



*We believe in respect and success for all*

## **Oakley Cross Primary School & Nursery – Catch-up Premium Strategy 2020 - 2021**

### **September 2020**

#### **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 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)*

## School Overview

Number of pupils in school YR – Y6	127
Proportion of disadvantaged <i>(based on current numbers of children not census)</i>	47%
Catch-up Premium allocation (No. of pupils x £80) <i>(From school census not current pupil numbers)</i>	£10,200
Publish Date	September 2020
Review Dates	December 20, March 21, July 21
Statement created by	Rachel Brannan
Governor Lead	

## Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

Oakley Cross is a small Primary School and nursery that serves the community of West Auckland. There are currently 127 pupils on roll (YR to Y6) organised into five classes. We do not sustain single age classes throughout school as numbers of children in each cohort fluctuate. A high proportion of children are known to be eligible for FSM (47%), and there are high levels of deprivation in the area. During the period of school closure (March to June 2020) the number of children eligible for FSM increased and some families have faced increased hardship.

### **March to August 2020**

- Throughout the 'lockdown' period school remained open to children of key workers and vulnerable children. We had an average of 10 children attending school childcare sessions each week. Of these children the majority were children of key workers with 3 vulnerable children attending some sessions. Other vulnerable children remained at home in line with their individual risk assessments and were contacted at least weekly by DSLs.
- During the period of school closure, teachers set daily consolidation and application tasks in Maths and English as well as other subject related tasks across the week via our online platform 'Seesaw'. For younger children instructions and basic teaching points were recorded by the teacher to assist with independent learning and access to tasks. Children responding regularly received feedback from their teacher and teachers were able to regularly prompt those children they received limited work back from. A small number of children initially had a paper based learning pack as requested.
- An analysis of the tasks completed by children identified that 27% of children overall responded regularly, completing almost all of the home learning which was set. A further 32% of children across school completed some tasks across the 'lockdown' period but this was not all tasks and not all subjects were tackled; children chose their preferred activities and ignored others. Despite prompting from teachers via Seesaw and SLT via Parentmail, emails and phone calls, 44% of children across school did not respond to any home learning.
- More detailed analysis indicates that it was children from Y2 upwards who responded more regularly to home learning and that children in EYFS/Y1 were less likely to respond to all tasks set. A small number of our more vulnerable children regularly responded to home

learning and engaged well with teacher feedback. Of the 44% of children who did not respond across this period, a high proportion of learners were middle to lower attainers.

- Our wider opening of school in June was successful, despite high levels of anxiety among our parents and staff, with children from EYFS, Y1, Y5 and Y6 being offered their school place. We had 12 children from across EYFS return to school/nursery, 10 of the 12 children in Y1, 11 of the 18 children in Y5 and 18 of the 26 children in Y6 return before the summer. We also had a small group of 5 Key worker and vulnerable children return full time, who were in year groups other than those above. To provide some closure and support transition for other year groups, we invited children from Y2, Y3 and Y4 back in small groups for one afternoon at a socially distanced picnic with their class teacher.
- Of our 4 children with EHCP's, 3 returned full time before the summer. All of our vulnerable children (those with a social worker) also returned to school full time.
- Across the summer holiday period, all children were provided with a pack of 'wellbeing activities' which they could access. Children in Y5 transitioning to Y6 were provided with a number of home learning tasks to complete in preparation for the new school year.

### **September 2020**

- Within the first four weeks of school teachers worked on settling the children back into school, establishing routines and relationships and allowing children to feel safe and settled in school. There was a focus on PSHCE, exploring the vocabulary and language and children's worries around COVID-19. Children are given regular opportunities to talk through their worries and know they will be heard in school and supported as necessary.
- During this time, our curriculum has focused on the basic skills in Maths and English predominantly giving opportunity for re-establishing the expectations of work, presentation, focus and effort.
- Baseline assessments have been completed with all cohorts (Y1-Y6) using some moderated teacher assessment and information from the NFER Spring term assessments from the child's previous year. For example, children in Y4 were presented with Y3 NFER Spring assessments as this was the point at which all 'new learning' ceased and consolidation and application of skills took over.
- Outcomes from baseline assessments have indicated that in the majority of cohorts children's learning has regressed. There were significant issues noted with basic punctuation skills when writing, spelling and use of correct tenses. The ability for rapid recall of basic number facts and application of skills was poor in Maths and in reading, children struggled to retrieve and infer as their fluency and accuracy in reading has regressed.

## Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Elements of high quality teaching are not consistently present in our remote offer.	All staff receive training on the use of Microsoft Teams to enable 'live' teaching as and when appropriate. HQT will be evident if and when children/staff are required to work from home. Refresher training around the use of 'Seesaw' to support home learning will be provided including its use for high quality feedback. Monitoring will indicate elements of HQT and feedback in the event of a period of home learning.
	B	Home learning can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. New and refurbished hardware is available to 'loan' where families struggle to access online learning. All staff are trained in the use of Microsoft Teams and Seesaw. All staff use Seesaw regularly within the classroom to develop staff and pupil confidence. Weekly homework activities are uploaded to Seesaw and feedback to pupils given accordingly.
	C	High quality assessment for learning practice and the use of learning journeys needs to be more effective.	Classroom practice routinely includes open ended questioning, quizzing, multiple choice questions, with the findings used to inform ongoing teaching. Learning journeys reflect assessment for learning and demonstrate how teachers plan for individual pupils/groups to keep up and catch up. Cohort Improvement Plans indicate an additional offer to groups and individuals to support them catch up. Data analysis and Intervention records indicate the success of the CIPs.
Targeted academic support	D	Only a small proportion of pupils (approx. 27%) engaged with the majority of online learning materials provided during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in Reading, writing and Maths from their starting points at the beginning of the autumn term.
	E	Some pupils had limited access to reading materials during the summer term and therefore, their reading attainment is lower than expected.	Reading skills are much improved and rapid progress in reading is demonstrated on a termly basis.
Wider Strategies	F	Reduced attendance slows engagement and progress	Attendance patterns are positive Support is provided to families as required from our School Attendance Officer and SLT as well as the school nursing team

## 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 (autumn, spring, summer)
A	All staff receive training on the use of Microsoft Teams to enable 'live' teaching as and when appropriate.	All staff are confident in using Microsoft Teams for remote teaching.  All staff can provide the same standard of HQT through our remote offer.	<i>'Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.'</i> (EEF Rapid Evidence Assessment – distance learning)	Teams training £90.00	<i>Staff currently use teams to connect with peers but not pupils</i>	RB and CS	Autumn term
B	CPD provided for staff on the effective use of Seesaw for teaching and learning. Children are trained in its use.  Parents/carers are made aware of Seesaw and how it can support home learning.	Seesaw is in place and staff, pupils and parents can use it effectively.  Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)  Devices are available for families to loan in order to support home learning	<i>'ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.'</i> (EEF Rapid Evidence Assessment – distance learning)	Devices – £2500.00	<i>Staff use seesaw currently in school – most children can access this efficiently in school</i>	Mr P (Training) CS RB	
C	All staff receive refresher training	Learning journeys reflect	<i>Small group tuition has a positive impact on pupil</i>	Academic Mentor to	<i>Learning Journeys and CIPs currently</i>	Co and RB	

	in the use of learning journeys	assessment for learning  Cohort Improvement Plans indicate an additional offer to support pupils to catch up.	<i>outcomes +4 months and feedback +8 months</i>  (EEF Teaching and Learning Toolkit)	support CIP outcomes £6400.00	<i>used – focus now on keep up and catch up</i>		
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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 (autumn, spring, summer)
D	September baseline assessments have identified children in need of support in R, W and M.  Cohort Improvement Plans identify interventions for all identified pupils – basic skills.  Targeted support provided from Teachers, TAs and Academic Mentors (NTP)	Progress is accelerated termly to ensure pupils can access age appropriate learning materials.  Gaps in learning are quickly identified and intervention provided to allow children to ‘catch up’	<i>Small group tuition has a positive impact on pupil outcomes +4 months and feedback +8 months</i>  (EEF Teaching and Learning Toolkit)	Academic Mentor to support CIP outcomes £6400.00  Learning apps to support Maths £777.00	<i>Determined from baseline assessments completed September 2020</i>	RB, CO and CR	<b>Autumn 2019</b>
E	Additional reading Intervention with identified pupils.	Reading skills are much improved and rapid progress in reading is	Education Endowment Fund Teaching and Learning Toolkit:	Academic Mentor to support CIP outcomes	<i>Determined from baseline assessments completed September 2020</i>	CO	<b>Autumn 2019</b>

	Baseline data from September using Spring term NFER reading tests.  Improve quality of early reading materials.	demonstrated on a termly basis.	<i>Feedback (+8)</i> <i>1:1 Tuition (+5)</i> <i>Reading Comprehension Strategies (+6)</i> <i>Teaching Assistants (+1)</i>	£6400.00  Apps to support reading £677.00  Additional reading books £150.00			
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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 (autumn, spring, summer)
F	Support provided for families to improve attendance  Support provided where parental anxiety is impacting on pupil attendance  Attendance toolkit measures are implemented by Attendance Officer and SLT	Positive impact on identified pupils' attendance	<i>Improved parental engagement can have a positive impact on outcomes +3 months</i>  (EEF Teaching and Learning Toolkit)	£5,500 & £400 travel expenses	<i>Autumn Term 1 attendance data used to inform targeted intervention</i>	RB and DR	<b>Autumn 2019</b>

Overall cost of actions taken:

Barrier	Action/ resource	Cost
A	Microsoft Teams Training - CS to disseminate	£90.00
B	Devices to support home learning	£2500.00
C	Academic Mentor (NTP)	£6400.00
D	My Maths Subscription	£508.50
	Numbots Subscription	£80.00
	Times tables Rockstars Subscription	£80.00
E	Phonics Play Subscription	£60.00
	Oxford Reading Buddy	£617.00
	Additional reading books Phase 1-2 phonics	£150.00
F	Attendance Officer (shared) plus travel expenses	£5900.00
	Total cost	£15,494.00

**Additional funding supporting provision**

Pupil Premium funding will be used to cover the cost of our shared attendance officer. It will also be used to support the purchase of technology/devices and apps to support classroom based and remote learning for children across all phases and make up the deficit in CUP funding.

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

**Governors involved:**

- Chair of Governors; Mrs D Farrer
- Vice-Chair of Governors; Mr A Fletcher

**Committee meeting dates**

**Autumn:** December 2020      **Spring:**      **Summer:**

**Autumn monitoring summary**

**Spring monitoring summary**

**Summer monitoring summary**