

Deaf Hill and Kelloe Primary Federation

Catch-up Premium Strategy 2020 - 2021

Updated 23/02/2021

Funding allocation

	Oct 19 Census	Amount Received	Oct 20 Census	Amount Received	Total Allocation
Kelloe Primary	94	£1880	108	£6480	£8360
Deaf Hill Primary	144	£2880	159	£9540	£12420

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)

Kelloe Primary School Overview

Number of pupils in school YR – Y6	108
Proportion of disadvantaged	50%
Catch-up Premium allocation (No. of pupils x £80)	£8360
Publish Date	Oct 2020
Review Dates	Feb 2021
Statement created by	Paul Newton
Governor Lead	Angela Sanderson

Deaf Hill Primary School Overview

Number of pupils in school YR – Y6	159
Proportion of disadvantaged	65%
Catch-up Premium allocation (No. of pupils x £80)	£12420
Publish Date	Oct 2020
Review Dates	Feb 2021
Statement created by	Paul Newton
Governor Lead	Angela Sanderson

Context of the schools and rationale for the strategy

Kelloe Primary

- Kelloe Primary School is in a very deprived area – the proportion of disadvantaged pupils (50%) is more than double the national average (23%). Attendance at school has been below average prior to Covid-19, despite this children achieve well with results usually above national averages.
- Although home learning packs and remote learning through Class Dojo was provided to children. Only a small proportion (less than 50%) engaged with learning at home.
- The number of pupils who attended school was around 50% in Early Years and Year 1. In Years' 2-6 it was about 20%.

	Assessment Reading/Phonics (Feb 21)		Assessment Maths (Feb 21)	
	Below Expected %	In line with or above Expected %	Below Expected %	In line with Expected %
Reception	32	68	23	77
Year 1	10	90	0	100
Year 2	48	52	52	48
Year 3	73	27	40	60
Year 4	91	9	55	45
Year 5	33	67	33	67
Year 6	53	47	40	60

- Numbers were very similar to above for vulnerable/disadvantaged children.

Deaf Hill Primary

- Deaf Hill Primary School is in a very deprived area – the proportion of disadvantaged pupils (65%) is nearly three times the national average (23%). Attendance at school has been below average prior to Covid-19, despite this children achieve well with results often close to or above national averages.
- Although home learning packs and remote learning through Class Dojo was provided to children. Only a small proportion (less than 50%) engaged with learning at home.

- A small proportion of pupils returned to school in the summer term – about 50% in Year 5 and 6 and a much smaller proportion of Y1, Rec and Nursery - about 20%.
- The vast majority of vulnerable/disadvantaged pupils did not attend school during the summer term.

	Assessment Reading/Phonics (Feb 21)		Assessment Maths (Feb 21)	
	Below Expected %	In line with or above Expected %	Below Expected %	In line with Expected %
Reception	48	52	13	87
Year 1	42	58	32	68
Year 2	73	27	61	39
Year 3	29	71	19	81
Year 4	67	33	33	67
Year 5	48	52	52	48
Year 6	23	77	56	44

Barriers to future attainment

A Tiered Approach

Teaching
Targeted Academic Support
Wider Strategies

Barrier	Desired outcome
1 Children’s mental health needs are a concern due to the length of time off school and the impact of COVID-19 on families.	Staff are better informed and have greater clarity about how to support children with mental health needs. Mental Health Well Being is a focus of daily/weekly teaching in the autumn term.
2 Home learning provision and uptake among children is limited.	A strong remote learning offer in place with clear expectations for pupils and staff. An improved platform in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
3 Children in KS1 and lower KS2 missed a significant amount of Phonics teaching and learning and are significantly behind ARE.	A clear catch up programme in place – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it.
4 Only a small proportion of pupils engaged with the online learning materials provided for Maths during the summer term. This has resulted in many pupils working well below ARE.	A clear catch up programme in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day using Academic Mentors and paid supply to ensure rapid catch up.

5	A significant proportion of pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected and below ARE.	A clear catch up programme in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day using Academic Mentors and paid supply to ensure rapid catch up. Increased use of reading programmes in school and purchasing online resources to ensure children have access to high quality reading resources at home.
6	A significant proportion of pupils did far less physical activity over the summer term than they would have in school and therefore are less fit and healthy.	Children are engaged in high quality PE lessons at least twice weekly. After school clubs used when possible to increase active participation in a variety of sports.
7	Children’s ‘learning stamina’ has reduced due to lack of learning and engagement with online learning activities.	Children’s learning stamina is back up to pre-lockdown levels.
8	Attendance at school has been below local and national averages for a number of years.	Attendance is at least in line with national and local averages and persistent absence is tackled effectively and children supported to attend school.

Teaching priorities for current academic year

	Barrier	Desired outcome	Evidence source	Actions	Baseline data	Lead	Impact/ evaluation (autumn, spring, summer)
1	Children's mental health needs are a concern due to the length of time off school and the impact of COVID-19 on families.	<p>Staff are better informed and have greater clarity about how to support children with mental health needs. Mental Health Well Being is a focus of daily/weekly teaching in the autumn term.</p> <p>The profile of PSHE, through the Happy School Programme, is raised throughout school and lessons are taking place on a daily/weekly basis which support the mental health needs of all pupils.</p>	<p>An effective well-being programme shown to improve pupil's engagement. (EEF Toolkit)</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning (EEF +4 months)</p>	<ul style="list-style-type: none"> • CPD around mental health from Trailblazer Mental Health Support Team (DH) • Low level anxiety children identified and parents offered CBY programme (DH) • Year 3 and 4 completing Wee Elephants programme (DH) • At least weekly and as often as required classes complete a happy school lesson • School counselling service used for children who require enhanced support • Referral to Early Help for families who require greater intervention 	N/A	PA, RC (DH), RK, GC (K)	
2	Home learning provision and uptake among children is limited.	<p>A strong remote learning offer in place with clear expectations for pupils and staff. An improved platform in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.</p>	<p>EEF tiered approach – high quality remote learning package available is valuable to all pupils</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement (EEF +4 months)</p>	<ul style="list-style-type: none"> • Class Dojo used as the main platform to provide remote learning • Class Dojo has been established as a means of communications for parents for a number of years • All children are using Class Dojo in school and have their own accounts • Children will receive a QR code that will give them access to their portfolio and we will practise using this at school so that they are familiar with what to do • Class Dojo is now being used to set and complete homework • Class Dojo enables staff to use video/text/pictures/PowerPoint presentations etc. to explain learning and set tasks that require responses including video, text, drawings and photos • TEAMs to be used to enable a weekly class 'get together'. Parents/Carers to provide emails to school that are shared with staff • We will try to ensure that all families and children are signed up to Class Dojo by the end of October 2020 	A small proportion (less than 50 %) fully engaged with remote learning.	PN RT	

				<ul style="list-style-type: none"> School will support children who may struggle to access online learning – loaning laptops/tablets to families who require them In October we will also start sending homework via Class Dojo portfolio so children and families will be very familiar with the process Parents/Carers have been asked to contact the school if they do not have access to the internet, can't access Class Dojo or think using this platform may be a problem so school can have a plan in place in the event of a partial or full closure. 			
3	<p>Children in KS1 and lower KS2 missed a significant amount of Phonics teaching and learning and are significantly behind ARE.</p>	<p>A clear catch up programme in place – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it.</p>	<p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months)</p> <p>EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p> <p>EEF Teaching and Learning Toolkit: Phonics (EEF +4 months)</p>	<ul style="list-style-type: none"> Assessment by ReadWriteInc. leads to group pupils and identify gaps in learning Training for new staff unfamiliar with ReadWriteInc. ReadWriteInc. leads to observe teaching and learning and monitor progress ReadWriteInc groups will be reduced to ensure teaching is at the correct level leading to rapid progress Extra staff employed – supply and Academic Mentors to enable smaller groups and catch up lessons outside of daily phonics teaching Through targeted intervention pupils will quickly catch up and interventions will be directed at greatest need. 	See information above	LF (DH) DL (K)	
4	<p>Only a small proportion of pupils engaged with the online learning materials provided for Maths during the summer term. This has resulted in many pupils working well below ARE.</p>	<p>A clear catch up programme in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it.</p> <p>Interventions throughout the day using Academic Mentors</p>	<p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months)</p> <p>EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p>	<ul style="list-style-type: none"> Assessment by class teachers to identify gaps in learning Maths leads to monitor standards and target interventions appropriately Maths leads to observe teaching and learning and monitor progress Maths groups will be reduced to ensure teaching is at the correct level leading to rapid progress Extra staff employed – supply and Academic Mentors to enable smaller groups and catch up lessons outside of daily phonics teaching Through targeted intervention pupils will quickly catch up and interventions will be directed at greatest need. 	See information above	PA (DH) RK (K)	

		and paid supply to ensure rapid catch up.					
5	A significant proportion of pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected and below ARE.	<p>A clear catch up programme in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Interventions throughout the day using</p> <p>Academic Mentors and paid supply to ensure rapid catch up. Increased use of reading programmes in school and purchasing online resources to ensure children have access to high quality reading resources at home.</p>	<p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months)</p> <p>EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p> <p>EEF Teaching and Learning Toolkit: Reading comprehension strategies (EEF +6 months)</p>	<ul style="list-style-type: none"> • Assessment by class teachers to identify gaps in learning using Accelerated Reader • English leads to monitor standards and target interventions appropriately • English leads to observe teaching and learning and monitor progress • Small group guided reading interventions used to ensure rapid progress • Extra staff employed – supply and Academic Mentors to enable smaller groups and catch up lessons outside of daily phonics teaching • Individual reading sessions for children who require enhanced support. 	See information above	LM (DH) LE (K)	
6	A significant proportion of pupils did far less physical activity over the summer term than they would have in school and therefore are less fit and healthy.	Children are engaged in high quality PE lessons at least twice weekly. After school clubs used when possible to increase active participation in a variety of sports.	EEF Teaching and Learning Toolkit: Sports participation (EEF +2 months)	<ul style="list-style-type: none"> • Continue to provide at least two hours of PE per week in all year groups • Continue to provide high quality coaching from ‘Mr Football’ and Peterlee Sports Partnership • Offer after school clubs where possible • Encourage children to play games that are physically challenging at break times 	N/A	All staff	
7	Children’s ‘learning stamina’ has reduced due to lack of learning and engagement with online learning activities.	Children’s learning stamina is back up to pre-lockdown levels.		<ul style="list-style-type: none"> • Immediately start to teach maths and English lessons – increasing expectations of children daily/weekly • Do not set homework activities until at least week five so that children are focused and rested in class • Set up learning routines quickly and offer support to children who are struggling to keep up • Work with children/families if children are struggling to keep up 	N/A	All staff	

8	Attendance at school has been below local and national averages for a number of years.	Attendance is at least in line with national and local averages and persistent absence is tackled effectively and children supported to attend school.		<ul style="list-style-type: none"> Encourage all children to attend school if they are fit and well Work with families if children are not attending – offering support from the Attendance Officer Monitor attendance and send letters home of children who have poor attendance – reminding parents of the school expectations 	Post lockdown attendance: K: 95.6% DH: 94.0%	NR	
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Catch-up Premium proposed spend

Kelloe Primary

Resource	Expected Impact	Cost
2 x Academic Mentor FT	<ul style="list-style-type: none"> Targeted groups/individuals make rapid progress with extra support in core subjects 	£5,540
Supply Teacher PT	<ul style="list-style-type: none"> Targeting of Y5 and Y6 to ensure children are able to achieve at expected outcomes at the end of Year 6 based on prior achievement 	£10,000
myOn Reading Programme	<ul style="list-style-type: none"> Children able to access reading at home in a useable and attractive format leading to children making accelerated progress in reading 	£1,500
Total Cost		£17,040

Deaf Hill Primary

Resource	Expected Impact	Cost
Academic Mentor FT	<ul style="list-style-type: none"> Targeted groups/individuals make rapid progress with extra support in core subjects 	£3,693
Supply Teaching Assistant FT	<ul style="list-style-type: none"> Targeting children whose Phonic attainment/achievement is not what we would expect at this stage. Children rapidly catch up 	£19,811.40
Total Cost		£23,504.40

Governance – monitoring the effectiveness of the Catch-up Premium Strategy

Governors involved: Full Governing Body
Committee meeting dates: Autumn: 19 th November 2020 Spring: 4 th March 2021 Summer:
Autumn summary: Catch up going very well – targeted interventions working appropriately.
Spring summary: Due to lockdown impact of catch up strategy is more difficult to quantify. We will be assessing all children when they return on March 8 th and adapting plans as required.
Summer summary