



## Pike Fold Primary – Catch-up Premium Strategy 2020 - 2021

### Funding allocation

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 stages. 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.

### Use of funds

Pike Fold School will 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](#). We have the flexibility to spend our funding in the best way for our children and circumstances.

### School Overview

<b>Number of pupils in school YR – Y6</b>	416
<b>Proportion of disadvantaged</b>	34.95% 159 pupils
<b>Catch-up Premium allocation (No. of pupils x £80)</b>	$415 \times £80 = £33,200$
<b>Publish Date</b>	September 2020 Reviewed at several points throughout the year
<b>Review Dates</b>	December 2020, January 2021-Spring term.
<b>Statement created by</b>	Mrs R Farnell-Hill Head teacher
<b>Governor Lead</b>	S Harper Chair of Govs

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

- Our proportion of disadvantaged pupils across the school is relatively high compared to both a local and national picture at 34.95%
- The vast majority of children from Reception to Year 6 did not initially engage with the detailed online learning that the school provided. Therefore workbooks were purchased along with resources i.e. pencils etc to enable all children to learn at home, tasks were completed via Dojo by our younger children
- Upon re-opening in September 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children came back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Week 1 was 97.3% (Excluding Reception who were not attending on first day of return).
- Our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view, this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed teachers and teaching assistants to come back to a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.  
Foundation subject *knowledge* explored during Autumn 1- Subject *skills* will continue to develop throughout the year, embedding in other themes. Core skills missed, have been taught in addition to timetabled sessions and will continue to be fully embedded throughout the year.
- Staff have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff agreed which baselines were going to be used so we had standardisation and consistency across all year groups and cohorts. We agreed that these baselines were to be carried out by the end of September 2020. At this point, we discussed as a staff what the baseline results were telling us in terms of which children across year groups have regressed in terms of their learning. SLT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identify children for catch up in their areas of identified need. All year 2 had catch up interventions for phonics.

Catch up Premium will be targeted to provide this essential support and intervention using the following funding amounts:

Overall 2020/2021: £33,200

**Autumn 2020:** £8300

**Spring 2021:** £

**Summer 2021:**£

(These amounts are based upon £80 per child with 416 children on roll Nursery not included ).

## Barriers to future attainment success

		Barrier	Desired outcome
Teaching Priorities	1	Staff to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19.	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the autumn term 2020. Majority of staff aware of early signs of mental health concerns
	2	Home learning has been quite limited due to the lack of knowledge with regards the current platform used, this will be developed further during this academic year to improve access to learning at home for all pupils.	A strong remote learning offer to be in place. A new and improved platform is in place and all staff are trained in its use Google classroom. Training planned and delivered during Autumn term 2020. Weekly homework activities are uploaded and feedback to pupils given as and when appropriate. Children become familiar with the system rather than being reliant upon adult support at home.
	3	To focus upon strategies and support which develop greater resilience and self confidence in our children.	To have an overall increase in children's resilience and self-confidence by the end of summer term 2021. Regular questionnaire will record progress
Academic support	1	To use September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.
	2	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020.	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021. School have a wide variety of books to create a love of reading.
	3	To provide resources for catch-up support for Teaching Assistants to use with confidence	TAs to use good quality resources to target intervention groups and deliver with confidence- Narrow the gap
Wider Strategies	1	Some pupils may struggle to settle back into school and class routines and have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.
	2	To continue to engage children in school life, and continue to create a love of learning and show children support from therapists when needed. Children know how to 'Cheer themselves up'.(Sandwell Charter 2020)	Children to understand the value of education and be excited to be her and learn. Seek support from appropriate Sandwell Well-being charter identified children didn't know how to cheer themselves up, need statistical data to show they have made progress.
	3	Create experiences for pupils and families lost through Covid limitations	Children and families to continue to have positive experiences during lockdown in a safe and supportive environment.

## Teaching priorities for current academic year i.e. Professional development and support .

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
1	<p>All staff to receive CPD in relation to the Childrens mental health-MHFAE which is being delivered in our school during the Autumn 2020 Information on strategies and approaches from the training is to be rolled out and disseminated with all staff during Autumn 2020 and Spring 2021. Good practice to be shared</p> <p>Staff trained in Yoga level 1</p>	<p>All staff are equipped for early recognition of children's mental health needs.</p> <p>The profile of PSHE is raised throughout school and lessons are taking place on a regular basis which support the mental health and emotional and social needs of all of our children.</p>	<p>This training is shown to improve pupils positive engagement with each other in various situations and to improve their levels of emotional and mental well being.</p> <p>Yoga sessions for all pupils <i>to help</i> slow down, self-regulate, focus, and connect with their bodies and breath.</p> <p>Provide a new tools to build resiliency in children during challenging times.</p>	<p>Training costs- £695</p> <p>Ongoing cost of ongoing training-Yoga- £300</p> <p>Yoga Mats for all pupils to practice mindfulness and meditation</p>	<p><i>Determined from pupil &amp; parent survey and questionnaires during lockdown.</i></p>	<p>HT to facilitate the training.</p> <p>L Fagan PE lead to support implementation of yoga</p>	<p><b>Autumn 2020.</b></p>

<p><b>2</b></p>	<p>CPD provided for staff on the effective use of the new online learning platform (Google based). Children are trained in its use after initial staff training in first half of Autumn term 2020.</p> <p>Parents/carers are made aware of the platform and how it can support and develop and extend home learning.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively by beginning of Spring term 2021.</p> <p>Home learning (homework) and communication with parents is enhanced (possible use of parent/ pupil surveys and questionnaires)</p>	<p>To use Google Classroom as an effective learning platform – initial training for staff in September 2020</p> <p>Effective parental engagement supports home /online learning and ensures greater consistency of learning for children.</p>	<p>Chrome book purchases for children with no IT at home.  <b>Autumn</b> x10  £1890 +£150 cases  <b>Spring</b> x10  £1890 +£150 cases  <b>Summer</b> x10  £1890 +£150 cases  Total=£6120</p> <p>Apps to be purchased for all 30 Chromebooks to be fully accessible.(x10)</p> <p>Approx £3 per appx30 x10= £900</p> <p>£6120+£900= £7020</p>	<p>Before and after surveys to be used with teaching and support staff to assess the impact on knowledge and use of strategies.</p> <p>Possible use of Parental surveys and questionnaires to ascertain information before and after whole school training and roll-out.</p>	<p>IT subject lead T Marler</p> <p>DHT  J McKeever to oversee</p> <p>Mrs McKeever to be responsible for sending out and collating parental responses.</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)
1	<p>Reading, Writing and Maths assessments completed in September 2020 to identify children in need of further targeted support.</p> <p>Daily interventions with class based TA's and specialist TAs for identified pupils – basic skills nurturing and development.</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>	<p>Initial September baseline assessments in key identified areas.</p> <p>Ongoing teacher assessments during each term.</p> <p>End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.</p>	<p>To be determined as we progress into 2020/2021.</p>	<p><i>Determined from assessments made at the start of the autumn term 2020.</i></p> <p><i>End of year baselines to be used – July 2021.</i></p>	<p>HT/DHT strategic overview.</p> <p>R Graham G Johnson V Taylor &amp; C McDonald-English and Maths leads within school.</p> <p>Class teachers on an ongoing basis.</p>	<p><b>Autumn 2020</b></p>

2	<p>Afternoon Reading and Maths Intervention support with identified Y2 and Y6 pupils.</p> <p>Baseline data from identified reading and maths tests.</p>	<p>KS1 and KS2 Reading Results to improve as progress and learning develops during 2020/2021</p> <p><b>KS1 Target of 72%</b></p> <p><b>KS2 Target of 75 %</b></p> <p>(an increase of 10% from spring data 2020)</p>	<p>Ongoing school based attainment and progress trackers across each term in 2020/2021.</p>	<p><i>Intervention TA costs and to be determined after we see numbers of children identified as needing catch up support from initial September 2020 baselines across key areas.</i></p>		<p>HT for allocation of support costs.</p> <p>English coordinator and Maths coordinator.</p>	<p><b>Autumn 2020</b></p>
3	<p>To provide resources for catch-up support for Teaching Assistants to use with confidence</p> <p>NELI intervention programme for reception pupils</p>	<p>TAs to support pupils to the best of their ability by have good quality resources to support individual needs</p>	<p>Baseline and progress report given to teachers on a fortnightly basis</p>	<p>No problem maths £800 CGP £600 Enhanced Mathletics subscription £200</p> <p>Free initiative for school.</p>	<p>September baseline data</p> <p>Baseline and end of year data to measure progress</p>	<p>A Morris DH &amp; R Graham-Maths lead</p> <p>R H DH &amp; EYFS lead Sp &amp; L Team</p>	

**Wider strategies** i.e. Behaviour approaches, mental health and social/ emotional support..

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
1	<p>To embed our tried and tested behavioural approaches with our children across all year groups in Autumn 2020 and beyond.</p> <p>To ensure that all children understand expectations and relationships between adults and children across school.</p> <p>To encourage all staff to access emotional well being /behaviour training as it becomes available during 2020/2021</p>	To maintain the high / positive levels of behaviour that we expect from our children	Much work was done by class teachers during the March2020-July2020 Covid 19 school closure in order to maintain the positive ethos and approach that we strive for as a school - children still have that good relationship with staff in school and this should provide a really positive starting point for behaviour management during 2020/2021.	<p>Good to Green initiative</p> <p>Training and CPD costs to be determined as and when required.</p>	Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.	<p>HT to overview process.</p> <p>JMc questionnaires</p> <p>Staff to attend CPD as and when they feel they require it.</p>	<b>Autumn 2020</b>



2	<p>Mrs Gallimore to continue develop her informal role within school of counsellor for any children who may be feeling vulnerable or have and worries or emotional-</p> <p>Train more staff in therapy work and child concerns which need support and intervention.</p> <p>According to the Sandwell charter Children don't know how to 'Cheer themselves up'.</p>	<p>Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support.</p> <p>Children to know strategies on how to cheer themselves up</p>	<p>Evidence to be ongoing by observing our children in and around school.</p> <p>Evidence from Sandwell charter questionnaire indicates children do know how to</p>	<p>Any training course costs for Mrs Gallimore to be determined as we progress.</p> <p>Miss Casey to undertake THINc training £820</p> <p>Sandwell wellbeing charter study £1500</p>	<p>September baseline observations to be discussed with teaching staff in early staff meeting in September to see if any children have been identified as possible requiring personal and emotional after such a long school absence.</p>	<p>HT to coordinate across school and organise training if/when required during 2020/2021.</p> <p>JMc and J Gallimore to alert any concerns to HT</p> <p>L Heywood to support with therapies</p> <p>J Mc to initiate surveys and analysis</p>	<p>Autumn 2020.</p>
3	<p>Create experiences for pupils and families lost through Covid limitations</p>	<p>Children and families to continue to have positive experiences during lockdown in a safe and supportive environment.</p>	<p>Bringing security back to children and families and create that 'normal' feeling to enable families to once again engage with school and education</p>	<p>Winter wonderland week</p> <p>Ongoing experiences</p>		<p>HT SBM- Whole school support for families.</p>	

### **Additional funding supporting provision**

Funding has been used also to appoint two additional TAs to year 6 and 2 to enhance the intervention provision.

### **Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy**

#### **Governors involved:**

– Chair of Governors;– Head Teacher – SBM GB via the Headteacher report.

#### **Committee meeting dates**

**Autumn: December 2020**

**Spring: March 2021**

**Summer: June 2021**

#### **Autumn 2020 summary**

Briefly stated planned spending in the HT report

#### **Spring 2021 summary**

#### **Summer 2021 summary**