

Covid 19 Catch Up Premium strategy statement

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)

1. Summary information					
School	Grazeley Parochial Primary School				
Academic Year	2020 - 2022	Total Catch Up Premium	£16,800	Date of next review	April 2022
		School Led Tutoring Grant (Recovery premium detailed on Pupil Premium report)	£1417.50		
Total number of pupils (January 21)			210	Total number of children eligible for PP funding (January 21)	19

	September 2020			July 2021		
	Reading	SPAG	Maths	Reading	SPAG (not Y2)	Maths
% of pupils achieving 100+ in NfER test score Pupil Premium (Y2-6 10 pupils)	20%	30%	40%	40%	33%	60%
% of pupils achieving 100+ in NfER test score SEND (Y2-6 20 pupils)	40%	15%	50%	45%	20%	50%

% of pupils achieving the expected standard or above in Year 1	57% of pupils were assessed as meeting the GLD post Lockdown 1			Teacher Assessment 73%	Teacher Assessment 70% (Writing)	Teacher Assessment 57%
% of pupils achieving 100+ in NfER test score Year 2 (Past SATS paper in July)	50%	-	60%	87%	-	83%
% of pupils achieving 100+ in NfER test score Year 3	17%	7%	24%	57%	23%	53%
% of pupils achieving 100+ in NfER test score Year 4	62%	35%	41%	70%	63%	80%
% of pupils achieving 100+ in NfER test score Year 5	77%	30%	60%	87%	57%	80%
% of pupils achieving 100+ in NfER test score Year 6 (Past SATS paper in July 2021)	70%	17%	47%	97%	90%	87%

2. Considerations for future attainment (Post Covid)	
A.	<p>Teaching:</p> <p>Great teaching is the most important lever schools have to improve outcomes for their pupils.</p>
B.	<p>Targeted academic support:</p> <p>Tutoring of groups of 3 pupils provides the best value for money. School uses staff who are known to pupils where possible.</p>
C.	<p>Wider Support:</p> <p>Emotional/anxiety support is crucial to children engaging in learning</p>
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Success criteria	

<p>A.</p>	<p>Post Lockdown 1</p> <ul style="list-style-type: none"> To ensure focussed high-quality teaching which is targeted towards identified gaps and children’s learning needs. <p>Post Lockdown 3</p> <ul style="list-style-type: none"> To prioritise high quality teaching of reading using challenging engaging tests 	<p>Data will demonstrate children making 9 steps progress across the year.</p> <p>Increased average point score across all test data (specific targets in teachers’ PM)</p>
<p>B.</p>	<p>Post Lockdown 1</p> <ul style="list-style-type: none"> To provide targeted tutoring and intervention sessions in small groups (3 children) <p>Post Lockdown 3</p> <ul style="list-style-type: none"> To provide targeted tutoring and intervention sessions in small groups (3 children) To provide opportunity for children engage in an online reading support at school and at home (FS-3) To provide time each week for teachers to provide targeted intervention to individuals and groups To prioritise GRT pupils who were not able to engage in Lockdown learning for support and intervention <p>From September 2021</p> <ul style="list-style-type: none"> To provide targeted tutoring and intervention sessions in small groups (3 children) To prioritise GRT and PP pupils for tutoring to support catch up. 	<p>Data will demonstrate children making 9 steps progress across the year.</p> <p>Increased average point score across all test data (specific targets in teachers’ PM)</p> <p>GRT and PP pupils achieve and progress in line with their peers</p>

C.	<p>Post Lockdown 1</p> <ul style="list-style-type: none"> To ensure all pupils return to school confidently. To provide emotional support for all pupils, targeting those who are identified as needing specific support for bereavement, anxiety and well being <p>Post Lockdown 3 and continuing September 2021</p> <ul style="list-style-type: none"> To ensure all pupils return to school confidently. To provide emotional support for all pupils, targeting those who are identified as needing specific support for bereavement, anxiety and well being 	<p>All children will return to school post Lockdown.</p> <p>All children will be emotionally resilient and able to access learning successfully.</p>
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4. Planned expenditure					
Academic year		2020 – 2022			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

<ul style="list-style-type: none"> To ensure focussed high quality teaching which is targeted towards identified gaps and children's learning needs. 	<ul style="list-style-type: none"> High quality teaching and continued implementation of new Grazeley Curriculum Baseline assessments to identify gaps in learning Additional English and Maths sessions taught daily to fill gaps and consolidate basic maths and SPAG skills in KS2 and Phonics in KS1. Training for whole staff on the Recovery Curriculum. 	<ul style="list-style-type: none"> High quality teaching results in high quality learning Identifies gaps & gives a clear starting to point to work from. Short focussed learning tasks enable children to consolidate what has already been taught. Staff are fully prepared for the effects of lockdown on children's learning 	<ul style="list-style-type: none"> Book looks, Monitoring, Learning Walks Monitoring of Data Monitoring of Data, Learning walks, Staff sharing of successes Review of teaching in staff meetings, Monitoring, Book Looks Data Monitoring 	<p>Headteacher and SLT</p>	<p>Data reviews December, March and June</p>
<ul style="list-style-type: none"> To ensure focussed high quality teaching which is targeted towards identified gaps and children's learning needs. 	<ul style="list-style-type: none"> As above. 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above 	<p>HT/SLT</p>	<p>Data reviews March and June</p>

<ul style="list-style-type: none"> To prioritise high quality teaching of reading using challenging engaging texts 	<ul style="list-style-type: none"> Development of Reading Spine using high quality and challenging reading texts. Training given to TAs on leading Guided Reading 	<ul style="list-style-type: none"> Use of challenging and high quality texts has been proven to increase children's attainment in Reading (Doug Lemov) Staff confidence and skill in using targeted and specific questioning to improve children's outcomes in reading is improved. 	<ul style="list-style-type: none"> English Leader monitors use of reading spine and the impact. Monitoring by SLT of guided reading 	English Leaders	<p>April 2021</p> <p>July 2021</p>
Total budgeted cost					<p>All costs incorporated into current provision</p> <p>Guided reading</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review
<ul style="list-style-type: none"> To provide targeted tutoring and intervention sessions in small groups (3 children) 	<ul style="list-style-type: none"> Tutoring sessions for selected pupils based on baseline information. Additional reading sessions for PP children before and after school 	<ul style="list-style-type: none"> Tutoring in groups of up to 3 shown to be best value of money for providing targeted support (EEF) These children are not well supported with reading at home. Children reading at home make better progress in reading. 	<p>Regular monitoring of tutoring by allocated teacher</p> <p>Monitoring of data and sessions</p>	<p>Headteacher and RH</p> <p>SENCo/ RH</p>	<p>December 2020</p> <p>December 2020</p>
<ul style="list-style-type: none"> To provide targeted tutoring and intervention sessions in small groups (3 children) 	<ul style="list-style-type: none"> NTP Tutoring sessions post Lockdown 3 ensuring use of own staff for familiarity and knowledge of pupils. 	<ul style="list-style-type: none"> Tutoring in groups of up to 3 shown to be best value of money for providing targeted support (EEF) Children chosen were identified as those who had slipped below expected when had previously been working at expected. 	<p>Regular monitoring of tutoring by allocated teacher</p> <p>Monitoring of data and sessions</p>	<p>Headteacher</p>	<p>April 2021, June 2021</p>

<ul style="list-style-type: none"> To provide time each week for teachers to provide targeted intervention to individuals and groups 	<ul style="list-style-type: none"> Use of Sports Coaching to allow for specific interventions by teachers 	<ul style="list-style-type: none"> Teachers can use this session to address misconceptions or pre teach with highlighted groups of children. Able to provide quality 1:1 reading time with several individuals at the same time ensuring best use of adult support Ensures a quality teacher input with for guided reading for each group each week. 	<p>Feedback from teachers about effective use, monitoring of sessions and of data impact.</p> <p>Continued monitoring of data for chosen individuals.</p>	<p>Headteacher</p>	<p>May 2021, June 2021</p>
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<ul style="list-style-type: none"> To provide opportunity for children engage in an online reading support at school and at home (FS-3) 	<ul style="list-style-type: none"> Additional reading sessions for Year 3 Bookmark Reading Sessions for children in Years 2 and 3 prioritising PP children Use of an online reading scheme – Reading Eggs – accessible at home for children in Years FS – 3 	<ul style="list-style-type: none"> These children are still reliant on reading scheme books for individual reading which are not available during Lock Down learning times. Reading Eggs provides individually levelled reading material in a structured and accessible format. Successful in another successful local school. Reading is prioritised by the school as the key to success in other learning. It is important for the Y1 children to move into Year 2 confident and fluent readers. 	<p>Continued monitoring of reading data for Year 3</p> <p>Half termly practice screenings by Phonics Leader and regular monitoring of phonics provision</p> <p>Regular monitoring of the electronic system to check engagement of pupils and progress</p>	<p>Deputy Headteacher & Y2 and 3 class teachers</p> <p>Deputy Headteacher</p>	<p>April 2021, June 2021</p>
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<ul style="list-style-type: none"> To prioritise GRT pupils who were not able to engage in Lockdown learning for support and intervention 	<ul style="list-style-type: none"> Additional support and resources for Y1 pupils in danger of not passing phonics screening at end of Y1 Additional support 2 afternoons a week for GRT pupils in Year 1, 2 and 5 	<ul style="list-style-type: none"> GRT children did not engage with home learning and therefore have fallen further behind than other target groups. 	Continued monitoring of data for GRT pupils	Headteacher	June 2021
<ul style="list-style-type: none"> To provide targeted tutoring and intervention sessions in small groups (3 children) from September 	<ul style="list-style-type: none"> Tutoring sessions for selected pupils based on baseline information and eligibility for PP 	<ul style="list-style-type: none"> Tutoring in groups of up to 3 shown to be best value of money for providing targeted support (EEF) 	Regular monitoring of tutoring by allocated teacher	Headteacher and SENCO	December 2021
Total budgeted cost			Tutoring Sessions Sep – Dec 2020: £4051.75 RH Monitoring: £2900.30 Bookmark Reading: £0 Phonics Cards: £52.14 Tuition: £5945.42 GRT: £1008 + £334.65 Sports coaching- 10 weeks £2320		

iii. Wider support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review
<ul style="list-style-type: none"> To ensure all pupils return to school confidently. To provide emotional support for all pupils, targeting those who are identified as needing specific support for bereavement, anxiety and well being 	<ul style="list-style-type: none"> Whole school training about well-being and emotional support for children post lockdown. Focussed support to support GRT families feel confident to return. Family Support Worker time to support individuals and families increased Covid Impact identified on the CPOMS system for staff to identify children showing 	<ul style="list-style-type: none"> Children are not able to learn effectively when their emotional needs are not met (Maslow's Hierarchy of need) GRT families have been the most concerned about risk of Covid throughout pandemic but also been the group that has been most challenging to engage during lockdowns. 	<p>Fortnightly meetings between Headteacher and FSW.</p> <p>Regular review of activity on CPOMS by SLT</p>	FSW	October 2020, December 2020

<ul style="list-style-type: none"> To ensure all pupils return to school confidently. To provide emotional support for all pupils, targeting those who are identified as needing specific support for bereavement, anxiety and well being 	<ul style="list-style-type: none"> Whole school training about anxiety and emotional support for children post Lockdown 3. Focussed support to support GRT families feel confident to return. Family Support Worker time to support individuals and families increased 	<ul style="list-style-type: none"> Many children including GRT families have been impacted by covid. We have an increasing number of children presenting with anxiety and the time with our FSW has been seen to make a positive difference to individuals and groups of children, Our FSW is finding she does not have enough time to see the number of children who need her support and this is negatively impacting on behaviour for learning in the classrooms. 	<p>Fortnightly meetings between Headteacher and FSW.</p> <p>Regular review of activity on CPOMS by SLT</p>	FSW	Fortnightly	
<ul style="list-style-type: none"> To provide emotional support for all pupils, targeting those who are identified as needing specific support for bereavement, anxiety and well being 	<ul style="list-style-type: none"> Family Support Worker time to support individuals and families increased 	<ul style="list-style-type: none"> Many children including GRT families have been impacted by covid. We have an increasing number of children presenting with anxiety and the time with our FSW has been seen to make a positive difference to individuals and groups of children, Our FSW is finding she does not have enough time to see the number of children who need her support and this is negatively impacting on behaviour for learning in the classrooms. 	<p>Fortnightly meetings between Headteacher and FSW.</p> <p>Regular review of activity on CPOMS by SLT</p>	FSW	Fortnightly	
Total budgeted cost					Additional FSW Hours 1605.24	