



Dunston Hill
Community Primary School



Dunston Hill Community Primary School

COVID-19 Catch-up Premium report 2020-21

COVID-19 Catch-up Premium report 2020-21

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	383	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£30,640.00		

Overview

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)**

STRATEGY STATEMENT

We have identified a number of immediate priorities as a whole school, in addition to those already set out in our School Improvement Plan 2020-21.

- We aim to create a sustainable and lasting legacy which not only addresses the immediate and direct impact of coronavirus on the progress and attainment of our children but also looks to support the mental health and wellbeing of children and their families now and when returning to school. There will be a dual approach to ensuring that we continue to close the attainment gap caused by Covid-19. We will provide high quality, "live" remote learning with additional hardware, software and resources to support this, as well as ensuring that our children accessing critical worker and vulnerable provision in school also receive quality-first teaching and that a balance between the two is achieved.
- As a school which already prioritises a nurturing approach as part of its ethos, the mental health and well-being of children, their families and our staff will be at the forefront of providing a solid and firm foundation upon which to build accelerated progress through this academic year and beyond.
- We also recognise the gap that exists between some of our disadvantaged children and their peers and are continuing to look at strategies to reduce this gap. Whilst aspects of these disparities are evident across the school, we believe Early Years and Key Stage 1, particularly Year 1, have felt the impact of absence from school more severely. Catch-up strategies will also therefore focus on pastoral as well as academic solutions as our vulnerable children have been amongst some of our hardest hit by this pandemic.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	To use September baseline assessments to ascertain exactly where all children are in relation to their age-related learning in Reading, Writing and Mathematics. Internal baseline data shows a significant number of children are below the level that we would expect them to be at this time of year (based on previous internal assessments)
B	Our initial remote learning offer in Lockdown 1 was good but limited, particularly in respect of live and interactive teaching and learning due to our knowledge and training in the platforms used and the speed with which we needed to implement the programme. This has been and will be developed further during this academic year to improve access to learning at home for all pupils. This will be achieved through additional IT hardware for children and staff as required, relevant software packages as well as training for staff and information for children and parents.
C	Coronavirus pandemic restrictions (including handwashing regimes, free movement of staff and pupils and disruptions due to positive tests and self-isolation), with the impact that staff are not able to work across school in the same way and therefore deliver phonics in the form of Read, Write, Inc., targeted intervention including specific SEN support, specialist teachers and external professionals in some cases.

ADDITIONAL BARRIERS

External barriers:

D	Many pupils have had limited access to reading materials during the summer term (2019-20) and through the holidays and therefore, their reading ages are lower than expected at the beginning of Autumn 2020. We are also seeing a detrimental impact in writing with internal data evidencing significant gaps in technical ability and writing resilience in children.
E	Children's ongoing mental health and welfare not only from the initial lockdown and loss of schooling in summer term 2019-20, but the cumulative effects exacerbated by another lockdown and more lost time in school. Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19 with the recognition that no two family's experiences will be the same.
F	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.

Data Sources

These include:

Assessments from last academic year (teacher assessment using Local Authority assessment grids and tests)

- Teacher assessments from current teachers in discussion with previous teachers (where possible)
- Initial reading assessments from Autumn 2020-2021
- Analysis of formative and summative data through internal reporting software
- Staff, pupil and parent consultations – carried out at regular intervals through the latter end of academic years 2019-20 and throughout 2020-21.
- Attendance records
- Evidence from telephone calls on our Nurture Programme, particularly to our vulnerable and disadvantaged families
- Ongoing consultation with Gateshead Local Authority and other Gateshead schools

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>CPD provided for staff on the effective use of the new online learning platform, Microsoft TEAMS.</p> <p>Children are trained in its use after this initial staff training in Autumn term 2020.</p> <p>Parents/carers are made aware of the platform and how it can support and develop and extend home learning.</p>	<p>Teaching staff are able to confidently plan and deliver live classes or classes which can be pre-recorded for viewing by children when convenient.</p> <p>Trained support staff also enables the underpinning of teaching by offering live and bespoke support to children during lesson.</p>	<p>To use TEAMS as an effective learning platform – initial training for staff from September 2020 and ongoing.</p> <p>Effective parental engagement supports home /online learning and ensures greater consistency of learning for children.</p>	<p>Support of staff from Phase team Leaders (PTL) ongoing as offer is enhanced.</p> <p>Regular feedback from staff to assess what is working well and what could improve.</p> <p>Training for all relevant staff from IT expert and additional support from Deputy Head.</p> <p>Deputy Head arranging “drop-ins” to all live lessons at least once to support the teaching and learning offer and be a visible presence for the children.</p>	<p>Deputy Head</p> <p>Phase team Leaders</p>	<p>Ongoing reviews through spring term 2021.</p> <p>Formal review planned for spring 2 including parents, children and staff feedback, evidence from drop-ins and</p>

<p>Purchase and provision of additional devices including laptops and iPads. Some of these devices to supplement the government offer of 45 for children's access to remote learning at home. Remaining devices to support teachers and Teaching Assistants in school deliver live lessons, live support, one-to-one readers and live lessons now introduced for Early Years and Year 1.</p>	<p>This will ensure all our families have access to remote learning through this lockdown.</p> <p>The widening of any existing gaps will be minimised.</p> <p>We will be able to offer targeted one-to-one reading with individual children who have accessed little or no reading while at home, including summer 2020.</p> <p>Teachers and support staff will have access to devices whether they are working from home or at school to deliver required provision.</p>	<p>Education Endowment Foundation (EEF) Covid-19 Catch-up document for Schools June 2020 – “Communicating with Families” and “Access to Technology”</p> <p>Ongoing support for children and parents/carers at home through use of additional laptops/iPads vital to ensure efficient access to remote learning. Lack of access to devices for disadvantaged families also a significant barrier.</p> <p>Scaffolded support on accessing the provision from school staff</p> <p>EEF Covid Guide – “Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.”</p>	<p>Monitored regularly by SBM. Technical failure of some of the devices addressed – returned and replaced immediately.</p> <p>Parents required to sign an agreement and waiver for each device taken on loan. All devices to be returned to school when remote learning ends.</p> <p>Parents required to sign Acceptable Use Policy on behalf of their child.</p> <p>Access to Remote Learning offer and therefore use of device monitored weekly by class teacher and Deputy Head. Calls made home by DHT or Family Support Worker as required and technical support made available if needed.</p>	<p>School Business Manager (SBM)</p> <p>Headteacher</p> <p>Deputy Head</p> <p>IT Admin Assistant</p>	<p>Summative review at the start of summer 1.</p>
--	---	--	---	--	---

					Total budgeted cost:	30 pupil iPads £8,318 4 staff laptops £2,780 Total £11, 098
Targeted support						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
<p>Reading, Writing and Maths assessments made in late September 2020 will identify children in need of further targeted support.</p> <p>Timetable of interventions with class-based TAs for identified pupils as well as SEND – centered on basic skills nurturing and development.</p>	<p>Progress to accelerate term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.</p> <p>Initial target for majority of children to be at, or above age-related expectations by end of summer term 2021 now needs to be re-addressed due to additional lockdown from January 2021.</p>	<p>Initial September baseline assessments in key identified areas. Ongoing teacher assessments during each term.</p> <p>End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.</p> <p>EEF Support Guide – “In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.”</p>	<p>Regular monitoring by Phase Team Leaders and overseen by Deputy Head.</p> <p>Weekly updates with Headteacher.</p>	<p>HT/DHT with strategic overview and DHT as Assessment Lead</p> <p>English and Maths leads within school.</p> <p>Class teachers on an ongoing basis.</p>	<p>Assessments will be carried out appropriately on all children from March 8th 2021 when children return to school. Further baseline established by the end of spring term.</p>	
					Total budgeted cost:	Assorted assessments & resources £500.00

<p>Additional resources for children in Years 5 and 6 – a select and targeted range of CPG books</p>	<p>To see progress for all children in these subject areas allowing the majority of our pupils to be either secondary or Year 6 ready as soon as possible.</p> <p>The purchase of a select range of CPG workbooks to supplement the teaching and learning of basic skills in both English and Maths for Upper Key Stage 2 children.</p>	<p>The decision was driven by data from the Autumn Term as well as the professional judgement of the class teacher. We have used these books in previous years with our Year 6 children, firstly as SATs revisions aids and homework resources and then during Lockdown 1 as a teaching and learning resource.</p> <p>These books will be used to embed basic skills in core subjects, which children have missed due to Lockdown 1 and also build on those skills taught remotely during Lockdown 3.</p> <p>The books will be used on our return to school both in the classroom and at home as part of our ongoing, home-school agreement.</p>	<p>Information from data progress and attainment through summer term 2021.</p> <p>Monitoring by Phase Team Leader Upper Key Stage 2</p>	<p>Upper Key Stage 2 PTL</p> <p>Overseen by DHT</p>	<p>Formative assessments and summative summer 2 data 2021</p>
<p>Total budgeted cost:</p>					<p>Books and resource materials £1154.00</p>
<p>Other approaches</p>					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What’s the evidence and rationale for this choice?</p>	<p>How will you make sure it’s implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>

<p>Whole cohort and targeted academic and pastoral support for our youngest children in school - EYFS and Years 1 and 2.</p> <p>To deliver a solid foundation combining physical activity and mental wellbeing leading to academic progress.</p> <p>EEF Support Guide – “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and on the areas where pupils would most benefit from additional practice or feedback.”</p>	<p>To support the return of our youngest children to school we will use strategies to re-connect children with their school and with school staff.</p> <p>Nuffield Early Language Intervention (NELI) will be delivered for all Reception children</p> <p>An additional part-time member of staff recruited for summer term to target small groups for specific areas such as Communication, Speech & Language, Phonics and Reading as well as Numeracy.</p>	<p>Importance of re-building relationships between home and school to support return of younger children. Establishing connections to support children’s mental health and wellbeing and build firm platform which will better enable academic catch-up.</p> <p>20-week programme designed to improve the language skills of Reception aged pupils Individual small group sessions Delivered by school TA Average pupils in pilot made 3 months progress. On-line training for staff in Spring 2021</p> <p>Catch-up funding has allowed for staff cover whilst training and assessments are taking place</p>	<p>Deputy Head to oversee all assessments with small team of TAs</p> <p>Regular monitoring by Phase team Leaders but also close liaison with English and Maths Leads and Read, Write Inc Manager.</p> <p>Feedback from staff, children and parents via surveys</p> <p>Liaison with Governor Teams</p>	<p>Phase team Leaders – EYFS & KS1</p> <p>DHT EYFS & KS1 staff</p> <p>PTLs English and Maths Curriculum Leads</p>	<p>Summer 1</p> <p>Summer term and reviewed for September 2021</p> <p>Summer term and reviewed for September 2021</p>
---	--	--	---	---	---

	<p>Total budgeted cost: Pastoral resources for EY and Key Stage 1 £1,697</p> <p>Staff release for NELI £750</p> <p>PT staff member for small group interventions 3 days per week £9,178</p>
--	--

ADDITIONAL INFORMATION

- Internal assessment and reporting software – Educator
- [DfE’s catch-up premium guidance](#)
- [EEF’s COVID-19 support guide for schools](#)
- Results of parent, pupil and staff consultations
- Analysis of remote learning engagement data and records
- Case studies including monitoring notes made through pandemic

Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

Governors involved: <i>Chair of Governors; Head Teacher; School Business Manager – Through Staffing & Finance Committee</i>
Committee meeting dates Autumn: December 2020 Spring: March 2021 Summer: June 2021
Autumn 2020 summary Initial plan shared and discussed with School Improvement Partner and with Governor Finance & Staffing Committee Autumn 2020. This encompassed money already spent on IT hardware to facilitate our Remote Learning and imminent plans for future spend. Update as regards impact will be planned for late spring term.
Spring 2021 summary
Summer 2021 summary