

## **2Sunnybrow Primary School – Catch-up Premium Strategy 2020 - 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	68
Proportion of disadvantaged	61%
Catch-up Premium allocation (No. of pupils x £80)	£5440
Publish Date	October 2020
Review Dates	Termly
Statement created by	Suzanne Binks
Governor Lead	Neil Boyd

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

Our school is situated in an area of high deprivation (double the national deprivation indicator). 61% of our pupils are entitled to free school meals which is significantly higher than the national average.

From what we can ascertain from speaking to parents and pupils, a limited proportion of the school population engaged with home learning during the summer term.

When school opened to more pupils on 15<sup>th</sup> June, we had limited numbers who chose to return. We had 37% of our year 6 pupils who attended for one week only and then chose not to return. We also had 33% of our year 1 pupils and 50% of our reception pupils who returned. There were also a small proportion (4 pupils) of our vulnerable pupils who attended across KS2.

In the first few weeks of September, we have conducted a range of assessment tasks so that we can ascertain pupil ability and identify gaps in learning. We have used this information to inform our planning and enable pupils to begin catching up and closing gaps in skills and knowledge.

## Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A		
	B		
	C		
Targeted academic support	D	Only a small proportion of pupils engaged with the online learning materials provided for phonics during the summer term. This has resulted in some pupils working well below ARE when they were previously working at ARE.	Pupils make accelerated progress in phonics from their starting points at the beginning of the autumn term.
	E	Many pupils did not read over the summer term or summer break and therefore, their reading abilities are lower than expected.	Reading skills are much improved and rapid progress in reading ages is demonstrated on a termly basis.
	F	Due to children missing out on nursery provision, many children have entered reception class with lower than expected language skills.	Language development will be accelerated so that gaps close and children language skills are more aligned with chronological ages.
Wider Strategies	G		
	H		
	I		

## 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							
B							
C							

## 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>Phonics assessments to identify children in need of support.</p> <p>15 min daily small group interventions for all identified pupils. (3 groups)</p>	<p>Pupils make accelerated progress in phonics from their starting points at the beginning of the autumn term.</p> <p>84% of pupils to be working at ARE.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4)</p> <p>Feedback (+8)</p> <p>Phonics (+4)</p>	<p>TA costs for 4 hours per week = £772 per term</p>	<p>42% of Year 2 pupils are working at ARE. 33% of Year 2 pupils are working below ARE. 25% of pupils are working well below ARE.</p> <p>This fallen since EYFS and early Year 1 data.</p>	<p>English Lead, TA and KS1 teacher</p>	<p>Year 2 pupils completed the phonics screening check in the autumn term. 84% of them met the expected standard. Focus for small group interventions will now shift to Year 1 and EYFS pupils.</p> <p>No actions or data in the spring term due to partial school closures.</p> <p>Year 2 remains at 84%</p> <p>Year 1 50% of pupils are at the expected standard (only 2 pupils)</p> <p>EYFS 60% of pupils are at the expected standard.</p>
E	<p>Reading assessments to identify children in need of support.</p> <p>Daily 1 to 1 reading with a TA.</p> <p>Reading comprehension small group interventions. (2 groups)</p>	<p>Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.</p> <p>84% of pupils to be working at ARE.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8)</p> <p>1:1 Tuition (+5)</p> <p>Teaching Assistants (+1)</p> <p>Reading Comprehension Strategies (+6)</p>	<p>TA costs for 10 hours per week = £1930 per term</p>	<p>42% of Year 2 pupils are working at ARE. 33% of Year 2 pupils are working below ARE. 25% of pupils are working well below ARE.</p> <p>This fallen since EYFS and early Year 1 data.</p>	<p>English lead, TA, KS1 teacher</p>	<p>58% of pupils are at or above ARE in reading. 42% are below and 16% are well below.</p> <p>No actions or data in the spring term due to partial school closures.</p> <p>68% of pupils are at or above ARE in reading. 16% of pupils are developing and 16% are below</p>

F	<p>NELI programme will be carried out in school.</p> <p>Children will be identified for intervention based on an initial assessment.</p> <p>Individual or small group interventions will be carried out each week.</p>	<p>Language development will be accelerated so that gaps close and children language skills are more aligned with chronological ages.</p> <p>80% of pupils will be working at ARE in language development.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Early Years Interventions (+5) Oral Language Interventions (+5)</p>	<p>TA costs for 2 hours per week = £386 per term</p>	<p>40% of pupils are significantly below in speaking and 10% are below.</p> <p>30% of pupils are significantly below in understanding and 30% are below.</p> <p>20% of pupils are significantly below in listening and attention and 20% are below.</p>	<p>English Lead, TA and EYFS teacher.</p>	<p>Staff have been completing their training in the Autumn term. This has to be completed before sessions with pupils can begin in the spring term.</p> <p>No actions or data in the spring term due to partial school closures.</p> <p>Speaking 20% of pupils are significantly below 10% of pupils are below 40% of pupils are in line 30% of pupils are above</p> <p>Understanding 10% of pupils are significantly below 10% of pupils are below 30% of pupils are in line 50% of pupils are above</p> <p>Listening and Attention 10% of pupils are significantly below 10% of pupils are below 50% of pupils are in line 30% of pupils are above</p>
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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							
H							
I							

**Additional funding supporting provision**

Total cost £9264. The additional funding will come from school budget.