

Abbey Lane Primary School



Catch-Up funding Strategy Statement 2020-21

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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	Abbey Lane Primary	School Strategy Leader	Maxine Stafford
No. of Eligible Pupils¹	584	Total Allocation²	£46,720

1 Teaching

Training and support to prepare teachers for the New Academic Year

Professional Development Opportunities and resourcing to support the implementation of recovery curriculum

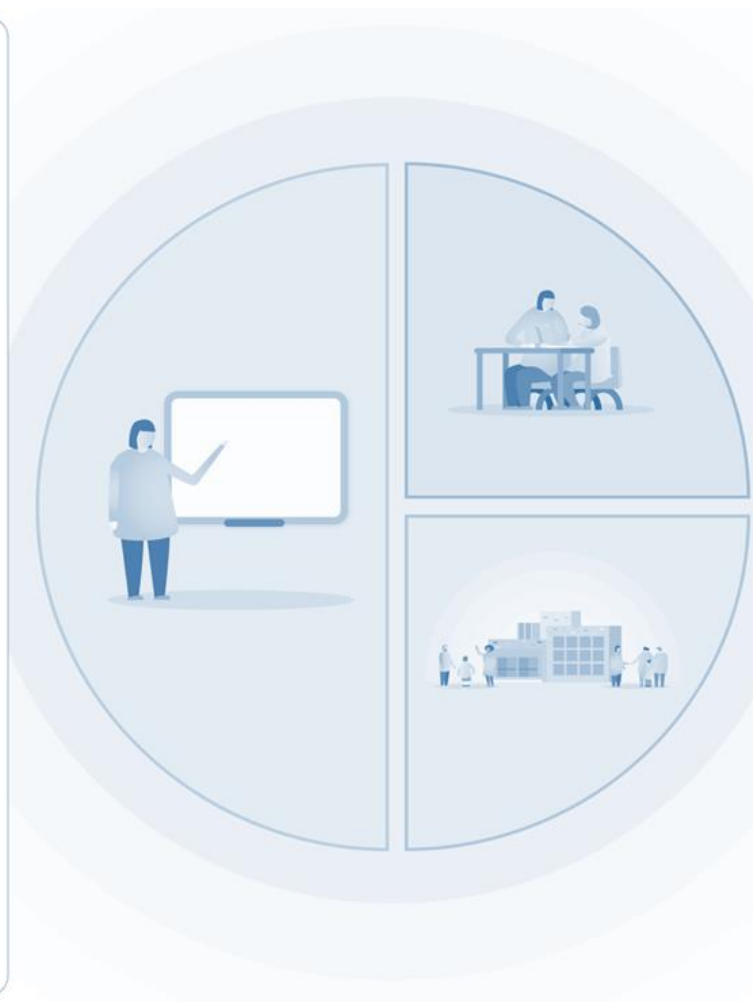
Ensuring teachers have training and support to adjust to structural and organisational changes.

Additional support for early career teachers

Developing Pupil assessment

Assessing and Monitoring Pupil Progress.

Transition resources and staffing support



2 Targeted academic support

One to one and small group tuition

Small group and additional intervention work

Extended time in school

Physical development

3 Wider strategies

Family and pastoral support

Supporting parents and carers wellbeing

Accessing technology and resources at home during prolonged isolations

¹ Eligible Pupils include Year Reception – Year 11

² Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11.

	Barrier	Desired Outcome	
Teaching Priority	A	Home learning requires further refinement and development in order to improve access to learning and ability to provide more individualised feedback at home for all pupils. Develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online.	A strong remote learning offer is in place involving use of Google Classrooms and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	B	CPD provided for staff on the effective use of Google Classrooms. 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.
	C	Children have gaps in learning due to lockdown in the summer term 2020.	Gaps have been identified and addressed. English and Maths taught across the foundation subjects in order to address the gaps. Children have been able to return to pre COVID levels of attainment.
Targeted Support	D	Y2 children had limited Phonics teaching time and will have gaps in their phonic knowledge.	Y2 children have embedded phonics knowledge, and have passed their Phonics screening in Autumn 2.
	E	Due to children being indoors and less active during COVID isolation children's health and well-being have decreased making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.	PE lessons to be commenced. These will be tailored to fit with the Risk Assessment and National guidance. Fitness levels of pupils return to pre-COVID standards.
	F	Although online learning materials provided for core subjects during the summer term were accessed by the majority of pupils, baseline assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working well below their expected attainment.	By employing small group and 1:1 sessions in core subject area, there is improved and rapid progress which can be demonstrated on a termly basis.
Wider Strategies	G	Access to home learning for pupils during isolation, including those without access to technology.	Registered on the government website for government learning scheme. 6 laptops provided by government. In the event of home learning being needed, hard copies of learning packs are available for individuals self-isolating and a process is now in place in the event of a bubble having to isolate.
	H	Pupils' mental health and wellbeing has been impacted on during lockdown.	Staff are able to support children with mental health needs. There is dedicated time throughout the year to focus on this. There is a specific focus on this in the autumn term.

Teaching priorities for current academic year

Barrier	Actions	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
A	School to source appropriate online learning platform, which allows staff to set individual work and provide feedback. Staff to ensure that the children are given individual log ins and are shown how to access the platform. Online safety information is shared with the children. Staff to use the remote platform on a regular basis e.g. weekly home learning.	The new platform is in place and staff are able to use it effectively. Home learning is enhanced and children remain safe online.	Google Classrooms as a learning platform is effective and well-used. Children show an age appropriate understanding of how to stay safe online.	PDM and SLT time.	Engagement with Google classroom.	DHT, all staff	All children have been issued with an individual log in for Google Classroom. All classes have has weekly home learning set on Google Classroom. Children who have had to self-isolate during Autumn 2 have also had work set.
B	SLT time and PDMs are assigned to support staff in the effective use of Google Classroom. Parents are given information/guidance sheets for using Google Classroom.	The new platform is in place and staff, pupils and parents are able to use it effectively.	Parental Engagement when children are required to use Google Classroom.	PDM and SLT time.	NA	HT and DHT	Staff have set up the remote learning platform, and children have been issued with log-ins. Parents were issued with guidance sheets for using Google Classroom. A tutorial was also put on the website.
C	Staff make on entry assessment to determine gaps in learning for core subjects. An emphasis on core subject skills is given throughout Autumn term to address the gaps. Regular assessments are made for gap analysis. Extra reading resources have been purchased to replace those not returned after Lockdown	Gaps have been identified continue to close. English and Maths taught across the foundation subjects in order to address the gaps.	Assessment data and curriculum adaptations will reflect change of emphasis.	£2k	On entry and Autumn term data.	HT, all staff	Baseline assessments for Reading, Writing and Maths were handed in within the first 3 weeks of term, alongside projected targets for the end of the year. Autumn term data has also been handed in and analysed. Staff have concentrated on English and Maths skills this term. When foundation subjects have been taught, the emphasis has been on teaching the prescribed subject knowledge, and core subject skills. £2,000 has been spent replenishing reading books for classrooms.
D	Extra provision is put in place for Y2 children. Whole class teaching of Phonics takes place to ensure that the children are being taught at the appropriate phase.	Y2 children have embedded phonics knowledge, and have passed their Phonics screening in Autumn 2.	Phonics assessments will show improved progress.	£1300 for extra TA hours	Baseline Phonics assessment.	HT Y2 staff including TA	There is a dedicated TA for Phonics support in Y2. The Phonics screening has been completed in Y2 – 9 children did not score more than 32 (previous threshold score). If the threshold remains the same 86% will have passed.

E	To ensure that there is a variety of PE provision, given the current restrictions of the LA Risk assessment and Government guidelines.	PE lessons to be commenced, and tailored to fit with the Risk Assessment and national guidance.	Curriculum overviews will reflect a variety of PE provision.	£600 for additional PE equipment		SG and SLT	A rolling program of activities for Spring and Summer term has been devised to ensure a variety of PE experiences is available for the children. Extra PE equipment has been ordered to enable activities to take place within the RA restrictions.
F	To employ/re-deploy staff to ensure that there is sufficient support for small group and 1:1 catch-up in Y1 to Y6 until the end of this academic year, All staff are aware of the children who need to be targeted for intervention Timetables are established so that time is distributed on a 'needs' basis. Groups/1:1 will be reviewed each half term so that support is targeted in the correct places	Children have received appropriate and targeted support, resulting in improved progress.	Assessment data will reflect that children's progress has improved. Timetables will reflect that provision has been fluid, dependent upon need.	£25K £11K £7K £6700	Determined from baseline assessments. Refined after Pupil progress meetings and Autumn 2 data.	HT All staff	2 full-time teachers have been employed to support small group and 1:1 catch-up in Y1 to Y6 during Spring term. There is also a dedicated TA for Phonics support in Y2. LP was able to undertake some catch-up sessions before her maternity leave at the end of Autumn 1. This was solely in Y5.
G	To ask parents for an indication of who would not be able to access work online in the event of their child having to self-isolate. To acquire laptops for children who do not have access to technology at home. To set activities and work so that pupils have meaningful and ambitious work each day. Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally. To provide hard copies of learning activities for those parents requesting them. If a local lockdown is implemented, devices supplied for use by the DFE will be distributed.	Registered on the government website for government learning scheme. Hard copies of learning packs are available for individuals self-isolating who request this provision.	In the event of a class/year group closure pupils will switch seamlessly to remote learning thus ensuring continuity of education.	Photocopying and possibly postage costs.		Staff have concentrated on English and Maths skills this term. When foundation subjects have been taught, the emphasis has been on teaching the prescribed knowledge, and Core subject skills have been accentuated.	School has secured acquisition of 6 laptops from the Government scheme, and has applied for a further 25. School has also registered for further laptops with Learn Sheffield.

H	<p>To ensure a smooth transition for all pupils into school. To ensure there is regular, dedicated PSHE time for children to express their concerns and anxieties over returning to and remaining in school. To develop a whole school approach to mental well-being, including the development of a Healthy Minds action plan. To ensure training for all staff so that school can become a 'trauma-informed school'.</p>	<p>Children who are familiar and confident with their new setting before they arrive. Children are confident and secure in returning to school. A whole school approach to mental wellbeing will have been established. Staff are aware of how to recognise and support children with their mental well-being.</p>	<p>Pupil voice and surveys will reflect that children feel safe and secure in school. Healthy Minds Action Plan review.</p>	<p>Training has been funded through Learn Sheffield.</p>		<p>HT, DHT, SLT and SENDCo.</p>	<p>Each class teacher prepared an introductory video for their new class which was shared prior to September. A video was made for children new to FS2, introducing the families to the FS2 team and to school. The first 2 days of Autumn term were dedicated to low threat, minimal recording emotional health and wellbeing activities to settle the children back into school. HT undertook 2 day training regarding Trauma Informed Schools from TISUK. All teaching staff and some support staff undertook a TISUK twilight training session.</p>
Total Spend	£53,600 additional teaching costs, not including PDM or management time						