



Springcroft 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 Year 6.

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 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 YR – Y6	208
Proportion of disadvantaged	1.9%

Catch-up Premium allocation (number of pupils x £80)	£16,400 (205 children Autumn 2019 census)
Publish Date	27.11.20
Review Date 1	April 2021
Review Date 1	November 2021
Statement created by	Stephen Drew
Governor Lead	Pam Miles

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

Springcroft Primary School is located on the fringe of Stoke on Trent, just into the county of Staffordshire. The level of disadvantage in our school is low compared to national average- presently 3.8% children are in receipt of pupil premium funding and 7.1% are in receipt of free school meals. We strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Catch-up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning. The vast majority of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and uploaded weekly to the school website. Children downloaded the work and either uploaded attachments, scanned document or emailed photographs of completed work to their class teachers. Email was used to communicate daily with children and parents. Springcroft also bought into Times Table Rock Starts, Big Cat, Bug Club, My Maths, ActiveLearn, Language Nut and Charanga to supplement on-line provision. Springcroft remained open from Monday 23rd March 2020 until the end of the summer term (Friday 17th July) inclusively to approximately 75 key worker children daily. Time4Sport provided key worker childcare cover during the summer holidays. This equated 36% of the school role. Whilst the school has no “vulnerable” children, the school invited children in whom it deemed vulnerable to attend school through the lockdown period. Since September 2020, all children have undertaken assessments (formative and summative) during the first and second half terms in order to determine if children’s learning has regressed. Since the national lockdown 3.0 in January 2021, the school provided remote learning for children at home and teachers delivered learning for the critical worker children in school. We have written a “catch-up” assessment guide for staff as we aim to recover lost learning as a result of the COVID-19 pandemic.

Barriers to future attainment

		Barrier	Desired Outcome
Teaching Priorities	A	More capacity to support emotional and social well-being of pupils	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 requires further refinement and development in order to improve access to learning and ability to provide	A strong remote learning offer is in place involving use of Microsoft O365 Education Suite and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.

		more individualised feedback at home for all pupils. Develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online.	
Targeted academic support	C	Increase capacity in staffing structure for interventions to 'plug' knowledge and skills gaps (whole class, small groups and individuals)	Evidence of improvement will be seen through independent work and teacher assessment
	D	Use interventions and resources to support children's learning and understanding and to enable accelerated progress	Progress and attainment in all subjects across the curriculum accelerates termly, ensuring that pupils are able to access age appropriate learning materials
	E	Introduce editing into the English curriculum to improve the quality of writing across all classes	By the end of the year children will be able to discuss the technicalities of their writing verbally.
	F	Increase capacity in staffing to deliver school led tutoring to support children whose learning has been impacted on as a result of the COVID-19 pandemic (small groups and individual interventions)	Evidence of improvement will be seen through independent work and teacher assessment

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Actions	Success Criteria (LAG MEASURES)	Intervention Description- <i>what are we going to do?</i>	Milestones-how are going to implement change? (LEAD MEASURES)	Person responsible	Impact/evaluation	Cost
A	<p>*More capacity to support emotional and social well-being of pupils</p> <p>*A Recovery Curriculum for RSE to be implemented during Autumn 1 across the whole school. Mental Health, wellbeing and being part of a class to centre in this curriculum. Jigsaw provides this curriculum. The school has previously used the Jigsaw approach but have now decided to purchase and follow the scheme as it has a mindful approach to RSHE and it has a spiral, progressive and effective scheme of work to prepare children for life, helping them really know and value who they are and understand how they relate to each other</p>	<p>All staff are equipped for early recognition of children's mental health needs and can offer support/signposting to those in need</p>	<p>The profile of PSHE/RSE 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>*Pupils/families identified by staff (and possibly by families) that will benefit from emotional support</p> <p>*HOPE Project emotional support used to facilitate well-being to improve pupils' engagement resulting in accelerated progress and increased wellbeing / settled children</p>	<p>Emotional Well-being Leads</p>	<p>April 2021:</p> <p>*HOPE Lead has mapped pupil need</p> <p>Staff skill set audited</p> <p>*Staff CPD completed based on audited need</p> <p>*Additional staff now facilitating group sessions</p> <p>*Additional staff as given HOPE lead more time to complete 1:1/family sessions</p> <p>*Dedicated HOPE resource/support page on school website</p>	<p>£850</p>

	in their ever-changing world.						
B	<p>*CPD provided for staff on the effective use of Microsoft Office 365 Education Suite.</p> <p>*Children are trained in its use.</p> <p>*Parents/carers are made aware of the platform and how it can support home learning.</p>	<p>*Microsoft Office 365 Education Suite as learning platform is effective and well used</p> <p>*Home learning (homework) and communication with parents is enhanced (parent/pupil surveys)</p>	<p>*Commission O365 for Springcroft</p> <p>*Set up all users with O365 accounts consistent student school log ins</p> <p>*Train staff, children and</p>	<p>*Staff meeting time/CPD</p> <p>*Pupil lessons of being taught skills for navigating and using O365</p>	Headteacher	<p>April 2021:</p> <p>*Staff CPD on using Office365</p> <p>*Staff trained children using Office365</p> <p>*Training facilitated via guidance and crib sheets to parents and support page</p>	£90

	*Online safety links and information shared with pupils and parents.	*Children remain safe online	families with using system *Children show an acute and age appropriate understanding of how to stay safe online			setup on school webpage * Online safety staff/parental/child newsletter subscription purchased *	
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Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Actions	Success Criteria (LAG MEASURES)	Intervention Description-what are we going to do?	Milestones-how are going to implement change? (LEAD MEASURES)	Person responsible	Impact/evaluation	Cost
C	More staffing capacity for the delivery of interventions to fulfil gaps in knowledge and skills (whole class, small groups and individuals) as identified through quality first teacher	*Evidence of improvement will be seen through independent work and teacher assessment *Progress will be documented in half-termly pupil information meetings where impact will be evaluated and	*Interventions to support small steps of progress in each identified area (additional Teacher led). *Pupils will feel confident in these identified areas and be able to use the skills and knowledge independently *Interventions will consist, as appropriate, of	*Pupils and identified areas identified by teachers using data (DCPro), NFER and teacher assessment. *Good communication between teacher and intervention lead on next steps and assessment *Specific interventions put in place where children with a similar need	SLT	April 2021: *Teacher employed to deliver highest quality interventions to all children *Progress documented at each data point *Staff work collaboratively to ensure children making progress and attainment in line with	£14,275

		<p>provision amended as needed</p> <p>*Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.</p> <p>*Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020.</p>	<p>precision teaching, pre teaching & consolidation sessions</p>	<p>can be supported together</p> <p>*1:1 intervention put in place where a pupil has a specific need to be supported.</p> <p>*Half-termly evaluation of impact</p>		<p>expectations – interventions to address areas of need.</p> <p>*Catch-up assessment guide for staff as we aim to recover lost learning as a result of the COVID-19 pandemic.</p>	
D	<p>Use interventions and resources to support children’s learning and understanding and to enable accelerated progress</p>	<p>*Leaders to ensure that appropriate intervention is place.</p> <p>*Half termly Pupil progress meetings involving all staff (book scrutiny and pupil voice)</p>	<p>* All leaders to analyse quality of learning displayed in books and collaborate with other teachers to set next steps.</p> <p>* Whole school book scrutiny completed termly. Consult with subject</p>	<p>IDENTIFY</p> <p>Staff to meet for transition. Staff to discuss each child. Concern pre and post lockdown</p> <p>ASSESS</p> <p>Staff to unpick areas of concern academically.</p> <p>Support</p>	Staff	<p>April 2021:</p> <p>*SLT work with class teachers to identify needs are being met of all children.</p>	£0

		<p>*Leaders are able to ask the insightful questions to ensure that staff reflect against their own practice and outcomes so that they take ownership of the solution. *Detailed next steps are clear for each child with actions allocated to ensure that 100% of pupils make expected progress.</p>	<p>leaders and SLT for support *Children's next steps to learning identified, addressed and evidenced *Book scrutiny completed termly with partner schools virtually</p>	<p>Staff to provide the support or necessary interventions to plug gaps within learning. ADDRESS Specific interventions to take place to 'close the gap'</p>			
E	<p>*Introduce editing into the English curriculum. *Staff CPD during staff meeting. *Embed editing in to English teaching. *Questionnaire to obtain views from staff regarding a genre based</p>	<p>Increase percentage of girls maintaining EXS in KS1 who achieved EXS in EYFS By the end of the year children will be</p>	<p>*Analyse data through IDSR and ASP *Coaching session with Challenging Education *External networking *Action planning</p>	<p>*Gather views on developing a genre-based English curriculum *Trial editing in target classes before whole school roll out</p>	SLT & Staff	<p>April 2021: *Two classes currently trialling different styles of editing with a view to whole class rollout.</p>	£2760

	English curriculum for September 2021.	able to discuss the technicalities of their writing verbally.	<ul style="list-style-type: none"> *Report (SLT, staff, Governors, *Lead target set for writing with each class teacher *Plan, do and review *Staff meeting to discuss questioning and take feedback *Trialled the new questioning approach 				
F	Increase staffing capacity for the delivery of interventions to fulfil gaps in knowledge and skills (whole class, small groups and individuals) as identified through quality first teacher	<ul style="list-style-type: none"> *Evidence of improvement will be seen through independent work and teacher assessment *Progress will be documented in half-termly pupil information meetings where impact will be evaluated and provision amended as needed 	<ul style="list-style-type: none"> *Interventions to support small steps of progress in each identified area (additional TA led). *Pupils will feel confident in these identified areas and be able to use the skills and knowledge independently *Interventions will consist, as appropriate, of precision teaching, pre-teaching & 	<ul style="list-style-type: none"> *Pupils and identified areas identified by teachers using data (DCPro), NFER and teacher assessment. *Good communication between teacher and intervention lead on next steps and assessment *Specific interventions put in place where children with a similar need can be supported together *1:1 intervention put in place where a 	SLT	<p>November 2021:</p> <ul style="list-style-type: none"> *TA employed to deliver highest quality interventions to all children *Progress documented at each data point *Staff work collaboratively to ensure children making progress and attainment in line with expectations – interventions to address areas of need. 	£2,624

		*Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.	consolidation sessions	pupil has a specific need to be supported. *Evaluation of impact after each session.		*Catch-up assessment guide for staff as we aim to recover lost learning as a result of the COVID-19 pandemic.	
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Additional funding supporting provision

Pupil Premium is used to fund School Counsellor time- children in receipt of pupil premium are given priority.

The school budget supports any shortfalls in funding for provision deemed necessary from the COVID-19 catch-up funding.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

As with all school funding, governors need to be aware of what it is to be spent on and why. It may be a good idea to involve the same governors who are involved in monitoring the use of pupil premium funding, as they should be used to the format used.