



## Cockfield Primary School – Catch-up Premium Strategy 2020 - 2021

Updated October 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 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	88
Proportion of disadvantaged	36%
Catch-up Premium allocation (No. of pupils x £80)	£7040
Publish Date	October 2020
Review Dates	January 2021, March 2021, July 2021
Statement created by	K Heatherington
Governor Lead	C Racher

## **Context of the school and rationale for the strategy**

Cockfield Primary School is a small primary school, with the majority of the children coming from the village. We have a growing percentage of children categorised as disadvantaged (36%), 11% of the whole school are disadvantaged and SEND.

Home learning was available for all children from March until July 2020 – some parents struggled to complete this for various reasons, (lack of technology, internet capability, time available to support children, where parents worked or there was more than one child in the household).

From March to June, children of Key Workers children continued to attend school. The maximum number of children who attended each day was 9. From June when school was open for more year groups six Year 6 children returned to school and 1 Reception child. From September 2020 when school re-opened for all children attendance has been good – currently 95%.

Some parents have told us that some children had struggled to understand the situation and were upset because they could not see their friends. Some children have not made much progress since March 2020 and some children have regressed.

## Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff and children require training on the effective use of Office 365, to support home learning	The new platform is in place, staff, pupils and parents are able to use it effectively.
	B	In the case of remote learning being necessary, technology available at home was not adequate and children's ability to complete work independently (unsupervised) was not completed by some children	Children are able to access hard copies of all work. Teachers will be able to assess progress more easily, they will see who is not accessing home learning, therefore further barriers will be overcome.
	C	Feedback on children's progress and their engagement with home learning was limited to the parents who maintained contact with school	A strong remote learning offer is in place. Weekly homework activities are uploaded, but also given as hard copies to parents each week. Feedback is shared with pupils and parents.
Targeted academic support	D	Some children did not access much home learning (lack of reading materials) and as a result are working below ARE in reading	Reading skills are improved, particularly comprehension and rapid progress is made on a termly basis.
	E	Some children did not access much home learning and as a result are working well below ARE in writing. Even though writing was set as part of the weekly activities, only a small proportion of children engaged with this.	Children make rapid progress from their various starting points.
	F	Some children did not access much home learning and as a result are working well below ARE in maths	Children make rapid progress from their various starting points.
Wider Strategies	G	Some pupils are struggling to settle back into class routines and have a limited attention span 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.
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**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 to receive CPD in relation to the use of Office 365 to support home learning	All staff are equipped to support pupils and parents, to make home learning more effective	Home Learning guide EEF	Training is free	<i>Determined from pupil surveys</i>	All staff	Termly if remote learning was needed
B	Staff supported through further resources provided to allow more successful home learning and work in school	Children complete home learning more often. Work in school is supported by useful resources	Home Learning Guide EEF. Pupils practising strategies and skills repeatedly, to develop independence  Effective parental engagement supports learning	Resources Twinkl £600  Resources Oak Academy (free)	Baseline data collected October 2020	Teachers	Termly if remote learning was needed
C	Feedback on children's progress and their engagement with home learning was limited to parents who maintained contact with school	Teachers can assess progress and respond to work more easily Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)	Feedback shown to have the most positive influence on pupil progress		Determined from assessments made in the autumn term	Teaching staff	Every session. Weekly if remote learning needs to take place.

**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	<p>Additional reading books purchased, to support Accelerated Reader</p> <p>Additional books purchased, through sponsored read</p> <p>Additional books donated to school from Usbourne book rep</p> <p>Quality, comfortable class texts used in every class</p> <p>Guided reading sessions for identified pupils</p> <p>Targeted intervention for lowest 20% of readers</p>	<p>Children will read widely and often</p> <p>Children will make good progress from their starting points</p> <p>Lower attaining readers will close the gap towards age related expectations</p>	<p>Education Endowment Fund Teaching and Learning Toolkit</p> <p>Feedback Intervention</p>	<p>£1000</p> <p><i>Cost of additional TA time Employed TA for 5 extra sessions</i></p> <p>£1720</p>	<p><i>Determined by assessments undertaken in the Autumn Term</i></p> <p><i>Determined by assessments undertaken in the Autumn Term</i></p>	<p>Mrs Hancock</p> <p>Mrs Woods</p>	<p>Autumn 2020</p> <p>1:1 reading started, additional phonics intervention in place for some children</p> <p>Autumn 2020</p>
E	<p>Children's basic writing skills are improved through regular practice, including their handwriting skills</p>	<p>Children make good progress in writing from their starting points</p>	<p>Education Endowment Fund Teaching and Learning Toolkit</p> <p>Feedback Intervention</p>	<p><i>Cost of additional TA time Employed TA for 5 extra sessions</i></p>	<p><i>Determined by assessments undertaken in the Autumn Term</i></p>	<p>Mrs Woods</p>	<p>Autumn 2020</p>

	<p>Children's spelling improves through regular practice Children complete short pieces of writing linked to all curriculum subjects, they are given a wide range of experiences</p> <p>Targeted support and intervention for children</p>		1:1 support	£2000			
F	<p>Consolidation of the basic concepts</p> <p>Concentration on acquiring times tables</p> <p>Provision of activities which will enable all learners to attempt fluency, problem solving and reasoning questions</p> <p>Targeted support where need identified</p>	Children make good progress in Maths from their starting points	Feedback Intervention 1:1 support	<p><i>Cost of additional TA time Employed TA for 5 extra sessions</i></p> <p>£1720</p>	<i>Determined by assessments undertaken in the Autumn Term</i>	Mrs Woods	Autumn 2020

**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)
G	Some pupils are struggling to settle back into class routines and have a limited attention span 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			Observations and discussions with staff	All staff	Autumn 2020
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### Governance – monitoring the effectiveness of the Pupil Premium Strategy

<b>Governors involved:</b> – Chair of Governors;– Vice-Chair of Governors;– Head Teacher
<b>Committee meeting dates</b> Autumn: <b>November 2020</b> Spring: TBA      Summer: TBA
<b>Autumn summary</b>
<b>Spring summary</b>
<b>Summer summary</b>