those</p>	<p>Laptops provided to those families who qualify.</p> <p>Pupils able to take part in online lessons and also ability to access</p>	<p>% of pupils accessing home learning.</p> <p>Survey of pupils without access to technology</p>	<p>£4,419</p> <p>DFE laptops - free</p>	Survey data	PC/LW	

	pupils who do not have access.	learning platforms.  Pupils make desired progress alongside their peers.					
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**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	English/maths assessments made identify children in need of support.  A PT teacher has been employed and assessments completed to enable pupils to be taught in smaller groups, based on ability	Progress is accelerated in Y6, termly, to ensure pupils are able to access age appropriate learning materials.  PT teacher will complete 6 sessions per week.	Education Endowment Fund Teaching and Learning Toolkit:  Small Group Tuition (+4) Feedback (+8)	£29,761	Determined from baseline assessments made at the start of the autumn term and after the half term break.	Year 6 phase lead/DHT	
E	Reading Intervention with identified Y1/2 pupils – delivered by Teaching Assistants.	KS1 Reading Results to improve  Pupil confidence in reading is increased	Education Endowment Fund Teaching and Learning Toolkit:  Feedback (+8) 1:1 Tuition (+5) Reading Comprehension	£5,070	Baseline data from reading tests.  Teacher assessments.	KS1 Phase leader	

		Pupils able to access improved reading scheme	Strategies. Teaching Assistants.				
F	Century to be made available for Y5 and Y6 pupils.	Y5&6 pupils will have access to an online homework resource Gaps will be identified and plugged quickly. Pupils will make rapid progress.		£1,950			

**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	Place2Be Counselling Service and related resources planned for, implemented and evaluated.	Positive impact on identified pupils’ emotional wellbeing.	Place2Be CORC Report 2018 – Child Outcomes Research Consortium.  Education Endowment Fund Teaching and Learning Toolkit:  Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	£0	(behaviour data)  (To add when programme starts)	SENDCO	

