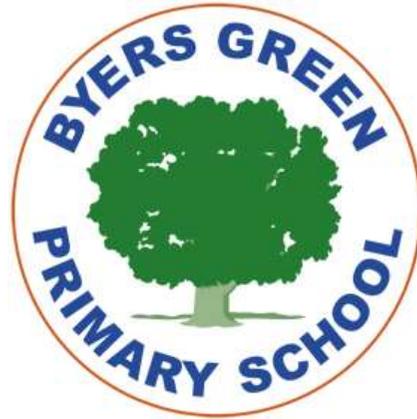


Byers Green Primary School



Catch-up Strategy

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	85
Proportion of disadvantaged	31%
Catch-up Premium allocation (No. of pupils x £80)	£6800
Publish Date	Sept 2020
Review Dates	Dec 2020 / Mar 2021 / June 2021
Statement created by	William Kirtley
Governor Lead	Gordon Henderson

Context of the school and rationale for the strategy

Byers Green is a smaller than average primary school situated in a rural part of County Durham. Children from the local village and surrounding villages attend the school, with some children from Spennymoor and other close towns. The school's catchment is relatively high in terms of disadvantage (31%).

During the period of Enforced School Closure, remote learning engagement was varied. School sought to provide devices or alternatives for families who needed support to access online learning; however, engagement remained varied.

When our school reopened in June, five children took places in Reception (50%), three children took places in Year 1 (33%) and nine children took places in Year 6 (75%); however, attendance was not consistent in some groups.

Upon returning to school in September, teacher assessments have been carried out by class teachers in order to ascertain a starting point. The curriculum was modified to take account of the learning which was lost during the lockdown. A significant number of children were assessed to be below expected levels; therefore, a robust recovery curriculum is in place to ensure that children bridge gaps in their learning whilst acquiring new knowledge and skills.

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff require CPD to develop a greater understanding of children's emotional wellbeing and mental health needs.	Staff are better informed and have greater clarity about how to further support children with emotional wellbeing and mental health needs. This is a focus of daily/ weekly teaching in the autumn term.
	B	Home learning requires further refinement and development in order to improve access to learning at home for all pupils.	All staff to receive training on how to use the learning platforms. A strong remote learning offer is in place. Weekly homework activities are uploaded and feedback to pupils given accordingly. The children are familiar with logins and how to access the home learning platforms.
Targeted academic support	C	Although online learning materials were accessed by the majority of pupils, baseline assessments indicate some learning loss and gaps in knowledge.	Pupils make accelerated progress from their starting points at the beginning of the Autumn term. Staff make basic skills a focus for small group work. TAs work one to one to listen to readers.
	D	Some pupils had limited access to maths materials/teaching during the summer term and therefore, their maths attainment is lower than their targets.	Mathematical skills are much improved and rapid progress is demonstrated from their Autumn starting points.
	E	Some children did not access many opportunities to write through the home learning and as a result are working behind expectations.	Pupils make rapid progress from their starting points at the beginning of the Autumn term.
Wider Strategies	F	A small amount of pupils are struggling to settle back into class and school routines. They have a limited attention span and have become a little in need of adult support 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. Behaviour incidents are minimal.

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
A	<p>All staff to receive CPD in relation to the PSHCE and RSE curriculum.</p> <p>Ensure the delivery of lessons from Scarf are embedded across the school.</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>An increase in pupils', parents and staff wellbeing.</p> <p>Staff to be aware of children who are struggling with their mental health and wellbeing.</p>	<p>Teacher planning</p> <p>Pupil workbooks</p> <p>Displays in school.</p>	£200	Determined from pupil surveys / conversations	SENDCO	All staff feel confident to deliver PSHCE lessons which tackle sensitive topics such as bereavement and family breakdown.
B	<p>CPD provided for staff on the increased effective use of Classroom Secrets as the school's online platform. Children are further trained in its use – particularly in independent learning strategies, self-regulation and online safety.</p> <p>Parents/carers are made aware of the platform and how it can support home learning and work in school.</p> <p>Packs of resources ready-made and planned for those families who identified themselves as not wanting to complete</p>	<p>The platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Homework is completed using this platform.</p> <p>Home Learning Guide EEF Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)</p>	<p>Remote learning survey with families.</p> <p>Engagement with classroom secrets online platform</p> <p>Staff surveys</p> <p>Pupil surveys</p> <p>Effective parental engagement supports learning</p> <p>Parental questionnaire</p>	<p>Classroom Secrets £170</p> <p>Resources: £250</p> <p>Twinkl £350</p>	<p>Staff to monitor the work the children do online via the tool.</p> <p>Monitor the number of children logging in to the weekly tasks.</p>	All teaching staff/SLT	<p>All children supplied with logins for the platforms being used. Teachers have liaised with parents to ensure they are familiar with how to use the resources.</p> <p>Teachers have an electronic 'back-up' plan ready to print and deliver to any children whose families want a mix of resources.</p>

work online. Packs to be ready to be delivered in case of a bubble closure							
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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
C	<p>Reading, Gaps and Maths assessments to identify children in need of support.</p> <p>10 min daily interventions for all identified pupils – basic skills/ phonics/reading/ times tables/ calculation</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> <p>The gap will be closed between those children at ARE and above and those lower attaining pupils.</p> <p>The children to be aware of their targets and know what they need to do to improve.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8)</p>	<p>Resources: NTS assessments Y1-6 £1200</p> <p>TA costs £2070</p>	Children below ARE to be identified and interventions planned.	English Leader	Children who have fallen behind identified and targeted for support.
D	<p>Small group and 1:1 Maths Intervention with identified pupils with a focus on times tables facts.</p> <p>Baseline data from maths assessment tests.</p>	<p>Children to develop their understanding of numbers facts which will support and help in problem solving and reasoning.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Teaching Assistants (+1)</p>	<p>TA costs £1200</p> <p>TT Rockstars £130</p>	Assessment of number facts Sept 2020, with regular review and setting of targets.	Maths Leader	Personalised targets have been set to every learner. They are checked and monitored and new targets set on a weekly basis.
E	<p>Marking and Feedback revised in order to support Pupils' basic writing skills.</p> <p>Pupils' spelling improves through daily practice.</p>	<p>Children make good progress from their starting points.</p> <p>Ensure basic skills are further improved through regular practice.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5)</p>	£800	Piece of writing at the start of the academic year – writing at various other points in order to track	English Leader	Clear progress in writing and basic skills evidenced in books.

			Teaching Assistants (+1)		progress and set targets.		
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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
F	<p>Children to be reminded of the rules and expectations of Byers Green Primary School via Teams assemblies and core school values to be reinforced in order to bring behaviour back to the previously high standard.</p> <p>Small group and 1:1 wellbeing support / Intervention with identified pupils.</p>	<p>Positive impact of school rules and ethos, making the children feel happy and settled at school.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p>	£430	Think sheet logs	SENCO	Teachers reported an improvement across the term. Fewer recorded incidents occurred as the children settled back into routine.

Governance – monitoring the effectiveness of the Strategy

Governors involved: Chair of Governors, Vice Chair of Governors and Head Teacher
Committee meeting dates Autumn: December 2020 Spring: March 2021 Summer: June 2021
Autumn summary Teacher assessments saw that many children were behind where previous cohorts would have been at this point. Internal data showed that many children had performed below their previous trajectory. Staff are confident that with continued careful planning and a robust system to identify gaps, children will close the gaps in their learning. Interventions and small group work to be planned for the Spring term based on needs identified by class teachers.
Spring summary Partial school closure due to further National Lockdown. Assessments carried out following the children's return.
Summer summary Many of the measures needed to be re-implemented as the children returned in March. Data at the end of the summer term indicated on average, the children were working at or close to their expected levels.