Catch Up Premium Funding Strategy Statement 2020

EEF Statement

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. Summary information					
School	Fossebrook Primary School				
Total number of pupils	196	**Number of PP Pupils**	21	**Total Funding budget**	£13,360

2. Barriers to future attainment based on rigorous assessment	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Untaught maths content from previous year group
B.	Teacher IT subject knowledge (to provide quality blended/online learning)
C.	Access to devices in school to enable the blended learning approach (and at home in the event of a closure)
D.	Gaps in learning caused by COVID closure
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Attendance – changes due to COVID – particularly due to long wait times for testing
F.	Contingency planning (in the event staff are unable to teach due to COVID)

3. Desired outcomes	
	Desired outcomes and how they will be measured	*Success criteria*

A.	Use of rigorous baseline assessments to identify gaps in taught knowledge or untaught content due to school closures (Pupils complete assessments of previous year's content (White Rose) and KS2 Baseline of MTC). Teachers will also share taught and untaught curriculum statements with the class's next teacher. This will enable teachers to plan interventions, backfill gaps using starters and plan carefully when delivering units (particularly units with previously missed learning). Progress will be measured through teacher assessment, end of term tests, ongoing MTC tracking and Century diagnostic progress tracking.	Children will be taught the missed content and close gaps in knowledge though careful planning and quality teaching. Teachers will use starters and recaps of prior learning to ensure children have mastered previously taught learning. Teachers will track children's learning carefully, using previous year group and current year group's statements. Teachers will be clear about which gaps exist through analysis of assessment.
B.	Teachers will be confident using Microsoft Applications, TEAMS, various online subscriptions school use. CPD from the trust will be provided and time to complete the courses. Blended Learning Champion will attend Trust online and blended learning network meetings and disseminate/train school staff.	Teachers will complete the Microsoft MIE courses to improve knowledge and gain certification. Teachers will use ICT technology effectively to raise standards and close gaps in learning.
C.	All year 5/6 pupils will have their own device that they can use during the school day. These will also be accessible in the event of bubble or school closures. This will free up device access for the rest of the school to enable effective blended learning.	Year 5/6 have access to their own device during school days and teachers can plan to use technology in a meaningful way and access technology whenever it is relevant to the learning. This will free up currently owned technology for the rest of the school who can also plan using a blended learning approach. Families who require support with be able to borrow devices from school in the event of school closure/bubble closure as there will be enough.
D.	Children will have access to multiple online subscriptions to support a blended learning approach to teaching. This will also support home learning in the event of children being at home for prolonged times due to access to tests, bubbles closures or school closures.	All children can access online learning platforms paid for by school from EYFS – Y6 (all age appropriate) which will support the closing of COVID gaps in learning. Century AI will also support teacher assessment pre and post teaching units through the use of diagnostics which will enable the more careful planning of the learning sequence and support post unit assessments to then provide interventions where appropriate.
E.	Attendance will be in line with national expectations. We have a number of COVID tests we can provide to speed up children's return to school. Attendance officer will continue to work with families to ensure they attend school.	Attendance will remain in line with national now schools are reopen.
F.	In the event of staff being absent due to COVID, quality first teaching will continue by using teaching agencies to provide cover.	Classes will not lose their support staff and therefore interventions and support. Classes will be taught by a teacher in the event their teacher is unwell and cannot teach remotely. This will support the closing of COVID gaps in knowledge.

4. Planned expenditure
The three headings below enable schools to demonstrate how they are using the catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

Teaching						
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**	**Cost**
All 5/6 pupils have their own device in school	Purchase of 30 laptops for years 5/6 (and trolley and cases)	Teachers can plan to use technology in a meaningful way and access technology whenever it is relevant to the learning, supporting the blended learning approach. The EEF states that supporting pupils to work independently can improve learning outcomes.	Monitoring of teaching and learning, planning and access of online subscriptions. Insights on TEAMS. Review of assessment data and access of usage.	KW SL	Currently there is a delay in the arrival of tech due to COVID. Review once tech has been implemented.	Laptops: £204 x 30 = £7350 Trolley: £887.90 Cases: £870 Headsets: £203.70
Blended Learning Approach	Access to subscriptions to support blended learning and home learning	Teachers can meaningfully plan blended learning for the children which they can access in school and at home. Children can close gaps using online subscriptions. Children can access online learning in the event they are isolating/ a bubble closes / a school closure. The blended learning approach also allows for personalised provision for individual pupils to meet their specific needs. [Research by the EEF indicates that use of Accelerated Reader can impact reading +3 months or +5 months for children on FSM.	Monitoring of teaching and learning, planning and access of online subscriptions. Insights on TEAMS. Teacher/pupil feedback about effectiveness, usage, and engagement.	SL	At the end of subscriptions to evaluate usage and effectiveness	Ed city: £720 Numbots: £51.89 + £83.95 Spelling Shed: £139.44

Quality First Teaching	To pay for cover	In the event of a staff member absence due to COVID, quality first teaching will continue by using qualified cover supervisors. This will also ensure that our ELSA (HLTA) is not used for cover and therefore lose ELSA time which is required to support the well being of pupils following lockdown. The best evidence indicates that great teaching is the most important lever schools have to improve outcomes for pupils – EEF tiered approach	Evaluate the effectiveness of the cover supervisor. Feedback from staff working with them.	KW	Half Termly	£2553.12
Teacher IT knowledge is strong	All teachers will complete the Microsoft MIE training	Increased subject knowledge will support blended learning provision. The EEF states that providing professional development to teachers implementing new approaches and using new platforms is identified as important, ensuring that teachers (and pupils) are provided with support and guidance to use technology is essential.	Progression through the Microsoft pathways. Teacher confidence. Monitoring will evidence good practice and improved outcomes.	SL	Half Termly	Time is provided for CPD
				Total budgeted cost	£12,186.80	

Teaching Checklist	Check
Is there a logical and well-sequenced plan to support and sustain high quality teaching?	
Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills?	
Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)?	
Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?	

Targeted Academic Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Close the maths gap	Careful analysis of baseline assessments. Careful planning of learning journey. Assessment of knowledge using diagnostics. Analysis of previously taught curriculum. Effective interventions.	The EEF states that planning effective assessment is integral to supporting great teaching…to sensitively diagnose the actual impact that COVID-19 school closures may have had on their pupils.	Analysis of Autumn 2 NTS data will be the initial assessment of gap closures. Analysis of Century diagnostics. MTC tracking.	SL	Autumn 2	
Contingency planning	Reactive planning	In the event that particular pupils are not making expected progress closing the gaps, money is available to provide CPD for staff, buy appropriate resources / screening materials etc.	Evaluation at the end of Autumn 2 following pupil progress meetings and consideration by SLT.	KW SL	Autumn 2	£500
Gaps in knowledge	Blended Learning Approach Targeted intervention	Carefully planned videos and online resources used as part of teaching and to support home learning. Use of assessment to target specific gaps in learning and provide effective interventions. The EEF evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need.	Assessment lead to analyse teacher assessments, statement trackers, end of term NTS tests etc.	SL	Half Termly	
					Total budgeted cost	£500

Targeted Academic Support Checklist	Check
Are we using relevant and rigorous data to ensure targeted interventions are appropriate?	
Are our school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?	
Will changes to rooming or facilities, as a result of social distancing measures, have a direct or indirect impact on targeted academic interventions (e.g. are there sufficient spaces in school for small scale interventions)?	
Are any interventions being stopped to ensure both staff and pupils have the capacity to undertake new interventions as part of their daily work?	
Questions to consider when planning to support pupils with SEND:	
How do staff know their pupils, including those pupils with SEND? How is this communicated widely?	
How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision?	
How are supportive relationships with an adult in school developed for pupils with SEND?	

i. Wider Strategies					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
All have access to digital technology at home if required	Survey to parents to gage how many families would be unable to access tech in the event of a school closure/bubble going home. Provide supportive videos / information for parents to support their understanding and access to online learning/digital technology.	In order to facilitate effective home learning using technology, families must be able to access TEAMs and the online subscriptions that school have paid for. The EEF research around remote learning found that 79% of students require a computer (or tablet or laptop) for at least half of the work provided by schools It also states that ensuring access to technology is key, especially for disadvantaged pupils.	Using a quantity of the catch up funding on additional tech ensures school has enough technology to support families who do not have access at home, or enough access due to siblings also being at home. The Trust is creating an agreement for families regarding use of school tech in the home.	KW SL	Half termly
Attendance	Attendance Officer to monitor and work with families	Evidence from previous years with our AO shows the huge impact her work has had on our attendance.	Reports provided by AO	KW	Half Termly
Total budgeted cost					*costs of tech outlined in teaching planned expenditure

Wider Strategies Checklist	Check
Are there barriers for parents that need to be recognised and supported, e.g. limited time due to work commitments, or low literacy levels?	
Are existing approaches to supporting attendance adequate given a new context where many parents may have a heightened sensitivity to the health and wellbeing of their child?	
Are our school staff sufficiently skilled in engaging in sustained parental communications? If not, does our planning contain the right blend of professional development activities?	
Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents?	

Review of expenditure

i. Teaching

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted Academic Support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Wider Approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost