



Bournmoor 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 payments. 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 head count 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)**

<u>School Overview</u>			
Total number of pupils	105	Proportion of disadvantaged	39%
Catch-up Premium allocation (No. of pupils x £80)	£8,480	Publish Date	Autumn term 2020
Statement created by	Laura Snowdon (Headteacher)		

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: Chair of Governors (Mrs Tracy Bell)

Headteacher, or a delegated member of staff, to report to the Governors on:

- 1) the progress made towards narrowing the gap;
- 2) an outline of the provision that was made since the last meeting;
- 3) an evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.

Dates for our next internal review of this strategy	December 2020	April 2021	July 2021
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Autumn summary:
The Catch-Up Premium spending was shared with the Chair of Governors in December 2020 to outline the amount of funding and progress to date and also with the Finance Committee in December.

Spring summary:
The Catch-Up Premium spending was shared with the Chair of Governors in March 2021 to outline the amount of funding and progress to date and also with the Finance Committee in March.

Summer summary:
The Catch-Up Premium spending was shared with the Full Governing Body in June 2021 to outline the amount of funding and progress to date and also with the Finance Committee in June.

Context of the school and rationale for the strategy

- During Covid more parents became eligible for benefits to support their family during extremely difficult times. This means our % of disadvantaged pupils is now at 39%.
- Teachers noted in September that a large number of children had retained their prior learning and were keen to return to their classroom and build upon this. Those who had struggled to access remote learning had been supported through welfare calls by teachers who offered advice and support on this. Pupils who couldn't access online were provided with books and materials to support. Our youngest learners, who had less prior knowledge to build upon, returned with gaps in their learning. This was a key priority to build on following our initial assessments.
- No staff were absent during school closure allowing our rota to continue (this included keeping the school open over the 2 weeks Easter holiday period) and no bubbles were closed as we had no Covid cases. This meant that the provision continued throughout closure and into Autumn term. We wish to build on this and keep the focus on children who require catch up to accelerate their progress.
- Welfare calls were made to children to keep in touch throughout closure and we have continued to prioritise mental health and welfare support in school. Our Parent Support Advisor continued to work remotely by phoning families and updates given to Headteacher/Designated Safeguarding Lead and we continue this.
- Extensive changes have been made to ensure our Covid risk assessment has been fully implemented in school. Hard work and dedication by all staff has been evident since opening of school in September 2020 and safety remains a top priority.

- Assessment from September 2020 (as part of our recovery curriculum) is used to ensure that our broad and ambitious curriculum allows rapid catch up. A range of approaches are used including: vocabulary and knowledge tests, reading age test, extended writing, teacher observations, practical activities such as object/picture sort and sequencing, pupil evaluations of class discussions and test questions.
- Our focus remains on quality first teaching but with a much higher emphasis on assessment to ensure that our timetabling, intervention programme, use of resources and delivery of learning have a positive impact. Baseline information, such as reading ages, are used to find out what children knew upon return. This allowed teaching and assessment to be clearly focused on the current needs of children.

School Priorities from September 2020

- Follow our risk assessment to ensure the wellbeing and safety of children and staff from Covid-19.
- Provide a broad and ambitious curriculum which allows rapid catch up following school closure.
- Use a wide range of methods to assess pupil progress to evaluation pupils' attainment.
- Ensure that our timetabling, intervention programme, use of resources and delivery of learning are having a positive impact.
- Ensure children are given chances to evaluate their learning so they know and understand what they need to do to make further progress.
- Ensure we plan activities so children are challenged by the enquiries, activities and tasks in which they are engaged.
- Achieve standards which match their expected capabilities.

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	Staff require CPD to develop a greater understanding of childrens' mental health needs.	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.
	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.	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 homework activities are uploaded and feedback to pupils given accordingly.
Targeted academic support	Less pupils engaged with reading comprehension and writing than with maths materials provided during the summer term. This has resulted in some pupils working below ARE despite the range of materials and support provided.	Pupils make accelerated progress in reading comprehension and writing from their starting points at the beginning of the Autumn term.
	Baseline assessments on entry to Reception and Year 1 show that a significant proportion of children are below in all areas but particularly within language and communication (Reception).	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.

Wider Strategies	Some pupils need support to settle back into class routines and have less focused attention 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 as we provide inclusive classrooms in order to engage and support all pupils including SEND.
	Ensure the focus remains on all children attending school following significant closure.	Monitor and address pupil attendance and absence.

Catch Up Premium Spending					
Desired Outcome	Success Criteria	How we will measure impact	Person Responsible	Expenditure	Impact/Evaluation
Employ an additional teaching assistant for Reception and Year 1 during morning sessions to provide targeted support for maths, reading and writing.	Pupils make accelerated progress through tutoring, bespoke to their needs.	<p>The Headteacher will monitor through lesson observations, work scrutiny, data scrutiny and progress review meetings.</p> <p>The middle leaders will monitor through lesson observations, work scrutiny, etc.</p> <p>Data analysis at the end of each term highlights emerging issues or concerns which can be addressed swiftly.</p>	Headteacher to liaise with teachers to monitor progress.	£8330	<p>The employment of a part time TA allowed a focused structure of bespoke learning for children who were identified as needing intensive catch up. The staff in Reception and Year 1 have liaised closely to provide tasks which support basic skills. Regular monitoring of books, pupil discussion and informal assessments showed the positive impact this was having.</p> <p>During school closure, a key aspect of remote learning was to build on the progress made in Autumn term as part of our catch up. To support remote learning a timetable of lessons were in place, quality feedback on Tapestry was given and adaptations made for pupils who required additional support. A governor committee for Remote Learning was established and they completed the Durham County template to review our offer to focus on quality provision. Following the return to school on 08/03/2021 pupils were assessed</p>

					and interventions organised to support learning. Book scrutiny and data shows the positive impact this support has had by the end of the year.
CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use. Parents/carers are made aware of the platform and how it can support home learning.	The new platform is in place and staff, pupils and parents are able to use it effectively. Home learning (homework) and communication with parents is enhanced.	Home learning provides a positive educational experience for children and their feedback and comments provide useful ideas for modification to ensure quality engagement. On-line learning allows children to access the curriculum to ensure the gap is closing and all pupils receive quality education whether in or out of school.	Durham IT team to provide training for use of Teams. Staff within school to share their knowledge of Tapestry.	Part of contracted service level agreement hours.	During Autumn term Tapestry was extended for use by Nursery up to Year 2 to support home/school communication. Improved parental engagement which supports learning was more developed. Uploading of home learning and staff feedback became more regular. The plan to extend Tapestry to lower KS2 occurred and allowed quality feedback during school closure. Training on Microsoft Teams was completed to develop use in upper KS2 in Y5/6. This occurred from Jan 2021. Each child regularly received feedback on Tapestry or Teams and each day certain lessons were identified for more detailed marking and feedback. Governing monitoring included looking at our remote learning offer to pupils. Feedback at the Full Governing Body Meeting in June 2021 reflected the positive aspects of our remote offer. Governors completed the Durham County monitoring template and were able to identify the strengths in our provision.
Zones of Regulation CPD delivered.	Positive impact on identified SEMH pupils' emotional wellbeing.	Development of this new initiative supports the	SENCO to organise CPD through	£150 for Durham SEND SLA costs for	Training provided by psychologist from Durham SEN team. Following this, staff indicated significantly higher understanding

<p>Zones of Regulation CPD actions implemented and evident in all classrooms across the school.</p>		<p>emotional language and communication skills of pupils. This can be demonstrated through lesson observations and pupil discussion.</p>	<p>Durham SEN Team.</p>	<p>training.</p>	<p>of zones of regulation implementation in class to support children. This has been in place during Autumn term and has allowed children to share their emotions and seek early discussion with staff. This has had a very positive outcome on behaviour in school, helping children settle to the new routines very well following school closure. Our focus continues on supporting children's mental health.</p> <p>In addition to the Zones of Regulation training, staff have undertaken CPD from the Durham Educational Psychology team for social emotional and mental health training (SEMH).</p> <p>In June 2021 staff undertook self-regulation training and this forms part of our development plan for the next academic year, continuing the positive steps in place.</p>
<p>Communication and support for parents.</p>	<p>Regular welfare calls were made during school closure period. This has continued during catch up to allow parents to have support with weekly access to our Parent Support Advisor.</p>	<p>Feedback demonstrates the positive interaction between home and school.</p> <p>A log of contact is kept showing the times families are contacted so evidence shows regular contact and</p>	<p>Headteacher to organise rota for support calls and allocate appropriate staff to this.</p> <p>Parent Support Advisor to provide weekly advice.</p>	<p>Costs for PSA already part of Pupil Premium funding allocation.</p>	<p>During school closure regular welfare calls were made to support families. Our Parent Support Advisor has continued to provide support to families and this has had a very positive impact on signposting to early help.</p> <p>We continued to use the text messaging service to deliver information directly to parents (backed up on our website) to ensure swift communication in addition to our usual methods of sharing information. The PSA support has been invaluable in providing much needed help to families.</p>

		actions as a result where needed.			This continues regardless of school closures or when fully open as our PSA has excellent systems in place for contacting and supporting parents, making referrals when needed. We identified pupils who may be more vulnerable due to mental health issues or family matters. This was regularly reviewed following the welfare calls in place. In school our Parent Support Advisor is available each week to listen to children and offer support such as drawing and talking therapy.
				Total cost	£8480