

Ampney Crucis C of E Primary School – Catch up Premium Strategy 2020-2021

Funding Allocation

School's allocation will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception to Year 6.

Payments

This funding will be provided in 3 amounts. The initial part in Autumn 2020, based on Autumn 2019 data. A second grant payment will be distributed in early 2021, based on Autumn 2020 census data.

A further £33.33 will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, school should use the sum available to them as single total from which to prioritise support for pupils according to their needs.

Use of Funding

Schools should use the 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:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

and also EEF- school planning guide 2020-2021:

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

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.

Governors should scrutinise schools' approaches to catch up, including plans for and use of catch up funding as well ensuring appropriate transparency for parents.

School Overview

Number of pupils in school	86
Proportion of disadvantaged	8%
Catch up premium allocation (no.of pupils x £80)	Total amount approx.: £4900
Publish date	October 2020
Review dates	January 2021
Statement created by	T. Wood HT
Governor Lead	Ian Smith Chair of Governors

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

Context of the School and Rationale for the strategy

- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture.
- The vast majority of children did engage with the home learning that the school provided. Out of 88 children on roll, 10 children did not engage in any school directed learning, which equates to: 11%.
- Upon re-opening in September we had a good response to children coming back in. All children returned and attendance has been fairly stable across all year groups. Children went back into their previous class first for a week before moving to their current class.
- Reception Children were brought back on a staggered basis as not being able to attend session before the summer, they have currently been in for 3 weeks full time with 2 weeks previous to this being mornings only.
- Due to no parental demands the school was closed over the summer holiday period.
- As a staff we have discussed that in the first half term we would assess the extent of children's learning using informal strategies such as quizzes and class work. Towards the end of the first half term using White Rose Maths, phonics assessments for letters and sounds and through hearing the children read staff will identify which children have regressed in terms of reading, maths and phonics. The Head teacher together with staff will look at how best to provide support and interventions.

Barriers to Future Attainment

		Barrier	Desired Outcome
Teaching Priorities	A	Staff need to develop a greater understanding of children's mental health needs in order to support and help children who have been affected adversely by closures and changes and COVID-19.	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/weekly teaching in Autumn 2020.
	B	Home learning has been quite limited due to the lack of IT platforms and this can be developed further to improve access to learning from home for all pupils.	A Strong remote learning offer is to be put in place. Google Classroom is to be put in place and staff to be trained in kits use. Weekly homework to be uploaded on G-suite for Year 3,4, 5 and 6 and Class Dojo for R, 1 and 2 for second half term.
	C	To focus on strategies and support which develop greater resilience and self confidence in our children	To have an overall increase in children's resilience and self-confidence by the end of the summer term 2021.
Targeted Academic support		To use September baseline assessments to ascertain where all children are in relation to their age related learning in Reading, writing, maths and phonics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn Term 2020
		Some children may have had limited access to reading materials during the summer term (including phonics) and therefore their reading ages may be lower than expected at the beginning of Autumn 2020	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021.
Wider Strategies		Some pupils may struggle to settle back into school and class routines and may have limited concentration due to lack of structured experiences since school closures.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.

Teaching Priorities for Current Academic Year

Action	Desired Outcomes	Evidence Source	Cost	Baseline Data	Person responsible	Impact/Evaluations
All staff to receive ongoing CPD to help support the children's resilience and this will be built into the curriculum over the Autumn and Spring Term.	<p>All staff are equipped for early recognition of children's mental health needs.</p> <p>The profile of PSHE is raised throughout the school & lessons are taking place on a regular basis which supports mental health and emotional well-being.</p> <p>Children's concentration and ability to focus increases from Autumn Term to Summer Term 2021.</p>	Use of Rebuilding Well being material. Young minds and SCARF.	<p>Nil</p> <p>Rebuilding Well Being -£100</p>	Determined from September questionnaires and then repeated in January 2012.	All Staff	
Staff to work to develop different online platforms to share daily communication with	A Strong remote learning offer is to be put in place.	Blended learning policy written and shared with all stakeholders.		N/A	<p>TW</p> <p>All Staff</p>	

<p>parents and blended learning if and when needed.</p>	<p>Google Classroom is to be put in place and staff to be trained in kits use.</p> <p>Weekly homework to be uploaded on G-suite for Year 3,4, 5 and 6 and Class Dojo for R, 1 and 2 for second half term.</p>	<p>Develop Class Dojo with all classes and evaluate impact via survey with parents at end of AT2.</p> <p>Government funded Google classroom implementation.</p> <p>Purchase of 15 new Chromebooks to enable G-Suite training for children in school.</p>	<p>£8,000. (included set up and trolley)</p>			
<p>All staff to receive ongoing CPD and support to develop children's confidence and resilience.</p>	<p>To have an overall increase in children's resilience and self-confidence by the end of the summer term 2021.</p>	<p>This is built into daily and weekly class focus.</p> <p>Children are particularly struggling will be invited to attend a</p>	<p>£ for ongoing costs for Gardening group.</p>	<p>N/A</p>	<p>TW</p> <p>EB –Catch up Program</p> <p>All staff</p>	

		social/gardening group.				
All children make good progress from their starting points (baseline) to achieve Expected at the end of the year or better	Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn Term 2020	Pupil Progress meetings establish baseline in AT1, progress against this in AT2, Spring & Summer 2021. Catch up children identified and baseline taken for them to measure impact and progress.	£ staffing provision for catch up interventions.	Children (Oct 2020) have been assessed as potentially being below, exp or above in 3 key areas. Provisionally targets for % have been made.	TW EB – Catch up All teachers	
All children to make good progress from their baseline reading age (November 2020)	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021.	Reading scores from November to February 2021 will have improved for each child.		Determined from Reading Scores in November and then redone in February 2021.	Reading Lead – SH TW All staff	