**Weald CPS: 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.

**Payments**

This funding will be provided in 3 tranches: an initial part payment in Autumn 2020, based on the pupil headcount from the October 2020 census; a second grant payment in early 2021 and a further payment during the summer term of 2021.

Although 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**)

<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 context 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 19/11/20**

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

**Context of the school and rationale for the strategy**

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| Number of pupils at Weald CPS | 147 |
| COVID-19 Catch-up Premium (No. of pupils X £80.00) | £ 11,760.00 |
| Date of policy | 1st October, 2020 |
| Review date of policy | N/A |
| Statement created by | David Pyle |
| Governor Lead | Sally Jones |

Pupil Premium children constitute 12.2% of the pupil body; SEND children with EHCP account for 1.4% and SEND with support 4.1%. Pupils come essentially from an affluent area (Weald, Sevenoaks, Hildenborough and the surrounding villages) but with significant pockets of social housing and deprivation.

Parental feedback during the first period of Lockdown (March – June 2020) identified a high level of engagement with the online learning and communication platform (Teams) although it was evident towards the end of this period that parents and children were becoming increasingly stressed owing to the demands of home learning. Parents were experiencing difficulty in supporting their children’s schooling alongside their own work commitments. This was especially pertinent where there was more than one child in the family. Some children struggled to understand the COVID-19 pandemic and were worried for themselves and family members and friends, some of whom they had not seen for an extended period of time.

From March to June 2020, children of Key Workers and Vulnerable children continued to attend school. From 1st June, the majority of Reception and Year One children returned to school for the mornings only and the children of Key Workers and Year 6 children returned to school on a full timetable. From 27th June, all year groups returned to school on a half timetable with the exception of Year 6 children who followed an 85% timetable, deemed to be critical in ensuring a smooth transition to secondary school.

These arrangements and the related risk assessments were received extremely well by parents who expressed their gratitude to the school for its strategic planning and operational efficiency.

The September **baseline assessments** identified the focus children for COVID-19 Catch-up Premium interventions: see **Weald** **CPS** **Assessment Data Pack: October 2020.**

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| **Barrier to learning** | **Desired Outcome** | **Targeted support** | **Monetary cost** |
| Children worried; confused about current situation. They have not re-socialised. | Children feel safe and happy in school. They rediscover good listening skills and learning habits. They develop positive relationships with peers and staff. | 1:1 support from Learning Success Team.  Pastoral support from staff.  Counselling through Fegans.  Circle Time discussions  TA support in classroom. |  |
| During Lockdown online learning, technology was inadequate and children’s ability to complete work (independently and unsupervised) was compromised. | Children are able to access learning through Teams (online platform) or hard copies. Teachers are able to assess progress more easily. | Loan of tablets/lap-tops to vulnerable children.  Provision of hard copies of work assignments.  Identification of gaps in learning and teacher and TA support to effect catch-up. | Teams online learning and communication platform.  £4600.00 |
| Some children did not access much home learning during Lockdown and, as a result, are working below Age Related Expectations in Reading, Writing & Maths. | Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.  Children make good progress from their individual starting points in Writing and Maths. | Differentiated teaching and learning strategies within the classroom.  Specialised small group interventions e.g. Read, Write, Inc. phonics.  Increase in TA hours. | £2000.00 (estimated) |
| Low level behaviour issues: tension between children; intolerance; unkindness. | High standards of behaviour and attitudes to learning. Children taking responsibility for their actions. | Consistent application of Behaviour Management practices; emphasis on role-modelling; reparation of relationships and liaison with parents.  Refinement of staff supervision for SEND children. |  |
| Some children have not received an adequate level of parental care during Lockdown. Consequently, a rise in the number of child protection interventions/referrals. | All children enjoy a high level of welfare: nutritious diet, well-dressed, clean, warm and comfortable housing. Feel safe, secure and happy. Free of abuse. | Engagement with and guidance from the Learning Success Team.  Referral to Kent Children’s Services for Early Help/involvement of Family Support and other external services.  Heightened staff vigilance. |  |
| Some children have not exercised adequately during Lockdown with concomitant negative impact on fitness and mental well-being. | Children enjoy long periods of daily exercise. Positive impact on mental well-being and attitudes to academic work. | PE and Sport as part of the wider curriculum.  Additional fitness routines e.g. walk a mile.  Break-times: informal play.  Other physical activities e.g. Forest School.  Mental Health training from PE Sprint. |  |
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| **Efficacy of Targeted Support: December 2020** | **Efficacy of Targeted Support**  **April 2021** | **Efficacy of Targeted Support**  **July 2021** | **Break-down of expenditure** |
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