

# **Stanhope Barrington CofE Primary School – Catch-up Premium Strategy 2020 - 2021**

**Updated 4<sup>th</sup> January 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	155
Proportion of disadvantaged	28%
Catch-up Premium allocation (No. of pupils x £80)	£10,880
Publish Date	4.1.21
Review Dates	4.1.22
Statement created by	Mrs D Cross
Governor Lead	Dr S Haynes

## **Context of the school and rationale for the strategy**

Stanhope Barrington CofE Primary School is set at the top of the Durham Dales within an Area of Outstanding Natural Beauty. We provide outstanding education (Ofsted 2013) for children aged 3-11 and offer an onsite private nursery catering for 0-3 year olds run by SCAMPS. Our children predominately live in and around the small market town of Stanhope but we also draw children from across the Dale. Our local community is a real mix consisting of outlying farming families, children from smaller villages, private and social housing.

We have 14% of children entitled to FSM and 14% of children on our SEND register. In addition we have 4 children who are looked after or previously looked after at the current time.

We have very supportive and positive parents who engage well with the school. We are proactive at being an invaluable part of the wider community and work closely with our local Methodist and Anglican ministers. We are an outstanding church school (SIAMS Inspection 2016) and are very proud to be seen as a family-orientated school who puts the individual child at the centre of everything we do.

Stanhope Barrington CofE Primary School opened for vulnerable children and those of key workers from the initial lockdown in March 2020. On average we had 27 children in school operating in three bubbles. Remote learning at that time took place using challenge grids for each year group which the children completed at home. We also offered places in school for children of key workers who attended smaller schools in the Dale who were unable to open during the first national lockdown.

From September 2020 we re-opened fully with a robust risk assessment in place. We had three children with SEND who returned on a phased return to school plan but all children were in school full time within two weeks.

We had 5 children who did not return to school. Two (Reception & year 3) were shielding with a critically vulnerable parent and three (Year 4 and Year 6) were kept at home to be schooled as a result of parental choice.

When the school re-opened fully in September 2020, we took the decision for the whole school to focus on emotional well-being and mental health. The whole school used a text called 'Here We Are' by Oliver Jeffers and delivered lessons based on this text. This helped to support the children and gave them time to adapt to the new routines and risk assessments. Within two weeks all of our children had settled well and were 'learning ready'. We carried out a series of formal and informal assessment activities and as a result each class teacher identified those children who would benefit from catch up intervention. Children were then put into catch up groups with a specific focus for 3-4 short, pacy interventions per week. These interventions were delivered by Teachers, HLTA's and TA's.

At the end of the Autumn Term, assessment activities were repeated and demonstrated excellent progress across the intervention groups. These would then have continued in the Spring Term, however, on Monday 4<sup>th</sup> January 2020 we were put into a further national lockdown resulting in school closures.

With effect from 5<sup>th</sup> January 2021, we introduced our new remote learning platform (Seesaw) which has allowed us to deliver a broad and balanced curriculum which follows the in-school curriculum. We are extremely mindful of the pressure on our families to deliver home schooling whilst many are working at home too and have therefore tailored our teaching activities to take this into account. We provide a wide range of mindfulness, emotional well-being and Thrive support for anyone who requires it.

In terms of 'catch up' we are using Seesaw to differentiate tasks and to deliver intervention groups to identified children. These sessions are being delivered by both teaching and support staff throughout the school.

We monitor closely the amount of work children are accessing and those who did not provide work in the first week were contacted with some provided with devices, technical advice and other forms of support to allow all children to access education.

## Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A	<p>Staff require CPD to develop a greater understanding of childrens' mental health needs.</p> <p>Thrive Practitioner to provide advice and support to whole team. Specific staff to complete NVQ L2 in Children's Mental Health. Staff to complete online training on how to deliver effective remote learning opportunities. Head Teacher and Link AC member to undertake Mental Health Awareness in Schools Training.</p>
	B	<p>Our remote learning platform (seesaw) is new to all staff and therefore training and development will be necessary to maximise benefit of system.</p> <p>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 timetables of activities are uploaded to website each week. Each Class Teacher to upload daily activities by 9.30am each day. All marking and feedback to be delivered within 48 hours of submission. Regular Teachers meetings held to share best practise and support each other's development in terms of technical skills. Remote learning policy in place. Guidance for parents and teachers in place and shared on website.</p>
	C	
Targeted academic support	D	<p>Only a small proportion of pupils (approx. 30%) engaged with the online learning materials provided for Maths during the summer term. This has resulted in some pupils working well below ARE.</p> <p>Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term. Short, pacy and focused intervention groups result in pupil progress in maths.</p>

	<b>E</b>	Some pupils had limited access to reading materials during the summer term 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. Reading included in remote learning activities every day with additional resources highlighted to parents.
	<b>F</b>	Only a small proportion of pupils (approx. 30%) engaged with the online learning materials provided for literacy during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in writing from their starting points at the beginning of the autumn term. Short, pacy and focused intervention groups result in good pupil progress in writing.
<b>Wider Strategies</b>	<b>G</b>	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. All pupils are offered Thrive support and interventions if necessary.
	<b>H</b>	Our hardware in school is extremely old and both teachers and children are struggling to use the very slow equipment which affects the delivery of lessons.	Our hardware is replaced and updated and our ancient laptops and ipads are replaced. Our Grants and Funding team to explore funding opportunities to deliver this target.
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**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 mental health and well-being for children in school.	<p>All staff are quipped 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 daily/ weekly basis which support the mental health needs of all pupils.</p>	<p>Children to be supported and ready to learn.</p> <p>Deliver of Thrive interventions.</p> <p>Monitoring of delivery of mindfulness and mental health activities daily.</p> <p>Staff qualified in NVQ L2 In Children's Mental Health.</p> <p>HT and AC attendance at course on assessing mental health in schools.</p> <p>Feedback from parents.</p>	£2000		HT, Team Leaders, Class Teachers and SENDCO	Autumn term
B	<p>CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use.</p> <p>Parents/carers are made aware of the</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning and communication</p>	<p>Seesaw is fully implemented and staff are confident in its use.</p> <p>Effective parental engagement supports learning.</p>	£1300 for 2 years membership of Seesaw	Children's engagement monitored from Week 1 to demonstrate an increase in pupil and parent engagement.	HT, Team Leaders and Class Teachers	End Spring Term

	platform and how it can support home learning.	with parents is enhanced					
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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>Maths assessments to identify children in need of support.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p>	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	<p>Data from baseline and review assessments.</p> <p>Planning and assessment from intervention groups.</p>	<p>To be determined.</p> <p>Costs will be for classroom cover to release teachers to deliver interventions.</p>	Determined from assessments made at the start of the autumn term	Maths lead	<u>Autumn 2019</u>
E	<p>Lunchtime 1:1 Reading Intervention with identified Y6 pupils.</p> <p>Baseline data from Year 6 reading tests.</p>	KS2 Reading Results to improve.	<p>Completed Y6 reading tests.</p> <p>Evidence from intervention groups.</p>	£2,500	From previous SATs reading papers.	Literacy Lead	<u>Autumn 2020</u>
F	<p>GPS and writing assessments to identify children in need of support.</p> <p>15 min daily interventions for all identified</p>	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	<p>Data from baseline and review assessments.</p> <p>Planning and assessment from intervention groups.</p>	<p>To be determined.</p> <p>Costs will be for classroom cover to release teachers to</p>	Determined from assessments made at the start of the autumn term	Literacy Lead	<u>Autumn 2020</u>

	pupils – basic skills.			deliver interventions.			
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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)
G	Zones of Regulation CPD delivered. Zones of Regulation CPD actions implemented and evident in all classrooms across the school. Thrive Practitioner to support CTs. Thrive activities to take place in classrooms every day. Mindfulness After School Club for targeted children.	Positive impact on identified SEMH pupils’ emotional wellbeing.  Pupils are ‘learning ready’.	Training plans and records of CPD.  Feedback from Thrive Practitioner and learning walks.	£3,000 to release Thrive Practitioner from classroom one day per week throughout Autumn Term.		HT, Class Teachers and Thrive Practitioners	<u>Autumn 2019</u>
H	To explore funding opportunities to secure income to purchase and upgrade ICT hardware for staff and children.	Replacement and upgrade of classroom computers, laptops and ipads in school.		£6,500 to replace classroom computers only.		Grants and Funding Team, AC and HT.	<u>Spring Term</u>



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### **Additional funding supporting provision**

As we are also using Pupil Premium and Pupil Premium Plus payments to supplement our 'catch up' provision.  
A significant amount of cover to release teachers to deliver interventions is being covered from the existing school budget.

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

#### **Governors involved:**

Dr Sarah Haynes – Chair of Academy Council  
Mrs Saskia Callaars – Vice Chair of Academy Council  
Mrs Deb Cross – Head Teacher

#### **Committee meeting dates**

**Autumn:** 1<sup>st</sup> December 2020                      **Spring:** 9<sup>th</sup> February 2021                      **Summer:** 18<sup>th</sup> May 2021

#### **Autumn summary**

Academy Council were informed of the amount of 'Catch Up' funding we expect to receive for the year 2020-2021 (£10,880).  
We discussed how baseline assessments were being used to identify children who would benefit from catch up interventions.  
We discussed the type of interventions currently being delivered which were short, pacy and focussed on basic skills gaps.

#### **Spring summary**

#### **Summer summary**