



SNITTERFIELD PRIMARY SCHOOL - Catch-up Premium Statement



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)

Summary information					
School	Snitterfield Primary School				
Academic Year	2020-2021	Total Catch-up Budget	£7840	Published date	November 2020
No of pupils (Oct 2020)	98	Disadvantaged	18%	Review date	February 2021

Strategy Statement
<p>Early assessments made in September 2020 highlighted the following priorities:</p> <ul style="list-style-type: none"> • Basic skills – letter formation and handwriting, writing stamina, vocabulary/language • Basic skills – spelling, punctuation and grammar • Basic skills – number facts, times tables and the 4 calculation strategies <p>We plan to target these areas through:</p> <ul style="list-style-type: none"> • Provision of additional resources, including online resources that can be accessed at home • Daily practice of basic skills • Targeted bespoke support for small groups to be delivered by known adults <p>Our overall aims:</p> <ul style="list-style-type: none"> • To ensure that basic skills are recaptured rapidly and embedded • To raise the attainment of all pupils to close the gap created by COVID school closures

3. Barriers to future attainment for children		
Teaching Priorities, Targeted Academic Support & Wider Strategies		
	Perceived Barriers	Desired outcomes
A	Home learning/Remote learning was delivered in a combination of ways across the school during lockdown, and relied heavily on printing paper-based activities.	A strong remote learning offer is in place and all children have access in the same way – through MS Teams. Staff are able to confidently set learning activities online in the event of a local lockdown or self isolation. Parents and children have a set of guides to enable them to access learning activities and upload.

B	Some children did not engage with home learning during lockdown and did not come back to school following the wider opening of schools. These children may be behind their peers, especially in those families where parents were unable or unwilling to support their children.	Pupils make good progress towards reaching the age related expectations at key data points – December, April and June. Particular focus on spelling, grammar and punctuation, number and calculation.
C	During lockdown, some children had limited practice with writing, or did not get adequate support to ensure that they <ul style="list-style-type: none"> a. maintained taught skills such as cursive handwriting, spelling and punctuation b. had opportunities to maintain their writing stamina 	Pupils will regain their previous writing skills and be able to sustain their writing stamina over time. They will show recaptured spelling, grammar and punctuation skills.
D	During lockdown some children did not receive high quality language modelling at home, or adequate vocabulary development.	Pupils will show more age appropriate vocabulary and sentence construction because of intensive and consistent language intervention.
E	Some children may struggle to settle back into school life and class routines and may have a reduced concentration span due to lockdown and the lack of structured learning experiences since March 2020.	Staff report improved concentration over the year. Learning attitudes improve.

4. Planned actions and expenditure		Academic year 2020-2021		
Barrier	Chosen action / approach	Desired outcome	Staff responsible	Impact/Evaluation
A Home learning/Remote learning was delivered in a combination of ways across the school during lockdown, and relied heavily on printing paper-based activities.	<ul style="list-style-type: none"> • Staff discussion to share what worked well for them setting work during lockdown. • SP to share findings from parent survey carried out in September 2020. • Staff training on Teams and its functions and applications by KY. • Staff to agree on the Remote Learning Offer and start to upload learning activities onto Teams for children to access. • SP to communicate the offer to parents and to ensure that the Parent Guides are available on the school website as well as on the school app. • SP and KY to identify suitable online learning subscriptions for homework and communicate with parents and children. 	A strong remote learning offer is in place and all children have access in the same way – through MS Teams. Staff are able to confidently set learning activities online in the event of a local lockdown or self isolation. Parents and children have a set of guides to enable them to access learning activities and upload.	Executive Head SP – project lead Class 4 teacher KY – technical advice Class teachers – implementation *** Costs: 2 afternoons to create staff, parent and pupil guides - £200 Website subscriptions (MyMaths, Spag.com, Times Tables Rockstars) - £400	

<p>B</p> <p>Some children did not engage with home learning during lockdown and did not come back to school following the wider opening of schools. These children may be behind their peers, especially in those families where parents were unable or unwilling to support their children.</p>	<ul style="list-style-type: none"> • Staff to rapidly assess the children’s learning needs in September 2020. • Data meetings with Executive Headteacher to provide initial feedback re: concerns (either child causing concern or particular curriculum areas) • Staff to plan for frequent short practice sessions – whole class. • Staff to continue to assess children over the term and pinpoint concerns to share with EHT. • Staff to research interventions. • Classteachers to identify groupings for intervention. 	<p>Pupils make good progress towards reaching the age related expectations at key data points – December, April and June. Particular focus on the BASIC SKILLS such as spelling, grammar and punctuation, number and calculation.</p>	<p>Executive Head SP – Data management</p> <p>Classteachers – assessments and planning for interventions</p> <p>***</p> <p>Costs: Cover for teaching staff for data meetings - £200</p>	
<p>C</p> <p>During lockdown, some children had limited practice with writing, or did not get adequate support to ensure that they</p> <ul style="list-style-type: none"> • maintained taught skills such as cursive handwriting, spelling and punctuation • had opportunities to maintain their writing stamina 	<ul style="list-style-type: none"> • Staff to rapidly assess the children’s learning needs in September 2020. • Staff to plan for daily writing experiences (in any area of the curriculum) in order to gradually build up stamina. • Staff to plan for daily handwriting practice – with staff intervention to correct letter formation and joins. • Research and purchase spelling, punctuation and grammar catch up/intervention programmes. • Carry out bespoke interventions in small groups for identified children. 	<p>Pupils will regain their previous writing skills and be able to sustain their writing stamina over time. They will show recaptured spelling, grammar and punctuation skills.</p>	<p>Classteachers – assessments and planning for interventions</p> <p>Other staff – deliver intervention sessions in small groups</p> <p>***</p> <p>Costs: Intervention groups - £100 per afternoon for 15 weeks per class</p>	
<p>D</p> <p>During lockdown some children did not receive</p>	<ul style="list-style-type: none"> • Reception staff sign up to take part in the Nuffield Early Language Intervention (NELI) • Staff carry out baseline assessment to identify children who will benefit from NELI. 	<p>Pupils will show more age appropriate vocabulary and sentence construction because of</p>	<p>EY teacher – MF – project lead</p> <p>EY staff – carry out programme</p>	

high quality language modelling at home, or adequate vocabulary development.	<ul style="list-style-type: none"> • Staff carry out the programme as planned and report back at agreed points. 	intensive and consistent language intervention.	<p>***</p> <p>Costs: Nil (government funded)</p>	
<p>E</p> <p>Some children may struggle to settle back into school life and class routines and may have a reduced concentration span due to lockdown and the lack of structured learning experiences since March 2020.</p>	<ul style="list-style-type: none"> • As usual in September, staff set clear expectations for classroom behaviour, routines and boundaries. • Teachers note ongoing assessments of children’s emotional and behavioural needs during Autumn 2020 and beyond. • Staff provide ad hoc support to individual children as needed. • Teachers to report children with ongoing needs to SENDCO. 	Children settle quickly back into the usual behaviour expectations. Staff report improved concentration over the year. Learning attitudes improve for those children who struggle at first.	<p>Class teachers – assess and address as necessary.</p> <p>SENDCO – consider referrals for counselling/Early Help</p> <p>***</p> <p>Costs: Nil</p>	

6. Additional Information
<p>The rationale for these approaches has been informed by:</p> <ul style="list-style-type: none"> • DfE Catch up Premium Guidance • Education Endowment Foundation COVID-19 support guide for schools