

Wingate 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	372
Proportion of disadvantaged	38.75%
Catch-up Premium allocation (No. of pupils x £80)	£29,000 (35,080)
Publish Date	March 2021
Review Dates	June 2021
Statement created by	M-L Binks
Governor Lead	

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

- This statement is written with reference to pupil numbers, pupils who are vulnerable with a social Worker, pupils who have attended school during the January- March lockdown and children who have been at home.
- Priorities have emerged as a result of welfare calls, remote learning engagement monitoring- including governor led Working Party reviewing our school remote learning offer and the intelligence of working with our families in pastoral, safeguarding and curriculum arenas.
- Currently we have 372 children on role of which 20 have a social worker, are classed 5 are Looked After and 4 have EHCPs, 116 are classed by school as vulnerable for either safeguarding, child in need, Encompass or have parents who have expressed concerns – finance, prison, medication, attendance etc.
- 38.75% of our school population are eligible for Free School Meals. This increased by over 10% during lockdown when vouchers and packed lunches were offered to families who met the FSM criteria. The no of FSM checks- both successful and unsuccessful is expected to rise as we emerged from lockdown.
- Our exclusion data has improved dramatically this year following the transition of some challenging Y6 children and the move of two children to more specialist provision in July last year. Both of these children had a diagnosis of ASD and both showed violence and aggression to staff and pupils when in our school.
- Engagement has been tracked for all year groups with a rising engagement percentage from 81+% in February to 84+% by 8th March. This does mean that at least 16% of our children did not engage in online learning as far as we know. This was followed up during lockdown with welfare calls, home visits, meetings with families at the gates and links with the LA AIT. The full impact will begin to emerge following return on 8th March for all primary aged children.
- Assessments will begin 8th March week and continue until end of the spring term (at least).

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require CPD to develop a greater understanding of children's mental health needs. (NEPACs, MY_CAT, Bereavement) Time needs to be allocated to implement this support.	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 – ongoing. Time needs allocating- maybe need additional staff to cover...
	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. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	C IT skills lacking- parents and children- which impacts negatively on remote learning.	Like Skills IT built into the curriculum when children are in school.
Targeted academic support	D 81-84% of children engaged with the online learning materials provided during lockdown in spring 2021. This means that 16% had very little or no engagement. Assessment needed asap to enable us to monitor and improve this situation	Pupils make accelerated progress in reading, writing and maths from their starting points at the end of the spring term onwards.
	E Some pupils had limited access to reading materials during the lockdown periods 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.

	F	Children with lags in learning are even further behind, especially those who have not engaged in remote learning.	SENCo has submitted appropriate applications for support and specific, targeted work is provided.
Wider Strategies	G	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.
	H	Poor physical fitness and obesity are evident since children have returned to school impacting on physical and mental well-being	Pupils are engagement in physical activity and school sport and have a growing understanding of healthy lifestyles and nutritious food.
	I	Food and clothing poverty are evident for a large number of children.	Poverty Proofing continues with more focused support including fuel payments, spare and new uniforms and PE kits and resources provided in class and for home to alleviate gaps (eg pencil cases for home and school).

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 emotional well-being programmes for school. Supervision for LM Listeners Time allocated from curriculum	All staff are quipped for early recognition of children's mental health needs.	Jigsaw, MY-CATS, NEPACS, Bereavement, Listening Matters programmes shown to improve pupils engagement resulting in better EWB, engagement	£3,000	<i>Determined from pupil surveys, welfare calls, observations</i>	SENDCO/ My-CATS Lead (AL)	summer Supervision in place (from Pastoral Manager) for all support staff engaged in EWB programmes. MY-CATS referrals and allocations completed. Listening Matters underway with all staff at full capacity.

	and support time to enable staff to deliver programmes	The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.	and fewer referrals for support. EEF Evidence- universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.				
B	Staff meetings to share the effective use of the use of teams, PPT and online lessons Children (and parents/ carers) are trained in use of teams. Parents/carers are made aware of the platform and how it can support home learning.	Teams is in place and staff, pupils and parents/carers are able to use it effectively. Home learning (homework) and communication with parents is enhanced parent/ pupil surveys, welfare calls etc.	Teams, Power Point, lessons on-line all in place Remote Learning has been monitored by Governor/ Staff Working Party and action plan implemented. Effective parental engagement supports learning	Supply cover/ HLTA costs £1,000	Remote Learning Monitoring Tool – The School Data Co. shared with staff and governors.	AM/MLB and Working Party	Shows 81%-84% engagement and highlights children who have not engaged for intervention when back in school.
C	IT skills developed by staff with on-line training of	Life skills- IT based- incorporated	Teams mtgs, welfare calls and Data	Data Co- as above	Engagement Data	MB/SC/JB	Teams now planned into Computing Curriculum to enable

	<p>children in use of Teams</p> <p>Purchase of adequate, up to date IT equipment for children to use in school and at home.</p> <p>Needs to be carried on when all return 8th March.</p>	<p>into 'normal' curriculum to ensue children can engage if isolating.</p> <p>Access to remote and in school learning is improved</p>	<p>Company outcome report</p>	<p>IT equipment</p> <p>£12,080 plus VAT – 40 IPADs</p> <p>29 Ipads and 20 Laptops provided by DfE</p>	<p>Evidence form Teams nd Welfare calls</p>		<p>children to continue to engage if lockdown occurs again.</p> <p>Ipads and Laptops now in place from DfE.</p>
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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	<p>Re-engaging those who have not engaged – average 16% of pupils</p> <p>Targeted support from “Online Tutors” (National Tutoring Programme) – FFT project - Reading</p> <p>HLTAs/ TAs and Teachers target support to groups</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition Feedback Individual assessment booklets</p>	<p>HLTA/TA additional costs- (£4,500 for Reception).</p>	<p>Determined from assessments made at the start of the return to school</p>	<p>Reading Lead, Maths Lead, DHT/SENCo MLB</p>	<p>Summer</p> <p>All children now back in school. Support from NTP not sought due to allocation of HLTA and TA support across school, plus wealth of Trainee Teachers on placement summer term giving more capacity. FFT Reading Plus trial very successful. To be bought in by school using PP funding for autumn term.</p>
E	<p>Limited access to reading materials</p> <p>Lunchtime 1:1 reading with</p>	<p>All reading to improve and fluency to be promoted across school.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p>	<p>LTS £4,000</p>	<p>Baseline data on return to school</p>	<p>Reading Lead LTS Leads All Teachers</p>	<p>Summer</p> <p>No LTS time for additional reading due to additional cleaning and split lunches at ML site. Planned reading scheme- meetings with Pearson Reps ongoing.</p>

	children across both sites New online reading schemes New books		1:1 reading – LTSS and TAS/HLTAs Fiction Express *Bug Club (or an alternative)	HLTA/TA time £6,000			
F	SEN children are even further behind with limited access to support if not in school	Improved access to appropriate support and referrals for SEN Teams in place	Baseline assessment, parent/carer discussions, Support Plans	£0- £3,000 already allocated via Curriculum cost centre	Baseline data on return to school	SENCo	<u>Summer 21</u> Assessment documents sent for EWEL, Cognition and Learning, SpLD Teams. Some issues with capacity but contracts paid for.

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	Counselling Service and related resources planned for, implemented and evaluated. Mental Health Trailblazer CPD attended by Mental Health Champion (AD) NEPACS/Bereavement CPD planned and booked Listening Matters back in place JD appointed as School Councillor My-CATS started- AL leading	Positive impact on identified SEMH pupils’ emotional wellbeing.	Counselling demonstrates a high level of impact Listening Matters, NEPACS and Bereavement support impact directly on specific children at point of need More staff equipped for provision	£4,500 from staff budget/ CoL reallocation £0 for NEPACS and Bereavement	behaviour data attendance welfare/calls to parents/ carers questionnaires/ discussions with children	SENDSCO Pastoral Manager	<u>Summer 21</u> Jackie Dobson now in post. NEPACS training planned (no cost) for autumn term. Listening Matters up and running with all 5 Listeners supporting children across each week. AD Pastoral Manager is coordinating support to match children to appropriate adults. Nurture Group training booked for autumn term.

H	Active 30 in place across both sites Better playtimes for all	Fitness and engagement levels are improved for all children	Assessment during PE and observation of children during break times PE Peer Review report	£ already counted in PESS Grant	Observation of physical performance – all staff	PE Team RD/KB/AM LB	Play equipment in place. PLT prepared to bring and store equipment on both sites. Skipping workshop took place so children can skip!
I	Equitable access for all children – Poverty Proofed school day	All children have what they need in school to access their learning	Requests for food and fuel support Lack of uniform Welfare calls and discussions with children- lack of resources for home learning (including pencil sharpeners)	£1,000	No of referrals To EDT Requests from families for equipment	Sonia Cook Annie Docherty SBM	Uniform, coats and shoes available on both sites. PE Kits planned- spares in classrooms with PE bags on order. All new pencil cases have been distributed and are ready for new children in September.

Additional funding supporting provision

In addition to the funding within this allocation, we also received 29 Ipads and 20 Laptops from the DfE during Lockdown to promote home learning for vulnerable children. The children asking for these were, in many instances, not those we would have expected. Our vulnerable list is now being drawn up by DSLs and will be monitored through DSL meetings each fortnight.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Ashley Murray is now Catch up and Pupil Premium Governor.

Governors involved:

Chair of Governors – Rachel Wilson; Vice-Chair of Governors Rachel Dunn; Head Teacher - Marie-Louise Binks
Paul Cotgrave, Craig Ryan, Ashley Murray (PP Governor).

Committee meeting dates

Autumn: December 2020 **Spring:** March 2021 **Summer:** September 2021

Autumn summary

The document was not available at this time. Spending plans discussed but not shared. It was proposed to spend the allocation on reading materials- books, and ICT/Computing equipment- names laptops or Ipads. Two governors took the discussion further and met with our ICT HLTA and Computing Subject Leader. It was agreed to purchase Ipads as these would have the most impact on curriculum access and delivery.

Summer/autumn summary

Spending has taken some time to allocate and quantify.

New reading provision is in place, but only small parts were delivered in summer term.

Jackie Dobson was in post and all Listeners (Listening Matters), bereavement and NEPACS support were in place and overseen by Annie Docherty our Pastoral Manager.

Referrals to SEND Teams were sent but capacity was affected by COVID. More have now been agreed and allocation of funds was appropriate at the time.

Engagement of children in on-line learning rose to approx 84% by end of March lockdown. Impact is still unknown, as more and more children are struggling with attention and focus, especially Y3 and Y4 (as of Autumn 2021).

MY-CATS seems to have been successful- little information sent back to school. All SEMH/EWB provision in school are very well used with all staff at full capacity and timetabling used effectively to ensure projects like Listening Matters are possible.