

# Copeland Road Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 14.10.20

## **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	143
Proportion of disadvantaged	36%
Catch-up Premium allocation (No. of pupils x £80)	Autumn = £20x151 = £3020 Spring = £26.67 x 143 = £3813.81 Summer £33.33 x 143 = £4766.19 TOTAL = £11,600
Publish Date	October 2020
Review Dates	Dec 2020/March 2021/June2021
Statement created by	Mrs Kidd and Mrs Murray
Governor Lead	Mrs Torano

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

Copeland Road Primary School is smaller than most primary schools although our pupil roll is increasing. We serve a predominantly rural community in West Auckland for children aged 4-11. Children come from a wide range of socio-economic backgrounds with very little ethnic diversity (there are a small number of traveller children on roll but almost all children are white, British). At present there are 151 children on roll – these are divided into 7 classes. There are 7 full-time teachers, 3 full time teaching assistants, 2 part-time teaching assistants and 1 apprentice supporting children’s learning. The school was judged to be ‘GOOD’ in all areas at the last full OFSTED inspection in January 2015 and remained ‘GOOD’ in a 1-day inspection in February 2019.

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From March to June, children of Key Workers and Children supported by social services continued to attend school. The maximum number of children who attended each day was 9. From June and the wider reopening, 10 out of 16 of Reception, 12 out of 17 Year 1, 13 out of 24 of year 6 returned and 7 Key Workers/Vulnerable children.

From September 2020, attendance has been just below our target of 96%, which is good considering the number of children currently needing to self-isolate. All children with a social worker are currently attending regularly.

## Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A	Some children's mental health and well-being has deteriorated during lockdown and they are feeling worried and do not understand the current situation. They have not socialised or have not been exposed to classrooms for an extended period.
	B	In case of remote learning being necessary, technology available in some homes is not adequate and children's ability to complete work independently (unsupervised) was not completed by some children
	C	Feedback on children's progress limited to families who sent examples of work back to teachers via the app.
Targeted academic support	D	Some children did not access much home learning and as a result are working below ARE in early reading i.e. phonics.
	E	Some children did not access much home learning and as a result are working below ARE in Reading
	F	Some children did not access much home learning and as a result are working below ARE in Writing
	G	Some children did not access much home learning and as a result are working below ARE in Maths
	H	Some children did not access much home learning and as a result are working below ARE in GPS
	I	Some children did not access much home learning and as a result are working below ARE in foundation subjects.
Wider issues	J	

**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 well-being programme for schools.	All staff are equipped for early recognition of children's mental health needs. The curriculum is adapted for the needs of the children Improved children's wellbeing Improved staff wellbeing Improved parents wellbeing	The Wellbeing Award shown to improve wellbeing of pupils, parents and staff.	£1500 - £430 PP = £1070	Determined from pupil surveys, gathered during award process	Mrs Summerfield	Wellbeing award started.  Wellbeing award action plan has been written. Staff have had various training including <a href="http://www.minded.co.uk">www.minded.co.uk</a> and Managing Emotions training.
B	Staff supported through further resources provided to allow more successful home learning and work in school	Children complete home learning more often.	Insights on Microsoft TEAMS and submission data from Weduc App.	TEAMS = £0 Weduc = £1700 - £487 for PP CUP - £1213 parental communication package costs for Remote Learning.	Staff have baseline from formative assessments made in Sept 2020	Teachers	All staff trained to use TEAMS and Home Learning on WEDUC. JM supporting for 30 minutes daily for all staff to access as needed.  Due to National Lockdown all teachers taught 3 live lessons daily from 5 <sup>th</sup> Jan – 8 <sup>th</sup> March. This was very successful. On return to school parent and pupil questionnaires were completed to assess where any improvements

							could be made. These were extremely positive e.g. 91% of children enjoyed learning online. 73% of parents rated our remote learning offer 5/5 and 100% 3 or more out of 5. Staff used Weduc to communicate regularly with teachers and pupils. Engagement records were introduced to monitor who was not engaging in home learning and paper copies were given when necessary. By 8 <sup>th</sup> March only two families were not engaging regularly.
C	Feedback on children's progress limited to families who sent examples of work back to teachers via the app.	Teachers can assess progress and respond to work more easily	Use of Microsoft TEAMS Insights and submission data from Weduc App.	£0 Covered by staffing costs	Determined from increased level of feedback given shown through insight on Microsoft TEAMS and Homelearning.	Teaching staff	Feedback will be given regularly including verbal and written. Feedback will be least weekly.  Staff were shown various ways of giving feedback on remote learning, this consisted of verbal feedback, written feedback via assignments or Weduc.

**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	Access to RWI Full Online Training (in house training) including full virtual phonics lessons ready to go for bubbles or in the event of lockdown	Upskill staff in teaching of phonics.	Phonic assessments	RWI training cost £0 Actual cost is £2825 but covered in Pupil Premium.	Determined from assessments made at the start of the autumn term	Mrs Murray/ Miss Spenceley	RWI assessments completed half termly. A RWI development day took place in Autumn 1.  Online training used in school and staff have accessed materials and resources individually.

	<p>1 Development Day with RWI trainer to ensure impact is effective.</p> <p>1 face to face training day for all staff when safe to do so.</p>	<p>To measure pupil progress and ensure accelerated progress is made.</p> <p>To ensure staff are confident to teach phonics effectively.</p>					<p>New staff have completed online RWI training and are now delivering phonics sessions in school.</p> <p>RWI phonics videos were sent home as part of our remote learning offer.</p> <p>Phonics assessments have been completed prior to lockdown and on children's return to school.</p>
E	<p>Purchase class texts (one between two) purchased each half term for Y3-6</p> <p>Children taking part in guided reading (Comprehension Express Y3-6)</p> <p>Support reading of lowest 20% of readers with targeted interventions</p> <p>Reading assessments</p>	<p>Children will read widely and often Children will develop a love of reading</p> <p>Children will have improved comprehension skills.</p> <p>Lower attaining readers will close the gap towards age related expectations.</p> <p>Children will have improved</p>	<p>Increased</p> <p>Reading assessments</p> <p>Lexia data</p>	<p>Cost covered by English Budget/AWPU</p> <p>Project X Comprehension resources £0 covered in PP</p> <p>Lexia £3850 - £1103 PP = £2747</p>	<p>Determined from assessments made at the start of the autumn term</p>	<p>Mrs Murray/ Miss Spenceley</p>	<p>Holes bought for Y6 Firework Makers Daughter Y4 Charlie and The Chocolate Factory Y3</p> <p>Consumables bought and lessons taking place twice a week.</p> <p>Lexia bought and pupils have begun to access the placement task.</p> <p>All children in school have now completed placement task and are completing time weekly. This</p>

	completed to baseline pupils.	comprehension skills.	NFER Reading baseline	Cost covered by English Budget/AWPU			is limited due to laptop restrictions in school.  Reading assessments bought and completed in Autumn. NFER tests to be completed week beginning 22.3.21 – trackers deadline after Easter holidays due to lockdown.
F	Children's basic writing skills are improved through regular practice  Children write at length across the curriculum  Targeted support where need identified	Children make good progress in writing from their starting point	Education Endowment Fund Teaching and Learning Toolkit:  Moderation of writing	Planning units bought from Talk into Writing Cost covered by English Budget/AWPU  Targeted support £788.52 x 3 terms = £2365.56  1:1 National Tutors programme £213.75 Block of 15 hours x 24 blocks = £5130	Determined from assessments made at the start of the autumn term	Mrs Murray	Units bought: Boy at the Back of the Class Y5 Mary Poppins Y3  Targeted support AC £65.71 x 12 = £788.52  NTP – after some initial research it has been decided to use Teaching Personnel and Jack Bromley (known to the school) has been identified as our Tutor and sessions are due to start in Spring 2021.  Several groups from Y1-5 have been identified to work with JB. Timetable and groups were organised and sent to Teaching Personnel. Parents were informed of data being sent to NTP. JB began taking groups 15.3.21. The focus of these sessions are writing and phonics.

							Each session is evaluated by JB and these evaluations are monitored by JM.
G	Separate Mental Maths session each day where possible Maths Mastery activities enabling all learner to attempt fluency, problem solving and reasoning questions Targeted support where need identified	Children make good progress in Maths from their starting point	Maths assessment data	My Maths £375  Maths NFER Tests Cost covered by Math Budget/AWPU	Determined from assessments made at the start of the autumn term	Mrs Summerfield	My Maths bought and staff trained and ready to be used in school and for remote learning.  Assessments bought and completed in Autumn.  My Maths was used regularly by all classes during lockdown. VS to continue to monitor its effectiveness. Maths assessments to be completed week beginning 22.3.21 and trackers to be analysed by JM after Easter.
H	Children's grammar, spelling & punctuation improves through regular practice (RWI)	Children make good progress in GPS from their starting point	GPS assessment data	Online spelling  Y2 – Y6 Spelling practice guides and log books.  NFER Spelling Test NFER Grammar <a href="http://www.Spag.com">www.Spag.com</a> Costs covered by English Budget/AWPU	Determined from assessments made at the start of the autumn term	Mrs Murray	Online spelling being used in school and ready for remote learning.  Guides/log books bought and being used.  Assessments bought and used in Autumn.  Spag.com being used in school and ready for remote learning.  Spelling continued to be taught during lockdown. Online spelling activities were sent home and completed. NFER tests to be completed and question analysis to identify gaps in spelling knowledge.

							Spag.com continues to be used in KS2 – JM to monitor this now children are back in school.
I	<p>Staff meeting time used to identify the gaps in subjects due to lockdown.</p> <p>Monitor the recovery curriculum by introducing Curriculum tracker to assess foundation subjects.</p>	<p>Children have access to the full national curriculum.</p> <p>Children meet ARE in foundation subjects.</p>	<p>Recovery curriculum LTP Feedback from network meetings regarding restarting the curriculum.</p>	<p>FFT Curriculum Tracker Cost covered by AWPU</p> <p>Now Press Play £1560 - £447 PP = £1113</p> <p>Mr P Resources</p> <p>Sing Up Cost covered by AWPU</p>	<p>Highlighted National curriculum showing gaps in knowledge</p>	<p>Mrs Murray</p> <p>Subject leaders</p> <p>Class teachers</p>	<p>Gaps in the curriculum identified in Autumn.</p> <p>White Rose resources being used in Maths to ensure gaps are being closed.</p> <p>Recovery curriculum established. Now Press Play CPD.</p> <p>Staff meeting time to be given after Easter to work on recovery curriculum if necessary following the National Lockdown.</p> <p>Subject leaders have worked with Sarah Blakeman to begin to evidence the impact of their subject and look at the best ways to assess specific subjects.</p>

### Wider strategies

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)

### Governance – monitoring the effectiveness of the Pupil Premium Strategy

<p><b>Governors involved:</b> Robin Nodding– Chair of Governors; Lindsey Kidd– Head Teacher Joanne Murray – Staff governor Link Governor: Mrs Torano</p>
<p><b>Committee meeting dates</b> Autumn: 25<sup>th</sup> November Curric and Standards      Spring: 17<sup>th</sup> March      Summer: 30<sup>th</sup> June</p>
<p><b>Autumn summary</b></p>
<p><b>Spring summary</b></p>

**Summer summary**