



# Framwellgate Moor Primary School – Catch-up Premium Strategy 2020 - 2021



Updated 27/04/2021

This document is the Catch Up Premium document originally written in September and is now updated after the second lockdown

## **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.

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	258
Proportion of disadvantaged	19%
Catch-up Premium allocation (No. of pupils x £80)	£20,000
Publish Date	27 <sup>th</sup> April 2021
Review Dates	1 <sup>st</sup> December 2020/28 <sup>th</sup> March/April 27 <sup>th</sup> /July 1st
Statement created by	Bethan Smith
Governor Lead	Pat Nelson

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

### **A brief statement on the school's catchment in terms of disadvantage/ need**

Up to 2018 Framwellgate Moor Primary School was a single form entry primary school offering provision for 2 to 11 year olds with 2 Nurseries (Caterpillars = 2/3 year olds and Butterflies for Pre-school pupils.) The school began the journey of becoming a 1.5 form entry school in September 2018. There are currently 44 Reception, 43 Year 1 pupils and 43 Year 2 pupils. The remaining classes continue to have between 27 and 31 pupils.

The school serves a varied catchment area, containing council, privately owned and privately rented accommodation. The Local Area Guidance indicates that the pupil base is in quantile 2 (less deprivation) of all schools in terms of deprivation and the school location deprivation indicator was in quantile 4 (more deprived) of all schools. School 0.12 and National 0.21

53 pupils are currently on the PP register and Reception pupils will be added for the January CENSUS.

In September 2020 8 pupils left between year groups 1 to 5 and 6 new pupils attending with a further 5 been offered places from overseas and will join after a quarantine period.

Stability Indicator identifies that we are lower than National consistently and currently at 83% with National at 86%.

SEN Support 6.4 with National at 12.6 (Reception – Y6) 6 pupils with EHC Plan with 2.4 above National at 1.6 LAC/PLAC (R to Y6) = 2%

During the lockdown period school were supporting our families with a wide range of issues – from delivering home-learning packs, to organising lunch vouchers and food parcels which were then delivered to families also, this was one of the ways we were able to keep in touch with more vulnerable and disadvantaged families. We also had a number of families who were shielding that we maintained contact with throughout.

We accommodated Key Worker children throughout the lockdown period, numbers depended upon family requirements and varied each day from 6 to 20 children. From 15<sup>th</sup> June school opened up bubbled to Nursery, Reception, Year 1 and Year 6 children. School reopened in September for all pupils but closed again from 4<sup>th</sup> January to 8<sup>th</sup> March 2021 during a second Lockdown. Approximately one third of pupils in each class attended school as they were Key Worker children. All other pupils accessed the same lessons remotely from home.

## Proportions of pupils that engaged with home learning during the summer term

**The figures for the 2<sup>nd</sup> Lockdown are at the beginning on 4<sup>th</sup> January. However, as the numbers in each class increased gradually up to 8<sup>th</sup> March when all pupils return**

Overall proportion of pupils that attended school from the school's re-opening date and from which year groups.

The	Year Group	Number of children who engaged	Percentage of Year Group	Number of children who engaged in the second lockdown	Percentage of Year Group	level of engagement improved the term as children not engaging to attend based on individual vulnerable
during those	<b>Reception</b>	14 (AB) + 16 (SB)	64%	42	93%	
	<b>Year 1</b>	15 (ES) +15 (EH)	67%	15 (ES) 12 (ST) 12 (EH)	87%	
began school	<b>Year 2</b>	12	40%	14 (ES) 14 (ST) 13 (EH)	91%	
	<b>Year 3</b>	14	47%	27	90%	
needs.	<b>Year 4</b>	10	33%	29	94%	
	<b>Year 5</b>	18	60%	27	90%	
	<b>Year 6</b>	21	70%	26	84%	

Year Group	Number of children who attended School during the Summer Term	Percentage of Year Group in school during the summer term	Number of children who attended School during the 2 <sup>nd</sup> Lockdown	Percentage of Year Group in school during this lockdown period
<b>Reception</b>	18	40%	18	40%
<b>Year 1</b>	30	67%	19	42%
<b>Year 2</b>	5	17%	25	56%
<b>Year 3</b>	6	20%	14	45%
<b>Year 4</b>	8	27%	12	40%
<b>Year 5</b>	9	30%	11	37%
<b>Year 6</b>	20	67%	12	40%

All parents not engaging were contacted regularly and offered technical support or offered a place in school if there were other reasons to support the family.

School re-opened to Nursery, Reception, Year 1 and Year 6 Pupils from Monday 15<sup>th</sup> June 2020. We continued to be open for Key Worker children also, the number of Key Worker children varied depending on the needs of the Parents (6-20 children per day). By the end of July the numbers were as follows:

### Proportion of vulnerable pupils that attended school during the summer

Year Group	Number of children who attended School during the Summer Term	Percentage of Year Group	Percentage of disadvantaged children who attended school during the summer term
Reception	18	40%	40%
Year 1	30	67%	57%
Year 2	5	17%	12.5%
Year 3	6	20%	9%
Year 4	8	27%	13%
Year 5	9	30%	56%
Year 6	20	67%	45%

### Any learning that took place during the summer break (either in school or remotely)

School did not provide any additional learning over the summer beyond the usual subscriptions that the children could access: Dbprimary, Core 5 lexi, Activelearn Primary, Rock Star Maths, Reading Buddy. However, during the 2<sup>nd</sup> Lockdown all learning continued to take place in school via live lessons taught by the Teachers. Work was marked and feedback given where possible.

Costs during First Lockdown 2020 Software	Cost	Costs during 2 <sup>nd</sup> Lockdown 4 <sup>th</sup> Jan to 8 <sup>th</sup> March 2021	Cost
White Rose Maths	£139	White Rose Maths	£139
Active Learn Primary	£640	Active Learn Primary	£640
Rockstar Maths	£94.90	Rockstar Maths	£94.90
Oxford Reading Buddy	£618.75	Oxford Reading Buddy	£618.75
Classroom Secrets	£425.12	Classroom Secrets	£425.12
DB Primary	£1292.94	DB Primary	£1292.94
Letter Join	£260.40	Letter Join	£260.40
Lexia	Funded currently by COL5	Lexia	Funded currently by COL5
		Licenses to enable all staff to have an email address to access TEAMS for remote learning	£876
		Online training for staff	£640.00
		Additional ICT support and training required for remote learning	£370.00
		Post cards and stamps to praise pupils for their effort	Approx £45 per week X 8 weeks = £360.00

		Staff costs for those with CVE letters	Supply costs in order to cover teaching and learning/intervention TA grade 3 salary 0.8 per week
		Free places for pupils to access After School Clubs and Breakfast Club	Approx 5 per day offered free places to support families and fitness
		Financial support for families	Uniform for free £78.00 Outward Bounds Day trip support – approx. 5 x £28.00 = £140

**Any assessments (if planned/ carried out), are administered, or data from assessments administered on returning to school (you may wish to provide an overall summary to demonstrate if children’s’ learning has regressed, and how you know).**

Upon returning to school our priorities have been to ensure that children feel safe and are settled into their new classroom. Formative assessment began during the w/c 17<sup>th</sup> September 2020 with summative assessment taking place in some Year groups after that. Staff have scrutinised the children’s exit points from March 2020 when they were last in school, and discussed at length individual children’s engagement with online learning and learning which has taken place in school during the lockdown period and also from 15<sup>th</sup> June 2020 with their previous teacher.

Gaps in learning are being established and interventions set up according to the needs of the children, the membership of some of these groups are static however others are dynamic and change depending on difficulties children may be having in a specific topic area.

**September data**

Year Group - Current Year Group 2020-21	Percentage of whole cohort on target pre-lockdown (Current Year Group 2020-21)			Percentage of whole cohort on target post-lockdown			Percentage of disadvantaged children on target pre-lockdown			Percentage of disadvantaged children on target post-lockdown		
	R	W	M	R	W	M	R	W	M	R	W	M
Reception	86% predicted to get GLD											
Year 1	87%	80%	82%	69%	64%	67%	56%	56%	56%	34%	34%	34%
Year 2	89%	84%	91%	82%	80%	84%	63%	63%	63%	50%	50%	50%
Year 3	84%	81%	84%	74%	71%	77%	63%	63%	63%	50%	50%	50%
Year 4	89%	86%	89%	82%	75%	75%	64%	64%	64%	45%	36%	45%
Year 5	90%	90%	93%	79%	76%	83%	50%	50%	50%	33%	33%	50%
Year 6	90%	83%	90%	77%	73%	80%	89%	78%	89%	67%	56%	67%

All disadvantaged children were offered a laptop and most offered a place in school during the second lockdown. The pupils who are usual persistent absentees were those not attending or accessing the remote learning as regularly and phone calls made by BS. Since the return to school on the 8<sup>th</sup> March all disadvantaged pupils are attending but persistent absentee continues. There are individual targets for each child with regards to attendance and incentives in place. This is monitored every 4 weeks to review improvement,

## Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff require further CPD to develop a greater understanding of childrens' mental health needs in response to the COVID situation. <b>Trail Blazer Training/Human Kind/Asdan Training</b>	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. <b>Remote live lesson in place from 4<sup>th</sup> January to 8<sup>th</sup> March – much improved and most pupils accessing 3 lessons daily from their class teacher</b>	A strong remote learning offer is in place. Staff have shared practise regarding the use of dBprimary and now use it increasingly efficiently. Weekly homework activities are uploaded and feedback to pupils given accordingly in order to familiarise children in the event of a bubble lockdown. Additional activities are provided through Rock Star Maths / Reading Buddy / Fiction Express / Core 5 Lexia / <b>Staff are now trained in Remote learning and confident using TEAMS from teaching and training purposes</b>
	C	Teachers may be ill due to COVID or other illness and unable to set work online.	SLT and TAs to liaise with teachers regarding work and provide work in the eventuality that the teacher is unwell. <b>No teacher has been unwell, however Y5 teacher received as CVE letter and has been teaching from home throughout the 2<sup>nd</sup> Lockdown – the remote lessons from home</b>
Targeted academic support	D	Only a small proportion of pupils (approx. ??%) engaged with the online learning materials provided for Maths during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term. The majority of pupils who engaged in the remote learning have continued to make progress, however, in some cases this is smaller steps and at a slower pace than if they had accessed face to face learning in school. <b>Therefore, the gaps are slowly closing but the 2<sup>nd</sup> lockdown has prevented this from being as rapid as planned and as rapid if pupils had been accessing additional intervention where required.</b>
	E	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. <b>This has been slowed due to 2<sup>nd</sup> Lockdown. Purchasing of Reading Buddy has supported children well with inferous skills but not necessarily fluency.</b>

	<b>F</b>	Children's opportunities to prepare and practise writing and the editing process has been limited and as a result current attainment is lower than expected at this point.	Children's writing progress is much improved and progress accelerated. Extended writing opportunities missed during 2 <sup>nd</sup> lockdown. <b>All teachers have been observed in 'engaging writing' by the SLT (week commencing 26<sup>th</sup> April) and strategies, support and advice given to ensure challenging writing opportunities throughout the Summer Term. Staff Training: Writing Moderation led by EDA to support teachers also taken.</b>
<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. <b>Routines and structure promoting safe and happy environment. Learning walls to support and Assemblies focussing on emotional wellbeing.</b>
	<b>H</b>	The closure of the Y1/2 Bubble for 2 weeks due to a positive test resulted in 90 children and 5 Staff having to self-isolate. This is large number of children unable to access school during this time.	3 smaller bubbles of 30 in the Y1/2 area will reduce the number of children needing to self-isolate at home should a further positive test be confirmed. <b>The Bubbles continue and may start to join a little later this term depending on Government guidance. No Bubble closure has occurred since 8<sup>th</sup> March 2021.</b>

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

<b>Barrier</b>	<b>Action</b>	<b>Desired outcome</b>	<b>Evidence source</b>	<b>Cost</b>	<b>Baseline data</b>	<b>Person responsible</b>	<b>Impact/ evaluation (autumn, spring, summer)</b>
A	All staff to receive CPD in relation to Trailblazer well-being programme for schools.	All staff are quipped 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 he	Impact of well-being programme shown to improve pupils engagement resulting in accelerated progress  EEF Toolkit:  Social and Emotional Learning +4	Free	Specific to pupils identified for the project.	HT	Spring Term This has impacted on staff as they can now identify

		<p>mental health needs of all pupils.</p> <p>New PSHE planning introduced and training complete.</p>					
<b>B</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 platform and how it can support home learning.</p> <p>Parents / carers / children can readily access additional online resources as designed by the Teacher and TA.</p>	<p>The dBprimary as a learning platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced</p> <p>as above</p>	<p>dBprimary as learning platform</p> <p>EEF: Digital Technology +4 Homework +2</p> <p>Effective parental engagement supports learning EEF: Parental Engagement +3</p> <p>Digital Technology +4 Homework +2 Parental Engagement +3 Feedback +8</p>		<p>Percentage engagement identified before lockdown compared with if a bubble has to close in the current academic year.</p>	DHT	Ongoing – all terms
<b>C</b>	<p>Staff meeting to ensure Staff understand expectations for work set should there be a bubble lockdown.</p>	<p>Work will continue to be set should the Class Teacher be unable to do so.</p>	<p>Appropriate, differentiated work continues to be set which includes: clear explanation scaffolding feedback</p>		<p>Percentage engagement identified before lockdown compared with if a bubble has</p>	SLT	<p>Autumn Term</p> <p>Ongoing as circumstances dictate</p>

	SLT and TAs prepared to set work should a teacher be too ill to do so.		Children engage with online learning Digital Technology +4 Homework +2 Parental Engagement +3 Feedback +8		to close in the current academic year.		
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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	Maths assessments made identify children in need of support.  Interventions identified – see Appendix A	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	Education Endowment Fund Teaching and Learning Toolkit:  Small Group Tuition (+4) Feedback (+8) Teaching Assistants +1	TA Costs	Determined from assessments made at the start of the autumn term	SLT and Maths lead	Autumn 2019
E	1:1 Reading Small Group Reading Intervention identified across the year groups (see Appendix A)	KS2 Reading Results to improve to 90%	Education Endowment Fund Teaching and Learning Toolkit:  Feedback (+8) 1:1 Tuition (+5)	TA costs £XX	Determined from assessments made at the start of the autumn term	SLT and English lead	Autumn 2019

			Reading Comprehension Strategies (+6) Teaching Assistants (+1)				
F	Children's writing tasks to be carefully planned and structured with a focus on the editing process.	KS2 Writing Results to improve to 83%	Education Endowment Fund Teaching and Learning Toolkit: Feedback (+8) 1:1 Tuition (+5) Small group Tuition (+4) Teaching Assistants (+1)	TA Costs £XX	Determined from assessments made at the start of the autumn term	SLT and English lead	Autumn 2020

**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	Trailblazer and related resources planned for, implemented and evaluated. Trailblazer children identified, Parents consulted and referral forms completed. Mental Health Trailblazer CPD attended by all Staff.	Positive impact on identified SEMH pupils' emotional wellbeing.	Children show improvements in mental health and self-esteem. Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	Free	Behaviour information and data.	HT and DHT	Autumn 2020
H	Year 1 / 2 Bubble sizes to be reduced.	Fewer pupils would need to self-isolate should	Attendance percentages will; be improved for the Y1/2 children.	Additional Staff Costs	Attendance data	HT and DHT	Autumn 2020 and ongoing.

		a positive test be reported.					
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**Additional funding supporting provision**

Please see PP 2020/2021 for additional information regarding product purchased using PP funding.

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

<b>Governors involved:</b> Curriculum Committee Governors			
<b>Committee meeting dates</b>			
<b>Autumn:</b>	October 16 <sup>th</sup> 2020	<b>Spring:</b>	<b>Summer:</b>
<b>Autumn summary</b>			
<b>Spring summary:</b>			
<b>Summer summary:</b>			