**Horndale County Infant & Nursery School – Catch-up Premium Strategy 2020 - 2021**

**Funding allocation**

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.   
As a school, Horndale County Infant & Nursery School have been awarded £7120.

**Payments**

This funding will be provided to the school in 3 tranches. An initial part payment in Autumn 2020, based on the latest available data on pupils. A second grant payment will be made in early 2021, based on updated pupil and place data.

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](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). (See also [**EEF - School Planning Guide 2020-21**](https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/) )

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.

**School Overview**

|  |  |
| --- | --- |
| Number of pupils in school YR – Y6 | 89 |
| Proportion of disadvantaged | 59% |
| Catch-up Premium allocation (No. of pupils x £80) | £7120 |
| Publish Date | October 12th 2020  February 2021 |
| Review Dates | April 2021  July 2021 |
| Statement created by | C Brown |
| Governor Lead | D Halton-Cason |

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

Horndale is a small Infant & Nursery School within the town of Newton Aycliffe serving the Byerley Park, Cobblers Hall and Horndale ward. There are currently 89 pupils on roll (YR to Y2) organised into 3 classes. A high proportion of children are known to be eligible for FSM (59%), and there are high levels of deprivation in the area. During the period of school closure (March to June 2020) the number of children eligible for FSM increased and some families have faced increased hardship.

**March to August 2020**

* Throughout the first period of ‘lockdown’, school remained open to children of key workers and vulnerable children. We had an average of 4 children attending school childcare sessions each fortnight as we shared childcare with the Junior School next door. All of these children were children of key workers. Vulnerable children remained at home in line with their individual risk assessments and were contacted at least weekly by DSLs.
* During the period of school closure, teachers set weekly tasks to consolidate learning in Maths and English as well as other subject related tasks across the week. These were posted via our online platform ‘Seesaw’, on our social media channels as well as through the post for those families that requested this. For younger children instructions and basic teaching points were recorded by the teacher to assist with independent learning and access to tasks. Children responding regularly received feedback from their teacher and teachers were able to regularly prompt those children they received limited work back from.
* An analysis of the tasks completed by children identified that 20% of children overall responded regularly, completing almost all of the home learning which was set. A further 70% of children across school completed some tasks across the ‘lockdown’ period but this was not all tasks and not all subjects were tackled; children chose their preferred activities and ignored others. Despite prompting from teachers via Seesaw and SLT via emails and phone calls, 10% of children across school did not respond to any home learning.
* More detailed analysis indicates that it was children from R and Y2 who responded more regularly to home learning and that children in Y1 were less likely to respond to all tasks set.
* Our wider opening of school in June was successful, despite high levels of anxiety among our parents and staff, with children from EYFS and Y1 being offered their school place. All children in these year groups chose to return to school on a part time basis, x2 days per week. To provide some closure and support transition for our Year 2 pupils, we invited children them into school for one morning/afternoon session for a picnic and inflatable fun sessions with their class teachers.
* Across the summer holiday period, all children were provided with a pack of activities which they could access. Children in Y2 transitioning to their new school were provided with a number of home learning tasks to complete in preparation for the new school year.

**September 2020**

* Within the first four weeks of school teachers worked on settling the children back into school, establishing routines and relationships and allowing children to feel safe and settled in school. There was a focus on PSHCE, exploring the vocabulary and language and children’s worries around COVID-19. Children were given regular opportunities to talk through their worries and know they will be heard in school and supported as necessary.
* During this time, our curriculum focused on the basic skills in Maths and English predominantly giving opportunity for re-establishing the expectations of work, presentation, focus and effort.
* Baseline assessments were completed with all cohorts (N-Y2) using some moderated teacher assessment and information from the Spring term assessments from the child’s previous year.
* Outcomes from baseline assessments indicated that in the majority of cohorts children’s learning has regressed. There were significant issues noted with basic punctuation skills in writing. The ability for rapid recall of basic number facts and application of skills was poor in Maths. In reading, most pupils did not regress in their learning and assessments indicated that the majority retained the information previously taught. A small proportion of pupils who engaged with phonics in lockdown made progress.

**Barriers to future attainment**  
Barrier Desired outcome

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Barrier** | **Desired outcome** |
| **Teaching priorities** | **A** | Elements of high-quality teaching are not consistently present in our remote offer. | All staff receive training on the use of Seesaw to promote teaching opportunities as and when appropriate including feedback. High quality teaching will be evident if and when children/staff are required to work from home. Monitoring will indicate elements of HQT and feedback in the event of a period of home learning. |
| **B** | Home learning can be developed further to improve access to learning at home for all pupils. | A strong remote learning offer is in place. New and refurbished hardware is available to ‘loan’ where families struggle to access online learning. All staff are trained in the use of Seesaw. All staff use Seesaw regularly within the classroom to develop staff and pupil confidence. Weekly homework activities are uploaded to Seesaw and feedback to pupils given accordingly. |
| **C** | High quality assessment for learning practice and the use of learning journeys needs to be more effective. | Classroom practice routinely includes open ended questioning, quizzing, multiple choice questions, with the findings used to inform ongoing teaching. Learning journeys reflect assessment for learning and demonstrate how teachers plan for individual pupils/groups to keep up and catch up.  Clear intervention plans indicate an additional offer to groups and individuals to support them catch up. Data analysis and Intervention records indicate the success of the catch up tasks. |
| **Targeted academic support** | **D** | Only a small proportion of pupils (approx. 20%) engaged with the majority of online learning materials provided during the summer term. This has resulted in some pupils working well below ARE. | Pupils make accelerated progress in Reading, writing and Maths from their starting points at the beginning of the autumn term |
| **E** | Some pupils had limited access to reading materials during the summer term and therefore, their reading attainment is lower than expected. | Reading skills are much improved and rapid progress in reading is demonstrated on a termly basis. |
| **Wider Strategies** | **F** | Reduced attendance slows engagement and progress | Attendance patterns are positive Support is provided to families as required from our School Attendance Officer and SLT as well as the school nursing team |

**Teaching priorities for current academic year** i.e. Professional development, recruitment and retention, support for early career teachers   
Barrier Action Desired Evidence source Cost Baseline data Person Impact/ evaluation (autumn, outcome responsible spring, summer)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Barrier** | **Action** | **Desired Outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| **A** | All staff receive training on the use of Video recording apps to enable pre-recorded teaching as and when appropriate. | All staff are confident in using Seesaw/Video apps for remote teaching.  All staff can provide the same standard of HQT through our remote offer. | ‘Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.’ (EEF Rapid Evidence Assessment – distance learning) | Video app training – free in house | Staff currently use Seesaw to connect with pupils but not parents | CB | Autumn term  Video recording and editing software has been carefully chosen to ensure staff can become familiar with it quickly and easily. New iPads purchased for class teachers and support staff to aid this.  Spring term  All staff have now been trained in recording, editing and uploading videos to Seesaw. Daily videos added for pupils and to support parents with their remote learning daily during lockdown. |
| **B** | CPD provided for staff on the effective use of Seesaw for teaching and learning. Children are trained in its use.  Parents/carers are made aware of Seesaw and how it can support home learning. | Seesaw is in place and staff, pupils and parents can use it effectively.  Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys)  Devices are available for families to loan in order to support home learning | ‘ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.’ (EEF Rapid Evidence Assessment – distance learning) | Seesaw training update - £100  Seesaw for Schools Package - £450  Devices – £1000.00 | Staff use seesaw currently in school – most children can access this efficiently in school | Mr P (Training)  CB | Autumn term  Seesaw training completed for all staff. Staff regularly use the software to upload homework, weekly speed sounds and a weekly story. Parent workshop completed to show how to use Seesaw. Uploaded to social media.  Spring term  Seesaw for Schools package purchased and pupil accounts merged. School Chromebooks shared with x7 families to support home learning. X50 30gb SIM cards received from Vodafone but couldn’t be used by parents without a dongle. As school is an infant school not eligible for these devices. |
| **C** | All staff receive refresher training in intervention support | Intervention groups reflect assessment for learning  Intervention plans indicate the additional support on offer for pupils to catch up. | Small group intervention has a positive impact on pupil outcomes +4 months and feedback +8 months  (EEF Teaching and Learning Toolkit) | Intervention support CPD - £500  English Hub support - funded | Focus on keep up and catch up | JC  JF | Autumn term  Focus on RWI 1:1 interventions for the lowest 20% of learners. Assessments updated half-termly and pupils changed according to assessment.  Spring term  Identified pupils sent additional tasks during lockdown as part of remote learning. Pupils in school received additional support by staff in school. |

**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support   
Barrier Action Desired outcome Evidence source Cost Baseline data Person Impact/ evaluation (autumn, spring, responsible summer)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Barrier** | **Action** | **Desired Outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| D | September baseline assessments have identified children in need of support in R, W and M. as well as speaking listening in EYFS.  Staff to identify interventions for all identified pupils – basic skills.  Targeted support provided from TA’s | Progress is accelerated termly to ensure pupils can access age-appropriate learning materials.  Gaps in learning are quickly identified and intervention provided to allow children to ‘catch up’ | Small group tuition has a positive impact on pupil outcomes +4 months and feedback +8 months  (EEF Teaching and Learning Toolkit) | TA’s time to be used effectively to support learning through focussed intervention groups  Learning apps to support Maths £1000  NELI Intervention, staff CPD and supply costs - £5000 | Determined from baseline assessments completed September 2020 | JC  MMcD | Autumn TA’s timetabled to provide interventions on an afternoon. Small groups complete a wide range of interventions focused on basic skills. EYFS staff trained in NELI intervention.  Spring Maths apps investigated by Maths lead – various trial versions downloaded to begin in Summer term. NELI delayed as pupils not in school. |
| E | Additional reading Intervention with identified pupils.  Baseline data from September and ongoing half-termly reading assessments by Reading leader.  Improve quality of early reading materials. | Reading skills are much improved and rapid progress in reading is demonstrated on a half-termly basis | Education Endowment Fund Teaching and Learning Toolkit:  Feedback (+8) 1:1 Tuition (+5)  Reading Comprehension Strategies (+6)  Teaching Assistants (+1) | TA’s time to be used effectively to support learning through focussed intervention groups  Online Reading library to support reading £650.00  Phonics App - £80 | Determined from baseline assessments completed September 2020 | JC | Autumn Pupils read in class to support staff as often as possible as well as reading at home. Early reading support focused on Set 1 sounds and blending orally.  Spring  Pupils use the online library to access appropriate texts during remote learning. Staff send links to specific books to ensure texts are accurate. |

**Wider strategies** i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.   
Barrier Action Desired outcome Evidence source Cost Baseline data Person Impact/ evaluation (autumn, spring, responsible summer)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Barrier** | **Action** | **Desired Outcome** | **Evidence source** | **Cost** | **Baseline data** | **Person responsible** | **Impact/ evaluation (autumn, spring, summer)** |
| F | Support provided for families to improve attendance  Support provided where parental anxiety is impacting on pupil attendance  Attendance toolkit measures are implemented by admin Attendance Officer and SLT  Zones of Regulation CPD delivered.  Zones of Regulation CPD actions implemented and evident in all classrooms across the school.  Mental Health Trailblazer CPD attended by Mental Health Champion, CB | Positive impact on identified pupils’ attendance  Positive impact on identified SEMH pupils’ emotional wellbeing. | Improved parental engagement can have a positive impact on outcomes +3 months  (EEF Teaching and Learning Toolkit)  Behaviour Interventions (+3)  Social and Emotional Learning (+4)  Metacognition and Self-Regulation (+7) | £200 travel expenses  COL credits for ZoR CPD | Autumn Term 1 attendance data used to inform targeted intervention | CB & AC  JF | Autumn Attendance in school is higher than both local area and national despite Covid difficulties.  Spring Zones of regulation CPD booked – awaiting date of training. Pupils who are eligible to attend are challenged if they are not attending school. Mental Health Trailblazer CPD completed. Mental Health worker booked to visit each class x1 morning session per week on full return to school. |

Overall cost of actions taken:

|  |  |  |
| --- | --- | --- |
| **Barrier** | **Action/Resource** | **Cost** |
| A | Video app CPD | £0 – in house |
| B | Seesaw training Seesaw for Schools Package Devices to support home learning | £150 £450 £1000 |
| C | Intervention support CPD English Hub support | £500 Fully funded |
| D | Maths Learning app NELI subscription & CPD & staffing costs | £1000 £5000 |
| E | Phonics Play Subscription Oxford Reading Library | £80 £650 |
| F | Staff travel expenses Zones of Regulation CPD | £250 COL Credits |
| **Total** | | £9080 |

**Additional funding supporting provision**

Pupil Premium funding will be used to cover the cost of the attendance admin worker. It will also be used to support the purchase of technology/devices and apps to support classroom based and remote learning for children across all phases and make up the deficit in CUP funding.

**Governance – monitoring the effectiveness of the Catch Up Premium Strategy**

|  |
| --- |
| **Governors involved:**  – Chair of Governors; Mrs D Halton-Cason – Vice-Chair of Governors; Mr S Dodd |
| Committee meeting dates Autumn: December 2020  Spring:  Summer: |
| **Autumn monitoring summary:** Governors showed an increased understanding of how the school intends to spend the premium funding. Governors made note that the premium statement needed updated to reflect the changes discussed. |
| **Spring monitoring summary:** Governors noted the improvements made to the catch-up premium. It was positive that the remote learning opportunities were improved significantly from last year and the efforts made from pupils in completing online tasks was very positive. The use of pre-recorded videos was positive as it allowed families with limited time/devices to support older pupils with online ‘Live’ lessons first followed by supporting the younger children with pre-recorded lessons in their own time. |
| **Summer monitoring summary:** |