

Kirk Merrington Primary School

Catch-up Premium Strategy 2020 - 2021

Updated September 2020, April 2021 and 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	149
Proportion of disadvantaged	24/149 16%
Catch-up Premium allocation (No. of pupils x £80)	£11,920
Publish Date	October 2020
Review Dates	December 2020 / June 2021
Statement created by	Nicola Murray
Governor Lead	Carol Robinson

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

[See School Self-Evaluation for statement on catchment in terms of disadvantage / need.](#)

Kirk Merrington Primary School currently has 24 children on the PP register - 16% of the school's register.

There are 11 children on the SEN Register - 7% of the school's population

KMPS was open throughout National Lockdown to provide education for the children of Key workers. This was extended after June 15th (when Y1 and Y6 cohorts returned) to include children identified as "vulnerable". Key Worker provision operated at full capacity during this time.

The school was closed for the duration of the summer holidays.

KMPS chose not to record the percentage of children who had engaged in home learning, recognising that the level and quality of interaction at home would be impossible to accurately ascertain. It also recognised the fact that even if children had received support from school and family, the disruption caused by school closure undoubtedly had a negative impact on learning and wellbeing. It is not possible to quantify the level of disruption and the long-term implications on individual children.

It is important to state that school is aware of a small percentage of children who did not engage in home schooling at all during Lockdown. (Evidence base: Class Dojo contact, Records from Interactive programmes e.g. Lexia, Mathletics, IDL)

KMPS decided that the most effective approach to identifying missed curriculum content would be for Subject Leaders to review of Long-Term plans in all subject areas. From this, gaps in areas of learning could be easily identified and incorporated into a detailed, accurate and precise Catch-Up Curriculum. Staff would use this to adapt Medium and Short- Term planning, enabling all children to access learning through the provision of quality first teaching.

Ensuring an effective recovery curriculum was the key priority of the school on return in September 2020, as identified in the School Development Action Plan. Fundamental to this was the early assessment of children's starting points through continuous formative assessments. This information could then be used in conjunction with the Catch-Up curriculum to tailor and focus on specific aspects of content and learning. These findings will be consolidated using termly summative assessments, as per school practice. A review and evaluation of this termly data will inform future actions and any subsequent interventions. This would enable targeted support for identified groups and individuals.

KMPS is aware that children may experience long-term problems with their social, emotional, mental and physical health wellbeing as a consequence of being away from school for a sustained period of time. Staff will use ongoing observations to identify need and these will be addressed in the "Wider strategies" section.

School has use the EEF model of a tiered approach when considering the allocation of Catch- Up funding. This identifies the following key areas:

- 1) High Quality teaching
- 2) Targeted academic support
- 3) Wider strategies

School recognises that the funding is utilised in a manner which will support the learning of all pupils, whilst acknowledging that "Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life." (EEF Support Guide for Schools)

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities (High Quality Teaching - QFT)	A "Great teaching is the most important lever schools have to improve outcomes for their pupils." (EEF Guide) Staff require CPD to develop a greater understanding of children's mental health needs. CPD £2000 total	Staff are better informed and have greater clarity about how to support children - whether to support curriculum planning, focused training on the effective use of technology or on mental health needs. Enhanced QFT Improved use of IT for homework tasks, home learning. This is a focus of daily/ weekly teaching in the autumn term.
	B Home learning offer to be developed to improve access to learning for all pupils (Offer of laptops - agreement to use of laptops)	A strong remote learning offer is in place. Oak National Academy in place. All staff are trained in its use. All Classes have a timetable and learning organised and ready to implement. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	C Children may have missed key objectives of learning across the curriculum. This is a barrier to future learning and must be addressed prior to beginning new curriculum content in their new year group	Staff have identified gaps in knowledge and skills in all subjects across the curriculum and new year group staff will address prior knowledge at the beginning of each new teaching topic. This will ensure children have the skills required to move forward with the curriculum.
Targeted academic support groups (Identified groups for Intervention)	D End of year data illustrates that two cohorts are working below expected standards (Current Y1 and current Y3) and require focussed interventions.	Pupils make accelerated progress in Maths, Reading and Writing from their starting points at the beginning of the autumn term.

	E	<p>Some pupils did not achieve the ELG for Reading Additional phonics and small group reading</p> <p>Some pupils did not achieve the ELG for Writing</p> <p>Some pupils did not achieve the ELG for Number and Shape and Space</p> <p>Some Y2 children did not achieve EXS in Reading, writing and Maths.</p>	<p>Reading skills are much improved and reflect age-appropriate expectations.</p> <p>Children meet ELG for writing by end of Autumn Term</p> <p>Children meet ELG for N, S & S</p> <p>Focussed interventions Reading - phonics decoding and comprehension sessions. Children to make rapid progress on a termly basis, moving to the next phonic phase and moving through the Book Bands</p> <p>Writing - application of phonic skills when writing for a purpose.</p> <p>Maths - Basic Skills</p>
	F	<p>Some Year 1 children did not achieve the higher standard for Reading and Writing at the end of EYFS</p>	<p>Focussed interventions using EEF Improving Literacy recommendation. Children to meet criteria for GD by end of Autumn Term.</p>
	G	<p>Disproportionate number of PP children did not achieve age-related expectations for reading</p>	<p>Lexia Intervention purchased. Children makes accelerated progress in reading skills.</p>
Wider Strategies	H	<p>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.</p>	<p>Strategies in place to support pupils' focus and concentrate.</p> <p>All pupils can focus on their learning during lessons.</p>

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 on Zones of Regulation to support emotional well-being programme of all children.	All staff are equipped for early recognition of children's emotional and 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.	Zones of Regulation approach shown to improve pupils' emotional well-being and level of engagement in learning. resulting in 4 months accelerated progress (EEF Toolkit - Social and Emotional Learning)	£350	Determined from pupil surveys	SENDCO / PSHE Co-ordinator	<p>Autumn term This training was postponed by provider.</p> <p>Spring Term Staff have been aware of the need for ongoing additional PSHE to address issues and concerns raised in individual classes, especially since return to school March 2021. Yr 4/ 5 and Y6 classes have participated in Local Authority "Nurturing our Wellbeing "(NOW) programme.</p> <p>Summer Term Staff received training - 17th May 2021. Displays around school to support "Zones" work.</p>
B	CPD provided for staff on the effective use of IT (e.g. Teams) for online learning.	Staff trained in use of IT programmes to assist in the delivery of online learning.	Staff confident in the effective use of IT to support learning. Parents informed and knowledgeable about IT systems used by school.	£350	Staff questionnaires re IT skills and knowledge	IT Lead	<p>Autumn Term Microsoft Teams training - 23/11/2021 Whole staff training received</p> <p>Spring Term Skills utilised during Spring Term Lockdown with staff able to access online CPD and staff meetings.</p>

			Effective parental engagement supports learning 3 months accelerated progress (EEF Toolkit - Parental Engagement)				
	Additional CPD for staff to develop professional knowledge	All staff equipped to meet the academic and pastoral needs of children in KMPS Enhanced provision through QFT in all aspects of school curriculum	Staff confident in knowledge and delivery of curriculum content	£2000			<p>Autumn Term Mental Wellbeing Training for all staff (7/9/2020) Staff knowledgeable about the area and aware of strategies that may be employed.</p> <p>Spring Term PSHE curriculum SEMH training Strategies employed by staff to embed QFT and ensure safe and secure environment to support learning.</p> <p>Summer Term NM attended Anna Freud Training May 2021 Staff attended Science CPD- we agreed to teach Science during the next school year as separate year groups.</p>
D	Effective use of the new online learning platform. Children are trained in its use.	The new platform is in place and staff, pupils and parents are able to use it effectively.	Class Dojo is used as learning platform (EEF + 4 months).				<p>Autumn Term Whole school approach introduced and embedded regarding the delivery of online learning.</p> <p>Parents provided with detailed pack outlining operation of</p>

	Parents/carers are made aware of the platform and how it can support home learning.	Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)	Effective parental engagement supports learning 3 months accelerated progress (EEF Toolkit - Parental engagement)				platform, together with other relevant resources regarding online learning. (Laptops loaned) Spring Term Level of engagement with remote online learning during Lockdown monitored by all Class teachers. High levels of engagement recorded in all year groups. Concerns identified during lockdown and continued after return to school. Summer Term Positive feedback from Parent questionnaires.
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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)
E	Whole school data illustrates two cohorts (Y1 and Y3) operating below expected national standards at expected and greater depth levels. Targeted small-group twice weekly booster	Progress in Maths, reading and Writing is accelerated to ensure more pupils are assessed as operating at age-related and Greater Depth expectations	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8)	To be determined - additional time from TA / HLTA.	End of Summer Term 2020	Subject Leads for Maths and English	Autumn 2020 Staff expertise utilised to address needs of children in identified classes. Y1 - RK additional hours Y5 - Booster provided by JA LM worked additional hours Summer Term Subject Leader monitoring of planning and books. Findings

	sessions for identified pupils in Maths, reading and Writing.						demonstrated that gaps in learning have been covered and that children are receiving age-appropriate curriculum in line with LTP.
F	<p>Targeted interventions to accelerate the progress of identified children to enable them to access age-appropriate curriculum.</p> <p>Baseline data from Summer 2020 and additional assessment tests.</p> <p>Small group, twice weekly interventions in Maths, reading and Writing to happen</p>	% of children operating at age-related expectations to meet (and exceed) national average in Reading, Writing and Maths.	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8)</p> <p>Reading Comprehension Strategies (+6)</p> <p>Small group tuition (+4)</p> <p>Teaching Assistants (+1)</p>	<p>TA £21.87 / afternoon session</p> <p>HLTA £51.57 / morning session</p>		<p>English Lead</p> <p>Maths Lead</p>	<p>Autumn 2020 Please see above.</p> <p>Autumn data showed the percentage of children working at age-related expectations in line with national figures. Additional support and interventions put in place for those children not on track.</p> <p>Spring Term Data collected March 2021 PPMs held. Interventions in place to accelerate progress of identified pupils.</p> <p>Marking and Feedback in English CPD. Delivered By LA Shelia Harrison.</p> <p>Summer Term Decision to teach KS2 as separate year groups during 2021/2022 in Maths and English</p>
G	Precision First Teaching CPD for TAs	% of identified children make	Data / trackers	£350			Training postponed due to Lockdown.

	This approach used as specific intervention for children identified as operating below age-related expectations and / or some SEN children.	academic progress. % of children meet academic targets / Support Plan targets					Additional CPD has been accessed by staff to support the learning and wellbeing of pupils. NELI (Nuffield Early Language Intervention) CC Reception Autism Training - CJ, LM and PW
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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)
H	CPD - ELSA (Emotional Literacy Support Assistant) Intervention Identified TA to attend training. Run intervention with identified children.	Effectively address the emotional needs of identified children in school	Baseline Assessment	£650			Autumn 2020 Training postponed. Due to take place Summer 2021 Summer Term Training did not happen

Additional funding supporting provision

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Governance - monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: - Chair of Governors;- Vice-Chair of Governors;- Head Teacher + Mrs Natalie Paterson (Wood)- link Governor			
Committee meeting dates			
Autumn:	December 2020	Spring: May 2021	Summer: June 2021
Autumn summary Mrs Paterson met with Mrs O'Sullivan to discuss the plan. Governors agreed actions			
Spring summary Governors agreed actions			
Summer summary Governors updated			

