**St Mary Magdalen’s RC Primary School – Catch-up Premium Strategy 2020 - 2021**

**Updated 12.2.21**

***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*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support)*. (See also* [**EEF - School Planning Guide 2020-21**](https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/) )

*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**

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| Number of pupils in school YR – Y6 | 303 |
| Proportion of disadvantaged | 9.93% |
| Catch-up Premium allocation (No. of pupils x £80) | £24, 240 |
| Publish Date | February 2021 |
| Review Dates | July 2021 |
| Statement created by | SLT |
| Governor Lead | Lawrence Kerrigan |

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

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| St Mary Magdalen’s RC Primary is located close to the coast in Seaham, County Durham; the school has approximately 10% of pupils who are disadvantaged, with 13% currently in receipt of pupil premium funding. Following the COVID-19 pandemic and the period of school closure, as a result of this, from March 2020, assessments were used to identify gaps in learning and plan our Recovery Curriculum to meet the identified needs of our learners. Appropriate provision was made for vulnerable groups to ensure they received the correct support and their needs were addressed.  On the whole, a significant majority of our children engaged with the online learning tasks set. Daily task sheets were set, covering a variety of curriculum subjects and associated sheets were attached. A mixture of online and paper-based work was set. Feedback was given through appropriate online platforms such as My Maths, Purple Mash and Maths.com. A range of online platforms were used to supplement learning tasks, such as Lexia, Read Theory, Spelling Shed, SpAG.com, Maths Shed and Times Tables Rockstars. Communication with parents continued via the school app, twitter and letters emailed home.  School re-opened to Reception pupils (56% uptake), Year One pupils (39% uptake), Year Six pupils (68% uptake), along with an additional 20 key worker children. This equated to a total of 105 children accessing school from 15th June, which was 36% of the school role.  A further school lockdown was necessary from January to March 2021. 141 pupils were able to attend school, either full time or part-time, which equates to roughly 47%. This further school closure period has subsequently impacted on the delivery of our school recovery curriculum. This will be further assessed and reviewed following the full return of pupils to school. |

**Barriers to future attainment** (Autumn Term 2020) – to be reviewed Spring/Summer Term

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|  | | **Barrier** | **Desired outcome** |
| **Teaching priorities** | **A** | Our Remote Learning offer needs further refinement to ensure that if required, remote learning could be successfully delivered across the school, including live lessons, feedback facilities and a tool for communicating effectively. | A more robust platform is in place to deliver remote learning. Microsoft Teams will be used to deliver live teaching, set work/timetables and add a communication tool. Staff to be trained and receive support materials. All classes to trial the use of MS Teams to ensure they are familiar with the set-up. Homework trials set to complete work. |
| **B** | Staff require CPD to ensure that they are able to identify any mental health/behaviour needs quickly and appropriately. | Staff are better placed to identify and support children with mental health needs and use various strategies to support this. |
| **C** | Number of staff available to run targeted interventions across the school to address gaps in learning. | More staff available to extend phonic provision into KS2 for small groups. Staff available across KS1 to run planned interventions. |
| **Targeted academic support** | **D** | Although a range of online reading libraries and reading programs were offered during the Summer term, some pupils had limited access to reading materials and therefore, their reading ages are lower than expected; particularly in KS1 and EYFS. | Reading skills are much improved with rapid progress shown in reading ages being demonstrated on a termly basis. Monitor throughout the year. |
| **E** | Maths attainment lower due to barriers in learning over the Summer term and gaps in knowledge. | Children in UKS2 to have accelerated progress in their maths attainment from starting points this year. |
| **F** | Gaps in learning identified from assessments need targeted intervention to narrow the gap in attainment for ARE. | Children making rapid progress from starting points, addressing gaps in learning. |
| **Wider Strategies** | **G** | Provide Yr2-Yr6 pupils with focussed writing sessions - Training Space. | Pupils closing gaps in writing knowledge across various genres. Pupils are upskilled with the key elements of writing (vocabulary, sentence structure etc.) |
| **H** | Provide further online learning platforms to support parents/pupils with home learning. | An increased pupil confidence in basic skills and subject knowledge. Narrowing the gap towards ARE’s. |
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**Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers**

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| A | CPD for staff on the use of MS Teams.  Trial it in some classes during Autumn term and then roll out across school.  Information on website for parents to use if needed on school website, alongside information on online safety. | New Remote Learning platform in place and children/staff/  parents are able to use it effectively and safely. | Microsoft Teams is used effectively through the curriculum.  Parental engagements supports learning.  Additional online learning platforms purchased to support learning –  My Maths, Maths.com | Staff / Key Phase meeting time.  ITSS support as part of SLA.  **£1,000** | Engagement levels – monitor usage. | HT/ DHT  Computing Lead | Autumn term – All staff trained with MS Teams (DCC) and children all had trials using their own MS Teams logins. Platform shared with parents.  Spring Term - MS Teams successfully rolled out during Jan-March ’21 school restricted access period. Parent survey (Feb ’21) highlighted that 96% of pupils actively engaged with remote learning offer and parent satisfaction was very high. (see attached survey data).  Website updated: parent video guide added together with key online safety information. E-safety Day (12.2.21) |
| **B** | All staff to receive CPD related to mental health/well-being and behaviour. | All staff able to recognise needs in children elating to mental health / well-being / behaviour.  Weekly nurture session planned to address any issues here and support in early recognition. | All staff to receive training in ‘Zones of Regulation’ | Staff meeting time. | Individuals – monitor.  KAPOW Primary resources – Free  CPOMs | HT / DHT  SENDCo | Weekly Nurture sessions planned using ‘KAPOW’ Primary resources from Y1-Y6. Evidence kept of sessions.  Spring Term – training on ‘Zones of Regulation’ (Alex Otty) 1.2.21.  Empathy Week (22th-26thFebruary)  Random Acts of Kindness (Feb ’21)  Children’s Mental Health Week (w/c 1st February). |
| C | Children given additional support to catch-up to ARE following period of school closure. | More staff available to extend phonic provision into KS2 for small groups. Staff available across KS1 to run planned interventions. | Extra staff to be appointed and dedicated to deliver the catch-up curriculum to groups and individuals identified. | **£7,000**  (Part-time staff delivering interventions from Y1-Y4) | See impact sheets – tracked over the term. | HT / DHT  Part-time teaching staff. | Autumn term – see provision map.  Planned interventions for children identified from school tracking / gap analysis.  Spring Term – online phonics intervention Yr3/4 twice weekly.  Yr1/2 remote direct teaching and differentiated support provided for identified pupils. |

**Targeted academic support** i.e.Structured interventions, small group tuition, 1:1 support

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| D | Targeted phonics provision for children in Y1 identified as needing support to reach expected standard in phonics by the end of Y1.  1:1 Reading support with identified pupils. | Reading skills are much improved with rapid progress shown in phonic stages / reading ages being demonstrated on a termly basis.  Monitor throughout the year to ensure accelerated progress each term. | New Reading resources purchased from ‘Read Write Inc’ to supplement school reading scheme (ORT).  Increased coverage of phonics on KS1 Timetable (4 hours).  Extra staff to deliver phonics and have small group tuition. | **£1500** | See Phonics tracking sheet for Autumn Term Progress and comparison. | HT / DHT  Phonics Lead | Autumn Term – see impact sheet.  Children working at a lower level reduced from 63% to 29%.  Spring Term – All ‘Read Write Inc.’ videos uploaded onto school website for families to access.  Subscription to ‘Read, Write Inc.’ e-book library.  Maintained regular daily phonic input within school and throughout the remote learning offer. |
| E | Support for children identified as needing extra provision to meet ARE in Maths. | Children in UKS2 to have accelerated progress in their maths attainment from starting points this year. | National Tutoring Programme –  Third Space Learning  1:1 Maths tuition for Y5.  Weekly sessions to target gaps identified from initial assessment.  Weekly reports sent to monitor progress of individuals. | **£3,666** | Baseline data from Year 5 Maths in Sept 2020. | HT / DHT  Y5 staff | Autumn Term – see impact sheet.  (mathematics attainment)  Spring Term- National Tutoring Programme running and identified pupils accessing ‘Third Space Learning’ (12 week one to one intervention) |
| F | Children in UKS2 identified from gap analysis as needing further support to reach ARE in reading and maths.  2x weekly morning sessions with PR.  1x weekly morning session with JW. | Children making rapid progress from starting points, addressing gaps in learning. | Progress monitored and gaps addressed through planned teaching. | **£10,500**  **(Teacher)**  **£2,000**  **(HLTA)** | Baseline data from Y5/6 from Sept 2020. | HT / DHT  P.Raine (T)  J.Wilson(HLTA) | Autumn Term – see impact sheet.  Spring Term – intervention suspended due to further national lockdown. Review further in the summer term. |

**Wider strategies** i.e.Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

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| **Barrier** | **Action** | **Desired outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| G | Provide Yr2-Yr6 pupils with focussed writing sessions - Training Space. | Pupils closing gaps in writing knowledge across various genres. Pupils are upskilled with the key elements of writing (vocabulary, sentence structure etc.) | Monitoring of pupil books.  Lesson observation.  Pupil data. | **£1000** ‘Write Stuff’ resources | Baseline data from Sept 2020. | HT / DHT / AG | Autumn Term – writing resources purchased. Online training accessed by staff.  Spring Term – Online sentence stacking session delivered through the remote learning offer. |
| H | Provide further online learning platforms to support parents/pupils with home learning. | An increased pupil confidence in basic skills and subject knowledge. Narrowing the gap towards ARE’s. | Learning platforms to allow pupils to submit work and receive feedback from class teacher (tracking engagement) | **as in section A** | n/a | JT | Autumn Term – pupil engagement.  Spring Term – Used to supplement the remote learning offer. |
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**Additional funding supporting provision**

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| ‘The Write Stuff’ resources purchased for all year groups. Strategies used across the school, along with example unit plans and live lessons with Jane Considine.  Many Teaching staff accessed the free training (10 sessions) during the Summer Term on the approach to delivering writing. |

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

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| **Governors involved:**  Chair of Governors – Lawrence Kerrigan  Head Teacher – Lee Duncan |
| **Committee meeting dates**  **Autumn:** December 2020  **Spring:** February2021 **Summer:** |