



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

Updated October 2020 / Reviewed February 21/Reviewed May 21

### **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 (91)
Proportion of disadvantaged	36%
Catch-up Premium allocation (No. of pupils x £80)	£7040
Publish Date	October 2020
Review Dates	January 2021, February 2021, July 2021
Statement created by	K Heatherington
Reviewed by	K Costello
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	Notes 03/05/21	
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	In place and worked well in Spring lockdown
	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.	Hard copies made available for some families but majority were supported to participate online. On-line engagement register & other strategies in place to monitor & support.
	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.	Teachers feedback daily on-line during lockdown and were available constantly throughout the day to support the learning. Teams isn't currently used for homework.
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.	Reading continues to be a focus, since the return to school teachers have seen improvements in RA scores. Comprehension skills are still an area for improvement
	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.	April baseline shows that writing continues to be an area for improvement.
	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.	April baseline shows that maths continues to be an area for improvement for some year groups. Teachers have adapted the curriculum using what they have learnt from their gap analysis.

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	Most pupils have settled back well into routine, stamina continues to be an issue. Teaching approach has been adapted to meet the needs of the learners.
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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	<b>Termly if remote learning was needed</b> All staff received training on O365 in Autumn Term, they are now using Teams effectively & have supported each other really well in this. Over 90% engagement online
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	<b>Termly if remote learning was needed</b> We are meeting the government guidelines of 4 hours for KS2 & 3 hours for KS1. Other resources have also been trialled including Myon for reading & Timestables Rockstars. Regular staff meeting to add to our online offer & explore new resources. <i>Impact of Twinkl to be reviewed Summer Term</i>
C	Improve feedback on children's progress and their engagement with home learning through targeted communication, intervention and	Teachers can assess progress and respond to work more easily Home learning (homework) and	EEF Toolkit Feedback shown to have the most positive influence on pupil progress (+8)		Determined from assessments made in the autumn term	Teaching staff	<b>Every session. Weekly if remote learning needs to take place.</b> Teachers now feedback daily online on tasks submitted – parent survey praises staff for the quality & frequency of regular feedback. <i>SLT check-ins during lockdown showed quality feedback from</i>

	support.	communication with parents is enhanced (parent/ pupil surveys)					teachers.
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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	<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, 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 (+8)</p> <p>1:1 Tuition (+5)</p> <p>Reading Comprehension Strategies (+6)</p> <p>Teaching Assistants (+1)</p> <p>Accelerated Reader(+3)</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>Mrs Hancock</p>	<p><b>Autumn 2020</b></p> <p>Reading has been promoted remotely as well as in school, Star Reader awards given weekly on-line Accelerated Reader promoted and used regularly.</p> <p>Myon is in place for Y2 children upwards.</p> <p>Lexia accessed from home regularly Use of accelerated reader is increasing from home but still needs promoting and monitoring closely. Teachers have continued to read quality texts on-line</p> <p><i>Reading Strategy introduced across school with Reading Rainbow covering 5 plagues of reading to ensure quality texts encountered. All teachers are closely monitoring reading at home and have targeted children who are heard frequently in school. All children heard read at least once a week. Star Reader shows that reading ages have increased across school – comprehension still needs work and is an area for development.</i></p> <p><b>1:1 reading started, additional phonics intervention in place for</b></p>

							some children 89% of Y2 children passed phonics assessment December 20
E	<p>Children's basic writing skills are improved through regular practice, including their handwriting skills</p> <p>Children's spelling improves through regular practice and explicit teaching. (Sounds Write)</p> <p>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>	Children make good progress in writing from their starting points	<p>Education Endowment Fund Teaching and Learning Toolkit</p> <p>Feedback (+8) Intervention 1:1 support (+5)</p>	<p>Cost of additional TA time Employed TA for 5 extra sessions</p> <p>£2000</p>	Determined by assessments undertaken in the Autumn Term	Mrs Woods	<p>Autumn 2020</p> <p>Handwriting and presentation has improved for some targeted pupils, needs revisiting on return to full opening.</p> <p>School to purchase Letter Join scheme to ensure consistency across school. £292.80</p> <p>TA supporting across school Y1-Y6</p> <p>New presentation guidelines in place</p> <p>Handwriting scheme is in place and is starting to have impact with amore consistent approach evident in books.</p> <p>Recent book reviews show that handwriting and presentation have improved across school.</p> <p>April baseline demonstrates that writing continues to be a concern as children aren't consistently using their basic skills.</p> <p>Teaching has been adapted and short sharp writing tasks are being used, they have identified the non-negotiables for each year group and are plugging gaps as they go.</p> <p>Progress is evident in books as the children become more consistent in using their basic skills.</p>
F	<p>Maths assessments made identify children in need of support. 15 min daily interventions for all identified pupils – basic</p>	Children make good progress in Maths from their starting points	<p>Feedback (+8) Intervention 1:1 support (+5)</p>	<p>Cost of additional TA time Employed TA for 5 extra sessions</p>	Determined by assessments undertaken in the Autumn Term	Mrs Woods	<p>Autumn 2020</p> <p>Pupils logging on from home and using Timestables Rockstars regularly</p> <p>Needs revisiting on full return to school</p> <p>April Baseline indicates that Maths continues to be an area for</p>

	<p>skills.</p> <p>Consolidation of the basic concepts</p> <p>Concentration on acquiring times tables</p> <p>Timestables rockstars</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>			£1720			<p><i>improvement for some year groups.</i></p> <p><i>Teachers are filling gaps and re-visiting earlier learning to ensure that the children have the confidence and skills to move on.</i></p> <p><i>Children need practise in the four rules and lots of fluency work to re-establish solid foundations.</i></p> <p><i>Targeted intervention is in place for those who have fallen behind.</i></p> <p><i>Basic arithmetic scores have improved in key stage 2 – green shoots of progress are evident but this continues to be a focus.</i></p> <p><i>Children are logging on to TT Rockstars regularly in school and at home and progress scores are improving.</i></p>
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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)
G	<p>Wellbeing and related resources planned for, implemented and evaluated across the school</p> <p>Small group and 1:1 wellbeing support / Intervention with identified pupils.</p>	<p>All pupils are able to focus on their learning during lessons</p>	<p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Metacognition and SelfRegulation (+7)</p>		<p>Observations and discussions with staff</p>	<p>All staff</p>	<p><b>Autumn 2020</b></p> <p>Children settled back well into routine in the Autumn term</p> <p>Revisit on full school reopening in March</p> <p>Children have settled back into school routines well.</p> <p>Therapeutic story writing and self regulation interventions are in place.</p>

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

<p><b>Governors involved:</b> – Chair of Governors;– Vice-Chair of Governors;– Head Teacher</p>
<p><b>Committee meeting dates</b> Autumn: <b>November 2020</b>      Spring: <b>March 21</b>      Summer: <b>May 21</b></p>
<p><b>Autumn summary – NA</b></p>
<p><b>Spring summary –</b> In January 2021 we went into full lockdown with in school provision for keyworker and vulnerable pupils only. 45 children accessed this provision with priority given to children at risk of falling behind. This meant that the focus shifted to remote learning for the majority of children. The school community embraced the challenge and over 90% of our children engaged regularly on-line. We continued to prioritise reading, writing and basic maths skills alongside the wider curriculum. There will be a need to revisit and revise the plan on full return to school. It is anticipated that the challenges and priorities will remain the same but formative assessment will be required to ensure interventions are targeted effectively.</p>
<p><b>Summer summary</b> <i>The second lockdown has had impact on attainment and progress across school. Although children engaged well from home it is difficult to know how much of this work was independent and impossible to recreate the quality first teaching which children would experience in school. The children have settled back well into school routines and are working hard with really positive attitudes to learning. Teachers have made adjustments to the curriculum to adapt to the needs of the children after a long period at home. April baseline data identified a range of gaps in learning and shows that there is still a long way to go in terms of catch-up. Quality interventions are in place to address some of the gaps in learning and adult support is being targeted to the most vulnerable pupils who are in danger of falling further behind. Assessment data will be further analysed in July 2021.</i></p>