



Yohden Primary School – Catch-up Premium Strategy 2020 - 2021

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	166
Proportion of disadvantaged	35%
Catch-up Premium allocation (No. of pupils x £80)	£13,280
Publish Date	4.12.20
Review Dates	
Statement created by	E Harrison
Governor Lead	M Pearson

Context of the school and rationale for the strategy

Yohden Primary School is situated in an ex- mining village in the east of Durham. The school is smaller than the average-sized primary school, with one class per year group [170 children 57% boys 43% girls]. Most children begin attending school in the Reception class as the school does not have a nursery. There are two local nurseries close by, and school has good links with these and the local secondary school.

In 2019 Income Deprivation Affecting Children Index (IDACI) , showed that 46% of children in our school live in the most deprived area and 32% of children live in the second most deprived area of the UK. When you visit our school, this is not always apparent and many visitors comment favourably about the ethos, behaviour and attitude of the children towards their learning. This is due to an emphasis on personal development, which is evident in the schools use of ten personal goals across the curriculum.

The proportion of children with Special Educational Needs or disabilities 46 children [27%] is much higher than the national average. 2 children currently receive higher needs funding and 1 child has an EHCP.

The proportion of disadvantaged children [61 children 36%], those supported by the pupil premium is very high and nearly double the national average.

During the period of national lockdown school remained open to the children of keyworkers and those identified as vulnerable. We were able to open for Y6 for a limited period during the last four weeks of term and to reception class for the last two weeks. In total 60 children accessed school at some time during the lockdown. 16 children from reception class accessed the sessions along with 11 year 6 children. We were able to provide places for 10 children identified as vulnerable with social worker involvement. Of the 60 children 20 of them were eligible for pupil premium and 1 was a looked after child.

Home learning was provided for all children throughout lockdown and available via our school website. Engagement with the work was variable across all age groups during this time. Many parents contacted school as they were struggling to keep children engaged.

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff require support in planning a curriculum with a focus on well-being and mental health.	Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily/ weekly teaching in the autumn term.
	B	Home learning is limited due to the current use of the school website. This needs to be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly. Children who are isolating at home have access to work linked to the learning taking place in class. A platform is available for teachers and children to use if a class was to be closed due to a positive case in school. Children and parents are able to contact the teacher if they need support with learning.
	C	Children have not completed their identified home learning and therefore have not covered the curriculum set out for their year group	For staff to have planned a recovery curriculum to help cover missed learning content. For children to have covered the majority of their missed learning over the course of the academic year.
Targeted academic support	D	Only a small proportion of pupils engaged with the home learning materials provided during the lockdown period. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term. Pupils make accelerated progress in their reading and writing from their starting points at the beginning of the autumn term. Pupils make accelerated progress in their spelling from their starting points in autumn term.
	E	Some pupils had limited access to reading materials during the lockdown and therefore, their reading attainment is below that expected of their age group at this time in the year.	Reading skills are much improved and rapid progress in reading attainment is being demonstrated on a termly basis.
	F	Pupils in EYFS and KS1 have not been accessing quality phonics teaching during the lockdown and are therefore not at age related expectations for year 1 or year 2.	For all pupils in year 1 and 2 to make accelerated progress in phonics from their starting points at the start of the autumn term. For 85% of the children in year 2 to pass the phonics screening test in December 2020. For 85% of the children in year 1 to pass the phonics screening check in June 2021.
	G	Pupils have not spent time handwriting and therefore the standard of handwriting has been affected due to lack of practice.	For handwriting from all children to have improved from their return in autumn term. Children with issues connected to handwriting to receive targeted intervention. Children with gross and fine motor skills to receive targeted movement intervention.
Wider Strategies	H	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. Learning behaviour has improved since returning to school in September 2020

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	<p>All staff to have attended staff meetings regarding the planning of the curriculum for September 2020 with focus on well-being and mental health.</p> <p>All teacher to plan for 2 PHSE lessons per week focusing on the recovery units from the Jigsaw scheme for the first half of the autumn term.</p> <p>Daily mindfulness time planned and delivered each day using a given list of strategies from PHSE leaders.</p> <p>Mark/celebrate World Mental Health Day in school by dressing in bright colours and creating a whole school display.</p> <p>Well-being lead to liaise with Trailblazer project to help with supporting children and families. Begin to refer children to service.</p> <p>Well-being lead and headteacher to attend seminars from the government well-being and recovery and disseminate to staff</p> <p>School counsellor to work with children who</p>	<p>All staff are equipped for early recognition of childrens mental health needs.</p> <p>The profile of PSHE is raised throughout school and lessons are taking place twice weekly through the first half term which support the mental health needs of all pupils. PHSE lessons to continue weekly after half term.</p> <p>Mindfulness activities planned and delivered twice a day throughout the first half term. Review for remainder of the year and continue as required.</p> <p>School to be working with Trailblazer project. Children to have been referred into the service and families supported.</p> <p>All staff are quipped for early recognition of childrens mental health needs</p>	<p>“all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps...The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community.” From Evidence for Learning</p>	£0	<p><i>Children on entry into school and how wel they are coping being back at school</i></p> <p><i>Referrals to counselling service to be monitored</i></p> <p><i>Questionnaires to parents asking if children are happy to be in school in Autumn term</i></p>	<p>Headteacher</p> <p>PHSE Lead – VB and VM</p> <p>Well being Lead – ML</p> <p>School Counsellor – LT</p> <p>School Counsellor Gatekeeper - AH</p>	Autumn term

	require further 1:1 support with their needs.	Children identified as needing further 1:1 support attending regular counselling sessions with school counsellor.					
B	<p>Clinically vulnerable staff working from home to research the platforms available to deliver the requirements expected by the government as well as offering the Once platform agreed to all teachers to be given appropriate training to use the platform.</p> <p>All parents to receive the information required to log into the new platform.</p> <p>All teachers to receive training on how to upload work, mark work and interact with others.</p> <p>Teachers to communicate with parents via platform about the learning in the classroom.</p> <p>Weekly homework to be added using the platform to ensure children and adults know how it is to be used.</p> <p>School remote learning policy to be created as guidance for home learning.</p>	<p>A strong remote learning offer is in place detailed in our remote learning policy</p> <p>A new and improved platform is in place and all staff are trained in its use.</p> <p>Weekly homework activities are uploaded and feedback to pupils given accordingly.</p> <p>Children who are isolating at home have access to work linked to the learning taking place in class.</p> <p>A platform is available for teachers and children to use if a class was to be closed due to a positive case in school.</p> <p>Children and parents are able to contact the teacher if they need support with learning.</p>	<p>“...increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact.” From the EEF</p>	<p>£0</p> <p>Cost of learning platform to be met from school budget.</p>	<p>All parents to be polled on what access children have to the internet at home.</p> <p>All teaching staff to be consulted on different programme available to school to help with delivering home learning</p> <p>Parental questionnaires to have questions centred on the use of the platform.</p> <p>Parents who have had children sent from school to isolate to have questionnaires to improve delivery.</p>	<p>Headteacher</p> <p>Remote Learning VB and GC</p>	

	<p>Home school e-safety agreements to be visited by all children in relation to remote learning.</p> <p>Children who are isolating at home to receive work on a daily basis connected to the learning in class. Teachers to give feedback and support as required. Children, parents and teachers able to communicate via the school platform to improve home school communication.</p>						
C	<p>Teachers to identify the coverage not met in the academic year 2019-2020.</p> <p>Planning for year 2020-2021 to incorporate the gaps in coverage across the curriculum.</p> <p>Revisiting of key learning in English and Maths to take place across the year to ensure children have opportunities to catch up and consolidate.</p> <p>Catch up groups in place with teachers and TA.</p> <p>Assessments to be moderated in school termly and externally to ensure accurate data is in use across school.</p>	<p>For staff to have planned a recovery curriculum to help cover missed learning content.</p> <p>For children to have covered the majority of their missed learning over the course of the academic year.</p> <p>For assessments to be robust.</p>	<p>“all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps....The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community.” From Evidence for Learning</p>	<p>£0</p> <p>Cost for moderation training to be met from school training budget £TBC</p>	<p>Carry out audit by staff of coverage from last year.</p>	<p>Class teachers – AH, VM, OP, ML, HT, RH, GM</p> <p>SLT – EH, ML, HT</p>	

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>All pupils to be given base line assessments after initial assessments in the autumn term – added to SIMs.</p> <p>Pupil's identified for catch up intervention. Discussed with SLT in pupil progress meetings and intervention identified.</p> <p>TA support for small group work in year 2 am, year 6 pm.</p> <p>TA support for Y3, 4 and 5 split across the day.</p> <p>Year 2 to deliver early morning interventions for phonics, handwriting and spelling to targeted children.</p> <p>Year 3 and 4 targeted reading intervention three times a week connected to Bristol University</p> <p>EYFS to undertake the Nuffield Early Language Intervention in Spring term.</p>	<p>Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.</p> <p>Pupils make accelerated progress in their reading and writing from their starting points at the beginning of the autumn term.</p> <p>Pupils make accelerated progress in their spelling from their starting points in autumn term.</p>	<p>“Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. “ From EEF</p>	<p>£0</p> <p>£12,920 to pay for extra TA in school to support small group intervention</p> <p>£50 Sentence Adventure Resources for intervention</p>	<p><i>Determined from assessments made at the start of the autumn term</i></p> <p><i>Y3 and Y4 reading intervention work to be identified from initial assessments</i></p>	<p>SLT – EH, HT, ML</p> <p>Class teachers – GM, RH, HT, ML, OP, VM, AH</p> <p>EYFS – GM, SH</p>	<p><u>Autumn 2019</u></p>

E	<p>Purchase new reading books for children to take home for reading.</p> <p>Home reading challenge set up for all children to participate in from start of Autumn 2.</p> <p>Children not reading at home to have time allocated in school to read with an adult</p> <p>Children from year 3 upwards to be using Accelerated Reader scheme for reading books.</p> <p>Reading carousel approach to be used on a daily basis in class to continue to improve reading.</p> <p>All children from Year 2 upwards to have a weekly comprehension lesson.</p> <p>Year 3 and 4 targeted children to take part in reading intervention work from EEF</p>	<p>Reading skills are much improved and rapid progress in reading attainment is being demonstrated on a termly basis.</p> <p>Increase in the number of children reading at home.</p>	<p>“On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.” From EEF</p> <p>“There are some indications that computer-based tutoring approaches can be successful in improving reading comprehension ...” From EEF</p>	<p><i>£130 for further reading books</i></p> <p><i>£392.60 for reading challenge prizes to encourage reading funding through school budget</i></p> <p><i>Accelerated Reader £6293.70 through Pupil Premium and school budget</i></p> <p><i>£200 contribution to reading project costs</i></p>	<p>Initial assessments at the start of Autumn term.</p> <p>STAR reading tests for KS2 children connected to Accelerated Reader.</p>	<p>English lead - HT</p>	<p>Autumn 2019</p>
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F	<p>All children in years 1 and 2 to complete initial phonics assessments on entry.</p> <p>Daily phonics teaching to be in place.</p> <p>English subject lead to undertake regular monitoring of phonics to ensure teaching and learning is at least consistently good.</p> <p>All children in KS1 to be issued with a phonics pack for home.</p> <p>Small group phonics intervention in place for children in EYFS and KS1 to enable children to make rapid progress.</p> <p>Early morning intervention group for Y2 in place for targeted children.</p>	<p>For all pupils in year 1 and 2 to make accelerated progress in phonics from their starting points at the start of the autumn term.</p> <p>For 85% of the children in year 2 to pass the phonics screening test in December 2020.</p> <p>For 85% of the children in year 1 to pass the phonics screening check in June 2021.</p>	<p>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)...” From EEF</p>	<p>£0</p> <p>Phonics small group intervention from TA funded above see above</p>	<p>Baseline phonics assessments</p> <p>Assessments undertaken throughout the term/year for all children in EYFS and KS1</p>	<p>Phonics Lead – HT</p> <p>Headteacher</p> <p>Class teachers – GM, RH, HT</p>	
G	<p>Regular handwriting practice to be in place for all children across school on returning to school.</p> <p>Small group intervention work in place for targeted children.</p> <p>Extra practice for children at home to be in place as required.</p> <p>Motor skills group for targeted children to</p>	<p>For handwriting from all children to have improved from their return in autumn term.</p> <p>Children with issues connected to handwriting to receive targeted intervention.</p> <p>Children with gross and fine motor skills to receive targeted movement intervention.</p>		<p>£0</p> <p>Group work through TA funded see above</p>	<p>Samples of writing to form baseline assessments,</p> <p>Videos of children’s motor skills for targeted group</p>	<p>Class teachers – AH, VM, OP, ML, HT, RH, GM</p> <p>PE Lead - GM</p>	

	be established in the Spring term after initial training of staff.			Motor Skills funded from PE Premium			
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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)
H	<p>Mindfulness time and activities in place for children to use at times throughout the day – including yoga and breathing</p> <p>Feelings charts in place in all classrooms for children to use to monitor feelings.</p> <p>Sensory Worx visit for initial consultation around emotional needs and behaviour.</p> <p>School counsellor half day a week accessible via referral and drop ins available.</p> <p>Zones of Regulation CPD booked for Summer term with Educational Psychologist.</p> <p>Zones of Regulation CPD actions implemented and evident in all classrooms across the school from the Summer term.</p>	<p>All pupils are able to focus on their learning during lessons.</p> <p>Learning behaviour has improved since returning to school in September 2020</p>	<p>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues” From EEF</p>	<p>£0</p> <p>£0 initial visit cost TBC afterwards from SEND budget</p> <p>From SEND funding £230 per half day</p>	<p>Behaviour data on CPOMs</p> <p>Parental questionnaires</p> <p>Staff questionnaires</p> <p>Children questionnaires.</p>	<p>PHSE Lead – VB and VM</p> <p>SENDco – EH</p>	<p>Autumn 2019</p>

Additional funding supporting provision

TA in Years 3, 4 and 5 being funded through Pupil Premium funding. Support in EYFS and Year 3 through SEND Top Up Funding
School Counsellor funded through COL funding and school budget
Motor skills training to be delivered through PE Premium funding
Funding for Accelerated Reader from Pupil Premium and School budget
Training from Education Psychologist and Sensory Worx visit funded through SEND funding

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:			
E.Harrison and M. Pearson (Catch Up Governor)			
Committee meeting dates			
Autumn:	December 2020	Spring:	Summer:
Autumn summary			
Spring summary			
Summer summary			