

Catch Up Premium Grant Strategy
Bothal Primary School

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Review dates: January 21, Spring 21,
Summer 21

Be the best you can be



Context

Bothal Primary School is an above average sized primary school. The school is three form entry and based on two sites. The two sites are approximately half a mile apart. The school deprivation indicator is in the 4th quintile and the proportion of FSM is broadly in line with that seen nationally (3rd quintile). A below average number of children are from minority ethnic groups. The proportion of SEND pupils is below the national average but not significantly so in most year groups.

The government announced £1 billion of funding to support children and young people to catch up lost time after school closures. This is especially important for children from the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020-21 academic year to ensure that schools have the support they need to help pupils make up for lost teaching time
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
 - A. a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)
 - B. a [16 to 19 tuition fund](#)
 - C. an oral language intervention programme for [reception-aged children](#)

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

Accountability and monitoring:

As with all government funding, school leaders must be able to account for how this money is being used to achieve the 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)

The EEF guidance suggests a 3-tiered approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- Ofsted will also conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

Summary information					
School	Bothal Primary School / Proportion of disadvantaged pupils : FSM and Ever 6 = 111, FSM= 107, Service children = 4, PP+ = 4				
Academic Year	2020- 21	Catch up premium grant allocation	585 X £80 - over 3 terms	Statement authorised by	LH/AR
Total number of pupils	585 - R- Y6 Autumn Census	Number of pupils eligible for PP	90	Governor lead	SH

Barriers to future attainment and well-being - identified September 2020	
A	Literacy skills – access to reading material at home - reading has not been taking place to the full extent since March 2020.
B	Gaps in core group areas identified by subject leaders via baseline assessments.
C	Wellbeing- concerns around anxiety and safeguarding issues following periods of lockdown.
D	Social and emotional issues impacting motivation and levels of concentration.
E	Readying the school for further home learning needs.
F	Ensuring all pupils can access online learning at home.
G	Ensuring parental engagement levels are maintained and improved.
H	Children with lower starting points than their peers because of lack of family support or a lack of wider opportunities due to deprivation.
I	Access to wider, enrichment and cultural capital experiences and opportunities.
J	Ensuring our SEND pupils are making social, emotional and academic progress following periods of lockdown or remote learning.
K	Maintaining a high attendance % for all pupils is a priority.

Teaching and Whole School strategies

	Cost (£)	<i>Actions / how the grant will be utilised</i>	<i>How the expenditure will be assessed / impact</i>
B	973.44	Puma, Pira and Shine diagnostic assessments take place at key points of the academic year	<ul style="list-style-type: none"> ● Robust assessment and tracking systems are in place to track all pupils against identified expectations of progress for each year group and to measure lost learning. ● Personalised interventions take place against gaps analysis, across all year groups. These to take place during school day and after school. ● A rigorous catch up programme is in place for the % of Y2 pupils who did not meet the standard in the PSC to enable them to pass the resit.
B/J	720	SEND STAR interventions	<ul style="list-style-type: none"> ● Personalised interventions against gap analysis tailored to SEND needs
A	7599.36	<p>Reduce size RWI and Development days / Intervention groups.</p> <p>Employment of Speech and Language assistants / Library provision enhancement.</p> <p>Appointment of Reading Leaders and Reading Apprentices</p>	<ul style="list-style-type: none"> ● Staff to be aware of, and effectively support the 20% slowest progress readers through 1:1 tutoring across the school and understand their barriers to learning. ● Parents received clear information and support to help develop phonics skills at home through Virtual Classroom. ● Instructional coaching model development to support staff with the development of story time sessions - Reading Leaders will lead and implement. ● Regular library sessions for parents/carers and pre-school children will take place and regular class books talks. ● Use of Library included in curriculum planning. ● Links to be made to outside agencies. ● Teacher reading leaders and reading apprentices to receive high quality training and support through SLT/ TLIF to increase expertise to deliver coaching and CPD.
A	4199.36	EKLAN Communication training - we are currently redesigning the infrastructure within EYFS to support speech and language.	<ul style="list-style-type: none"> ● All EYFS staff will obtain the EKLAN accreditation, this will enable high quality provision in school.
A	2000	<p>Nuffield Speech and Language - DfE project - EYFS national funding.</p> <p>Early language is vital for success later in life yet, as a result of the Covid-19 pandemic, some children entering reception in September 2020 have missed out on more than 20 weeks of early education at a crucial time for their early language development. NELI involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support. Children who would benefit from NELI are identified by an initial app-based assessment of pupils' oral language, called Language Screen. The intervention is delivered over 20 weeks by trained school staff, such as a teaching assistant. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress.</p>	<ul style="list-style-type: none"> ● All children to be assessed before the end of December 2020. Staff to undertake training online and sessions are to commence February 2021. ● Interventions to take place over a period of 20 weeks and impact assessed.

B	DHOS to oversee school provision	First Quality teaching implemented via the ALP's teaching and learning profile. This links to the work being carried out across the trust with the 'Ambition Institute' and the Science of Learning.	<ul style="list-style-type: none"> Updated Teaching and Learning Profile implemented. Further implementation of the recovery curriculum and teacher exposition to take place throughout this academic year.
E	part of school leaders duties	Leaders to track and monitor catch up strategies looking at low effort- high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	<ul style="list-style-type: none"> Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge, our pupils are not yet secure in.
B	5000	'Achievement for All' programme (AfA) undertaken. This is a two year (6 term) school improvement programme that was commissioned by the DfE and was founded in 2011. This evidence based programme is recognised by Ofsted and focuses on closing the gaps at every level of education. 'Achievement for All' looks at improving aspirations, access to learning and achievement for our most vulnerable and disadvantaged learners.	<ul style="list-style-type: none"> Whole school INSET led by Achievement Coach and School Champion has taken place. Focus PP groups are established for each class across the school and a 'Bespoke Action Plan' to be implemented. Structured Conversation' training for staff via 'Achievement for All' coach and School Champion to take place. Staff will implement 'Structured Conversations with targeted PP pupils and families. Academic mentors to carry out 'Structured Conversations' with identified pupils and parents / carers during periods of lockdown. School Champion to agree further core modules with the AfA school coach. Report finalised for governance approval.
C	2000	Continue the tracking of home learning engagements to keep up the positive momentum. Home learning digital mentor to liaise with pupils and families.	<ul style="list-style-type: none"> Relevant support via home learning will improve the well-being of pupils if isolating, as well as support academic progress.
B	part of school CPD offer	Sharing of best practice through trust- wide webinars / Google meetings which focus on curriculum, T & L, behaviour support and pupil premium.	<ul style="list-style-type: none"> Trust wide webinars will give teachers access to the very best of what exists across our two schools. This will lead to improved classroom practice being shared and pupil learning optimised.
F / H	2242.84	Ensure all pupils have a computer and access to the internet at home.	<ul style="list-style-type: none"> This will allow pupils to access remote online learning resources at home, whether for periods of self-isolation, or lockdown.
B	1020	Purchase revision guides for Year 6 pupils to ensure independent work can be completed at home.	<ul style="list-style-type: none"> We will track engagements in Year 6 to highlight successful use of revision guides at home. Improved attainment and progress scores in Year 6. Pupils are secondary ready.
B/E/F	745	National College - access to training material for leaders	<ul style="list-style-type: none"> School leaders are empowered to research and develop pedagogy.

Targeted Academic Support

	Cost (£)	<i>Actions / how the grant will be utilised</i>	<i>How the expenditure will be assessed / impact</i>
B	3200	Shine interventions will take place Sept 2020.	<ul style="list-style-type: none"> Bespoke interventions will take place across all years during the school day and after school. These to be in groups and 1:1
B/C/D	4000	Employment of intervention teacher and academic mentors.	<ul style="list-style-type: none"> Enlisting four members of staff to work as academic mentors for target pupils working remotely. Internal training was provided - relevant case studies and progress analysis to take place.
B	500	Support staff to be trained in the 'Achievement for All' core modules.	<ul style="list-style-type: none"> Termly CPD held for support staff led by AfA school champion on holistic planning and wider outcomes and opportunities.
B	nil as part of salaried hours	Deliver a full program of revision techniques for Year 6 pupils to ensure that they are secondary ready.	<ul style="list-style-type: none"> This is a helpful way of preparing pupils for the national tests in May. This will also alleviate aspects of stress and anxiety.
B	500	CPD increases staff teaching capacity to attune to pupils needs, as well as provide more effective and holistic provision mapping.	<ul style="list-style-type: none"> Teaching overtime profile indicates all staff have clear strategies to engage learners and provision mapping shows teacher delivery that increases access to learning for disadvantaged groups.

Wider Strategies

	Cost (£)	Actions / how the grant will be utilised	How the expenditure will be assessed / impact
E	Nil cost as part of DHOS salaried hours	'Ensure Home Learning Offer' is updated and made available to all parents / carers in the event of a pupil having to isolate or in the case of a local or national lockdown.	<ul style="list-style-type: none"> The process of online learning is bespoke to each Year group in school.
F/E	2100	Additional devices purchased in order for vulnerable pupils to have access to remote learning provision.	<ul style="list-style-type: none"> All pupils who require access to a remote device will have one, ensuring there will be no opportunities for missed learning.
G/H	nil	Set up a homework support helpline for parents to contact or if in need of help with aspects of homework.	<ul style="list-style-type: none"> This will support learning conversations at home which is proven to impact both academic and well-being provision.
C/D	5000	Emotional Support and Welfare is implemented via the school Thrive approach. This supports children whose emotional needs are having a detrimental effect on learning and well-being.	<ul style="list-style-type: none"> Daily Thrive approach and pastoral care is delivered across the whole school. Parental engagement will be sought through meetings and feedback. Regular well-being thrive assessments will take place with class teachers and support staff that will lead to improvements in attainment, engagement and attitude.
G	1000	A new system for parents evening in 2020/21 to ensure regular dialect between home and school regarding academic performance and pupil well-being.	<ul style="list-style-type: none"> Contact between school and home is maintained regarding academic performance and well-being
H/I	2000	Our wider curriculum offer promotes enrichment activities related to character education – this includes accreditation initiatives.	<ul style="list-style-type: none"> Subject leads monitor planning to establish enrichment activities. These include a range of 'Cultural Capital Experiences' within specific Year groups. External visitors provide enrichment activities in school and there are aspects of accredited provision running through school provision.
H/I	1000	After school curriculum and club provision / school trips / Residential activities.	<ul style="list-style-type: none"> Trips take place and are related to curriculum topics throughout the year. The school will provide a range of after school clubs to enrich children's life experiences. Residential trips to be reestablished.
K	1000	Incentivise improvements in attendance for pupils. This includes 100% attendance certificates via celebration assembly. A weekly prize draw for 100% attendance, as well as weekly prize draws for those pupils who have 96+% attendance. This is sponsored by Education Network for a voucher to Ashington Leisure Centre. KS1 & KS2 Voucher for Banana Beach for Reception.	<ul style="list-style-type: none"> This will encourage pupils to attend and parents' cooperation with attendance could lead to an improvement in attendance and progress.