

# Etherley Lane Primary School – Catch-up Premium Strategy 2020 - 2021

Updated July 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	250
Proportion of disadvantaged	29%
Catch-up Premium allocation (No. of pupils x £80)	£21,200
Publish Date	05.01.21
Review Dates	December 2020 March 2021 July 2021
Statement created by	K. Lee, E. Coxon
Governor Lead	P. Wilson, L. George

## Context of the school and rationale for the strategy

- Currently, 29% of our pupils have are identified as disadvantaged, which is higher than the national average of 17.7% (correct as of January 2020). In recent years, our school population has become much more transient due to an increase in social mobility within our catchment area.
- 41% of children who were attending Etherley Lane Primary School in March before the national lockdown (current Year 1-Year 6 completed some degree of home learning set over the lockdown period.
- When school reopened to all pupils on Wednesday 2<sup>nd</sup> September 2020, 94.2% of pupils attended school.
- During Summer Term 2020, 100%/83% of our vulnerable/disadvantaged pupils, as identified by the local authority, attended school on a part-time basis.
- On returning to school in September 2020, staff completed teacher assessments to show end of 2019/20 predicted pupil outcomes without the period of school closure from March to July and initial baseline assessments for Autumn 2020. Please find a summary table below:

Current Year Group	Percentage predicted to be at expected standard + in Summer Term 2020			Percentage at expected standard + at beginning of Autumn Term 2020		
	Reading	Writing	Maths	Reading	Writing	Maths
Year 1	85%	80%	85%	60%	20%	60%
Year 2	79%	77%	69%	72%	69%	64%
Year 3	67%	60%	74%	67%	55%	70%
Year 4	73%	70%	78%	73%	70%	78%
Year 5	62%	58%	69%	62%	58%	69%
Year 6	53%	53%	50%	50%	50%	44%

## Explore: Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	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	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. 7% of pupils do not have access to technology and/or support for use.	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	Elements of high quality first teaching are not consistently present in face to face and remote offer.	All staff receive refresher training around explicit instruction, scaffolding, flexible groupings and cognitive and metacognitive strategies. These components of high QFT are integrated into planning and evident during learning walks.
	D	In each year group, some topics/knowledge within foundation subjects were not fully covered in the summer term.	Gaps in coverage to be established and addressed through sliding into a following year group where topics are revisited or taught discretely in the following academic year.
Targeted academic support	E	Less than half of the proportion of pupils (41%) engaged with the online learning materials provided for Maths and Writing during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in Maths and Writing from their starting points at the beginning of the autumn term.
	F	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages and phonics screening check scores are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis. Phonics screening check scores rapidly increase.
	G	Children in EYFS missing important language and early literacy opportunities and on-entry data much lower than in previous years.	Language and early literacy skills of children in EYFS are much improved and rapid progress is evident.
Wider Strategies	H	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.
	I	Reduced attendance slows engagement and progress	Attendance patterns are positive
	J	Some pupils find it difficult to reconnect with their peers.	Social and Emotional Learning is embedded in the curriculum and pupil interactions improve. Intervention and specialist help is implemented where needed

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

Barrier	Action to deliver and sustain approaches	Desired outcome (What is expected)	Evidence source	Cost	Baseline data	Person responsible	What is being rewarded and how?	Impact/ evaluation (autumn, spring, summer)
A	All staff to receive CPD in relation to promoting Growth Mindset as a whole-school approach.	All staff are equipped for early recognition of children's mental health needs.  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.	Embedded Growth Mindset activities and resources shown to improve levels of engagement and intervention to be targeted carefully and swiftly carried out. (EEF toolkit)	£260 (1 COL credit)	Determined from pupil surveys and discussions with staff.	SENDCO		Autumn term – Growth mindset displays referred to around school staff and children are able to use the positive language provided – eg. I can't do it yet. This has supported children in building their resilience as time in and out has impacted on their confidence.

<b>B</b>	<p>CPD provided for staff on the effective use of the new online learning platform, Seesaw and also trained in using Teams to deliver live lessons. Children are trained in its use.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p>	<p>Seesaw used as learning platform (EEF Review of Evidence on Remote Learning)</p>	<p>£300 for 10 A3 Teams licenses</p>	<p>Feedback from staff, children and parents.</p>	<p>SLT</p>	<p>Staff confident in using seesaw – developed use of video voice over to support children and their families in home learning.</p>
	<p>Parents/carers are made aware of the platform and how it can support home learning (communicated through written and video tutorial)</p>	<p>Home learning (homework) and communication with parents is enhanced (parent/pupil surveys and weekly welfare calls)</p>	<p>Effective parental engagement supports learning (EEF Working with Parents to Support Children’s Learning)</p>		<p>Welfare calls and parental surveys.</p>	<p>SLT</p>	<p>Weekly welfare call to parents – supported – those who cannot access online – device provided/ paperpack provided as requested.</p>
	<p>Children who do not have access to appropriate device (no device or mobile phone only) to be provided with one from school.</p>	<p>All children in school will have an appropriate device to access and complete home learning.</p>	<p>Ensuring access to technology is key, especially for disadvantaged pupils. (EEF Best Evidence on Supporting Pupils to Learn Remotely)</p>	<p>£6000 for 30 additional devices for home use.</p>	<p>Whole school tech survey.</p>	<p>SLT</p>	

C	All teaching staff to receive refresher training around explicit instruction, scaffolding, flexible groupings and cognitive and metacognitive strategies. Staff to incorporate these strategies into whole class teaching and impact to be monitored carefully.	Staff make use of these strategies in their face-to-face teaching and also make use of them in remote teaching, e.g. Maths and English tutorial videos, modelling during live lessons.	Components that define effective teaching, such as clear explanations and scaffolding, should be our focus for planning to further improve teaching in the upcoming academic year. (EEF Rapid Evidence Assessment on remote learning)	£500	Teacher assessment data	SLT		To be incorporated into our assessment and monitoring cycle in:  Lock down 1 and 2 files created. Subject leads overview of subjects and time out of class given to review curriculum in each area in line with school strategy of knowledge blasts, blast back and whole day focus.
D	Class teachers to share with subject leaders what was not fully covered between March and July 2020 in their year groups. Subject leaders to then amend long term plans accordingly so missed learning is covered. Subject leaders to support class teachers in their approach to catching up on missed learning.	Class teachers to incorporate previously missed learning into their teaching, through regular revisiting of previous learning, linking topics where possible and collapsing the timetable where necessary to catch up pupils on whole topics they may have missed.	Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by primary headteachers (32%) to support disadvantaged students when schools reopen for all pupils. (Teacher Tapp, May 2020)		Whole staff meetings/ training	Subject leaders		To be incorporated into our assessment and monitoring cycle in: <b>Autumn term</b> <b>Spring term</b> <b>Summer term</b> Also see notes above.

**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support, effective development of TAs, reading intervention, early language support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
E	<p>Maths assessments and Writing Teacher Assessments identify children in need of support.</p> <p>15 min daily interventions for all identified pupils – basic skills.</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 (+4) Feedback (+8)</p>	£2083.	Determined from assessments made at the start of the autumn term	Maths lead	<p>Autumn 2020 Groups of 3-4 – 15 minutes intervention. Maths games website</p>
F	<p>1:1 Reading Intervention with identified Y6 pupils.</p> <p>Fresh Start reading intervention with identified groups of children across KS2</p> <p>Diagnostic data from STAR reading tests.</p> <p>Small group phonics is taught more frequently and 1:1 intervention done</p>	<p>KS2 Reading results to improve to 75%</p> <p>Year 2 Phonics results improve to 80%</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	TA costs £2083	Determined from assessments made at the start of the autumn term	Reading Lead	<p>To be incorporated into our assessment and monitoring cycle in:</p> <ul style="list-style-type: none"> <li>- Year 2 phonics outcome – 85% small group, 1:1 and targeted intervention, following delivery of RWInc session has been a success in supporting.</li> <li>- KS2 reading 76% - fresh start intervention, targeted intervention and frequent assessment. Question level analysis all supported children with greatest need to meet expectation by end of Y6.</li> </ul>

	daily to address gaps in phonic knowledge.	Year 1 Phonics results improve to 80%					
G	<p>School enrolled onto the Nuffield Early Language Intervention (NELI) programme.</p> <p>Relevant staff trained in delivering the programme.</p> <p>All children in EYFS complete initial assessment and those identified as needing additional support are given targeted small group and one-to-one support.</p>	<p>EYFS Speaking and Reading improve to 80%</p> <p>EYFS Writing improves to 75%</p>	<p>Several EEF trials have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group. (DfE Nov 2020)</p>	<p>TA costs To release for training</p>	<p>Determined from assessments made at the start of the spring term</p>	<p>EYFS Lead</p>	<p>Writing has remained an area of focus in EYFS – with some children being held back from gaining a GLD due to being below expectation in writing – this will be fed into the school improvement plan for 2021/22</p>

**Wider strategies** i.e. Behaviour routines and approaches, parental engagement, social and emotional learning recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	<p>Full-time Learning Mentor appointed.</p> <p>Potential children who may be struggling to adapt with returning to</p>	<p>Positive impact on identified SEMH pupils’ emotional wellbeing.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3) Social and Emotional Learning (+4)</p>	<p>Learning Mentor and Family Liaison worker costs</p>	<p>CPOMs data</p>	<p>SENDCO</p>	<p>To be incorporated into our assessment and monitoring cycle in: Family liaison has continued to work with children and families to support children in returning to school. Some case studies of parents feeling particular anxieties related to covid have been documented and although this has had an impact on</p>

	<p>school to be identified.</p> <p>Whole class PSHCE work to focus on feelings and opportunities for children to talk and share to be given.</p> <p>Children to be monitored closely and referred to learning mentor/family worker for further 1:1 or group intervention.</p> <p>Liaise with wider agencies for additional support, e.g. Emotional Wellbeing Nurse</p>		Metacognition and Self-Regulation (+7)	Resources £1000			<p>individual attendance in the shorter term, it has been improved.</p> <p>Learning mentor provides targeted support programmes depending on need of specific pupils. Caseload has increased during returns to school and further support has been planned upon each return with support for class teaching teams , so that follow up work can be done. Behaviour across the school remains indicative that children are resilient and have good strategies for self regulation.</p>
H	<p>Identify persistent absentees.</p> <p>Liaise with other school that siblings may attend.</p> <p>Family liaison worker to work with families of persistent absentees.</p>	Attendance to improve to 96%	Working with parents to support children's learning Summary of recommendations (EEF)	Family Liaison worker costs	SIMS data	SLT	<p>To be incorporated into our assessment and monitoring cycle in:</p> <p>The end of school year attendance for 2020/21 was 95.57%</p>

I	<p>Incorporate SEL strategies into whole class teaching.</p> <p>Regular PSHCE lessons.</p> <p>Learning mentor to undertake training to provide targeted intervention to support children with friendships, e.g. Getting Along Gang</p>	<p>The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which explicitly teach SEL.</p> <p>Social and Emotional Learning is embedded in the curriculum and pupil interactions improve. Intervention and specialist help is implemented where needed.</p>	<p>Improving Social and Emotional Learning in Primary Schools Summary of recommendations (EEF)</p>	<p>Learning Mentor costs £XXX</p> <p>£630 (2.5 COL credits)</p>	CPOMS data	SENDCO	<p>To be incorporated into our assessment and monitoring cycle in:</p> <p>CPOMS data continues to show where incidents occur they are rapidly addressed with positive outcomes for children. The number of repeat incidents for the same child, once intervention is underway are few.</p>
---	--	---	--	---	------------	--------	--

### **Additional funding supporting provision**

The school has received £24800.63 in three tranches. The table above shows how the funding has been spent in school and the impact that it has had on learners in our school.

### **Governance – monitoring the effectiveness of the Pupil Premium Strategy**

<b>Governors involved:</b> – Chair of Governors;– Vice-Chair of Governors;– Head Teacher
<b>Committee meeting dates</b> <b>Autumn:</b> December 2020 <b>Spring:</b> March 2021 <b>Summer:</b> June 2021
<b>Autumn summary</b> Impact of new devices being purchased was discussed with governors and data shared to illustrate number fo children benefitting from the purchase.
<b>Spring summary</b>

**Discussion relating to work of learning mentor and family liaison in supporting families, anonymous case studies shared. Highlighted staff training in relation to growth mind set and its impact within classrooms on return to school.**

**Summer summary**

**Review of additional TA and HLTA hours to enable teacher/TA to work with individuals and small groups in targeted year groups to strive for success in children becoming closer to and meeting the national standard in their year group.**