



Escomb Primary School

Catch-up Premium Strategy 2020 - 2021

Last updated July 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	195
Proportion of disadvantaged	17%
Catch-up Premium allocation (No. of pupils x £80)	Autumn = £4,120 Spring = £4,980 Summer £6,500 TOTAL: £15,600
Publish Date	December 2020
Review Dates	July 2021
Statement created by	Wendy Gill & Leanne Collings
Governor Lead	Jennifer Tremewan

Context of the school and rationale for the strategy

Escomb is a smaller than average sized primary school. We are situated on the outskirts of Bishop Auckland and draw children from the villages of Escomb and Witton Park as well as the surrounding housing estates and wider areas of the town.

Children enter school with skills that are generally typical for their age particularly in the Prime Areas. A higher proportion of children enter with skills below that typical for their age in the specific areas of Reading, Writing and Number. A proportion of children have no pre-school experience. We take children from as many as 10 different feeder nurseries

- 195 pupils on roll.
- 2020-21 allocation for pupil premium funding is £40,490 17% of all pupils
- Percentage of pupils with an EHC plan (0.5%) is below NA (1.4%). Current SEND 13%.*(20% of boys compare to 5.3% of girls)*
- Percentage of children who are looked after is: 1.5%

Learning was provided for pupils both online and as a hard copy throughout partial school closures from March 2020. A parental survey of home learning had mixed responses with barriers identified as: technological such as appropriate devices or internet capability and parental time available to support home learning especially with working families or families with more than one child.

Children of key workers and children supported by social services continued to attend school. 42 children attended: the maximum number of children who attended each day did not exceed 14. In addition to this 13 Reception pupils and 13 Year 1 pupils returned when the school reopened for designated year groups in June 2020. Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based, or remote learning took place over the summer break. From a school management for point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed for teachers to come back with renewed

energy and professional focus. We had a positive response to the return to full school opening in September 2020. Overall attendance for Autumn Term was 94.1% compared to 96.4% for the same time in 2019. Attendance has been affected by children having to self isolate and whole Year 6 bubble having isolate due to positive case. Reports from parents said that some children had struggled to understand the situation, were worried for themselves and family members and had not seen friends for an extended period of time. Autumn assessments (NFER, RWInc assessments, Salford Reading Test) were carried out and were compared with 2019 autumn term data. This helped us identify pupils who needed additional support.

Spring Term – return to school on 8th March. Pupils did the same tests that they had done at the end of the Autumn Term. This helped us to identify those pupils who had regressed in their learning. We used this information as well as the engagement of pupils during lockdown to select pupils for NTP 1-1 and 1-3 support with Maths and English.

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Staff require CPD to develop a greater understanding of children’s mental health needs.	Staff are better informed and have greater clarity about 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 platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. Updated and new platforms are in place and all staff are trained in the use of these. Weekly tasks are uploaded to the website for home learning and parents and children are directed to the range of online platforms. Feedback to pupils is given accordingly. Staff trained in use of Teams and how this can support home learning.
	C High quality assessments used to plan appropriate learning practices tailored to cohorts and groups needs	Classroom practice to identify opportunities to check on learning. Catch up learning to support rapid progress for identified children. Regular assessment of the class and of catch up groups quickly identify and support those not ‘keeping up’ with learning Targeted academic support.
	D Family support for home learning – those children who do not have access to technology and the internet but do have an adult to support them with their home learning.	These children are given a way to access home learning, either by being provided with paper copies or a laptop. Staff are aware of children who will not have as much adult support with home learning and contact these families regularly to provide support.
Targeted academic support	E 50% of pupils did not engage regularly with the online learning materials provided during the Summer Term. This has resulted in some pupils working below/well below ARE.	Children are identified as working below ARE as a result of home learning. Pupils make accelerated progress from their starting points at the beginning of the Autumn Term.
	F Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.

	G	Not all children carried out writing activities during the Summer Term. Children could complete writing tasks set on Purple Mash but not all completed or completed to an appropriate standard. Writing tasks could be sent to the class email, but many parents did not engage with this.	Writing skills are much improved and rapid progress is made over the Autumn Term.
	H	Not all children accessed the home learning for Maths therefore have gaps in specific units of work that were set.	Gaps to be identified through flashback sessions and targeted support provided for children. This should allow them to progress in these areas of learning within their current year group.
Wider Strategies	I	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.
	J	Some pupils may have/are displaying anxieties about being back at school after being off since March 2020.	All pupils feel able to share their concerns with an adult. Extra support is provided to children who are significantly struggling
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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 children's well-being and resilience and their own. Kay Clark Resilience Project	All staff are quipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school and	Public Health England stated that schools have an opportunity to increase the resilience of the students they teach. There are a number of specific strategies that teach social and emotional skills as part of a wider strategy, which have	£0	Determined from pupil surveys and focus group. Survey carried out in school.	HT	Autumn term: As a result of PSHE & well-being lessons in school, pupils tell us they feel happy, settled and safe in school. (Questionnaires) Staff are better aware of impact of COVID on children and are better equipped to support children's emotional needs. Continued development of the above both for children in school

		lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils.	shown some positive results. Teaching and whole school strategies: Supporting great teaching (EEF COVID19 Support Guide for Schools				and those home learning. Well being built into weekly plans. Actions from project implemented in school to further promote resilience and well-being.
B	CPD provided for staff on the effective use of the new online learning platform MyMaths and also updated use of Purple Mash. Plus use of Teams to enhance delivery. Children are trained in its use. Parents/carers are made aware of the platform and how it can support home learning.	The updated and 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 (parent/ pupil surveys)	EEF Teaching and Learning Toolkit: Digital Technology Homework Parental Engagement Supporting pupils to work independently can improve learning outcomes (EEF: Distance Learning)	MyMaths subscription £610 Purple Mash subscription £1200	School monitoring of the % of children engaging in home learning prior to the use of online platforms	Maths & English Leader	Autumn 2020 Staff feel more confident in using on-line platforms to deliver remote learning. Spring 2021 Home Learning offer was well-received by parents. Children engaged well because our offer was made explicit with clear guidance for parents with time allocations identified.
C	Teachers will use formative assessment to	Children's methods and skills will be	Teaching and whole school strategies: Pupil and assessment	NFER tests £3,002	The misconceptions	All teachers and	September 2020 gaps in learning identified and planning adapted accordingly in English & Maths.

	address any misconceptions that children have developed as a result of learning at home and not being taught by a qualified teacher	back in line with school practice.	feedback (EEF COVID19 Support Guide for Schools)	Teacher time – no extra cost	that the children have	support staff	<p>Subject leaders supported staff – staff confident. NFER tests used to assess pupils and to compare results with Dec 2019 data. Gaps identified.</p> <p>Spring 2021 During lockdown planning for school and home learning addressed the gaps identified through autumn term assessments. Teachers in regular contact with parents via email and telephone to support as needed. On return to school NFER tests carried out – same test as Dec 2020 so data could be compared.</p> <p>Teaching adapted to take account of gaps identified thr’ NFER tests. Summer term test showed improvement for all cohorts.</p>
D	<p>Family/individual support will be given to those children who do not have an adult to support them with their home learning.</p> <p>Order DfE supplied laptops for those who do not have access at home.</p>	<p>Staff are aware of children who will not have as much adult support with home learning and contact these families regularly to provide support</p> <p>All families have equal access to online learning.</p>	<p>EEF Teaching and Learning Toolkit: Parental Engagement</p> <p>Wider Strategies: Supporting parents and carers (EEF COVID19 Support Guide for Schools)</p>	<p>No extra cost to school</p> <p>School purchased 4 additional</p>	Did these children engage in home learning during lockdown?		<p>Parents reported that they found the home learning easy to follow. They liked the timetable approach adopted by school. See website.</p>

	Source and order dongles / sim data cards to support internet access at home			devices £1,000			
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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)
E	Children will be assessed formatively and given feedback through out the term Targeted support from the National Tutoring Programme	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition Feedback	National Tutoring programme costs £4,786	<i>Determined from assessments made in the autumn term</i>		Autumn 2020 In school support from TAs assigned to each class impacted positively on learning. Spring 21 NFER test identified children needing additional support. Summer '21 NTP tutors employed. Teachers reported positive impact on SEND & Disadvantaged pupils . Parents also reported positively.
F	Baseline data from Salford reading tests. Reading interventions for all identified Reciprocal Reading CPD for staff Additional subscription to	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.	Education Endowment Fund Teaching and Learning Toolkit: Feedback 1:1 Tuition Reading Comprehension Strategies Teaching Assistants	<i>NTP see above costs in E</i> <i>Badger Banded books purchased £1,216</i>	Determined from assessments made at the start of the Autumn Term compared to the end		Autumn 2020 Data analysed. Books purchased. Staff confident in delivery of reading across the school due to high quality CPD. Spring '21 RWInc subscription supported home learning. Therefore on return to school – assessments showed that children had made progress. KS2 reading showed progress too because this was an aspect of the curriculum that parents felt able to support easily.

	<p>Read Write Inc to support early reading for R & KS1.</p> <p>Targeted support from the National Tutoring Programme</p> <p>Purchase banded books for all KS2 classes to ensure children are challenged by the appropriate level reading book</p>			<p><i>RWInc additional subscription £525</i></p>			<p>Summer '21 End of year assessments and data show that pupils have made progress with reading. Where this is not the case for some children, support in place for autumn 21. Children tell us that they are enjoying reading with access to more high quality texts.</p>
G	<p>Writing will be a teacher focus - children will be assessed formatively and given feedback throughout the term.</p> <p>Objectives from the previous year will be consolidated in Autumn 1 before moving onto the</p>	<p>Writing skills are much improved and rapid progress is demonstrated on a termly basis.</p>	<p>Teaching and whole school strategies: Pupil and assessment feedback (EEF COVID19 Support Guide for Schools) EEF Teaching and Learning Toolkit: Feedback</p>	<p>NTP costs see E above</p> <p>Pobble subscription £60</p>	<p>Determined from assessments made at the start of the Autumn Term compared to the end</p>	<p>English leader</p>	<p>Autumn 2020 In school support from TAs assigned to each class impacted positively on learning. Spring 21 In house moderation identified children needing additional support. Summer '21 NTP tutors employed. Teachers reported positive impact on SEND & Disadvantaged pupils . Parents also reported positively.</p>

	<p>new Year group objectives.</p> <p>Targeted support from the National Tutoring Programme</p> <p>Pobble purchased to enhance the teaching of writing – focusing on GPS skills</p>						
H	<p>Daily flashback In Maths to assess gaps in children’s learning</p> <p>Recap lessons to be taught either through pre- and post-teach or whole class depending on teachers’ assessment</p> <p>Targeted support from the National Tutoring Programme</p>	<p>Children to be ready to learn new content for their year group</p> <p>Gaps are identified and addressed</p>	<p>Teaching and whole school strategies: Pupil and assessment feedback (EEF COVID19 Support Guide for Schools)</p> <p>EEF Teaching and Learning Toolkit: Feedback 1:1 Tuition Teaching Assistants</p>	NTP costs see E above	Determined from assessments made at the start of the Autumn Term compared to the end	Maths Leader	<p>Autumn 2020 In school support from TAs assigned to each class impacted positively on learning.</p> <p>Spring 21 NFER test identified children needing additional support.</p> <p>Summer ‘21 NTP tutors employed. Teachers reported positive impact on SEND & Disadvantaged pupils . Parents also reported positively.</p>

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)
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G	<p>Support children's physical and mental wellbeing through:</p> <p>Active well-being sessions – Rob Proud. In school – 2 days all classes accessed a workshop. All classes had access to 2 after school sessions during summer term 2021.</p>	<p>Positive impact on identified SEMH pupils' emotional wellbeing.</p> <p>Children's focus and concentration will improve which will in turn support their ability to learn</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions Social and Emotional Learning Metacognition and Self-Regulation</p>	<p>Rob Proud £1,665</p>	<p>(behaviour data)</p> <p>(To add when programme starts)</p>	<p>HT & DHT</p>	<p>Activities were planned at the end of the autumn term to take place in Spring 2021.</p> <p>Due to national lockdown in January 2021 postponed until school re-opens.</p> <p>Summer term After-school clubs and well being sessions in school delivered. Pupils have enjoyed the sessions and emotional and physical well-being is supported.</p>
H	<p>Support children's anxieties about returning to school and new school routines through:</p> <p>Mindfulness workshops Konflux Theatre</p> <p>Timetabled PSHE wellbeing activities</p>	<p>Positive impact on identified SEMH pupils' emotional wellbeing.</p> <p>Children will be provided with strategies they can use which will support them through their anxieties</p>		<p>Konflux Theatre £1,314</p>			<p>Summer 2021 Positive feedback from workshops. Children using strategies from workshops to support their well-being. Parents reported positively on workshops.</p>

	Virtual and class assemblies themed to discuss wellbeing						
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Additional funding supporting provision

As a result of January lockdown – access NTP to support SEND & vulnerable and those who did not engage with remote learning.
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Governance – monitoring the effectiveness of the Pupil Premium Strategy

<p>Governors involved: Jenny Tremewan– Chair of Governors; Wendy Gill— Head Teacher</p>
<p>Committee meeting dates Autumn: December 2020 Spring: March 15th 2021 Summer: July 2021</p>
<p>Autumn summary</p> <ul style="list-style-type: none"> • Discussion around remote learning offer for children classes having to isolate. Ensure if lockdown teachers are prepared and remote learning offer is at least good. • Data from tests discussed and interventions in place.
<p>Spring summary Barriers shared with governors. Access to remote learning and engagement. How we will assess pupils on return. How we will support mental & physical well-being of pupils.</p>
<p>Summer summary Discussed NTP and the impact. Maths and Writing emerging as key priorities for interventions.</p>