

Montalbo Nursery and Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 15.09.20

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)

School Overview

Number of pupils in school YR – Y6	178
Proportion of disadvantaged	24.1%
Catch-up Premium allocation (No. of pupils x £80)	£13420
Publish Date	October 2020
Review Dates	Dec 2021/March 2021/June2021
Statement created by	Mr Minikin
Governor Lead	Rachel Twedde

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

Montalbo Nursery and Primary School is a growing school. Pupils come from a diverse catchment from all parts of Barnard Castle, Startforth and surrounding villages and farms. We have a growing percentage of children categorised as disadvantaged (25%). A parental survey of home learning had mixed responses with barriers identified as technological such as appropriate devices or internet capability, parental time available to support home learning especially with working families or with families with more than one child.

From March to June, children of Key Workers and Children supported by social services continued to attend school. The maximum number of children who attended each day was 18. From June and the wider reopening, ½ Nursery children returned, most of Reception, most of Year 1 and less than half of year 6 returned. From September 2020, attendance has been high (97% until the end of September). All children with a social worker attended regularly from March and other disadvantaged children attended when their year groups were allowed, as per instructions sent to school.

*Reports from parents said that some children had struggled to understand the situation, were worried for themselves and family members and had not seen friends for an extended period of time. Some children who had not been in school had not made much academic progress since March or had regressed as identified in **September baselines which are summarised below:-***

	Reading	Writing	Maths
Reception	Age related - 83%	Age related - 97%	Age related - 93%
Year 1	Age related - 59%	Age related – 38%	Age related 62%
Year 2	Age related - 66%	Age related – 66%	Age related 66%
Year 3	Age related - 70%	Age related – 38%	Age related 62%
Year 4	Age related - 89%	Age related – 83%	Age related 89%
Year 5	Age related - 70%	Age related – 70%	Age related 70%
Year 6	Age related - 77%	Age related – 69%	Age related 50%

From this data, the following objectives have been set. There are 3 adults each in EYFS, Y1 and Year 2 to support rapid progress.

Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	Some children are worried and do not understand the current situation. They have not socialised or have not been exposed to classrooms for an extended period	Children feel safe and happy in school. They rediscover good listening skills and learning habits. They develop positive relationships with peers and staff
	B	In case of remote learning being necessary, technology available at home was not adequate and children's ability to complete work independently (unsupervised) was not completed by some children	Children are able to access hard copies of all work. Teachers will be able to assess progress more easily and who is not accessing home learning, trying to overcome further barriers.
	C	Feedback on children's progress limited to families who emailed teachers.	A strong remote learning offer is in place. Weekly homework activities are uploaded, but also given as hard copies to parents each week. Feedback to pupils given accordingly.
Targeted academic support	D	Some children did not access much home learning and as a result are working below ARE in Reading	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	E	Some children did not access much home learning and as a result are working below ARE in Writing	Children make rapid progress from Autumn term starting points
	F	Some children did not access much home learning and as a result are working below ARE in Maths	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
Wider issues	G	Some children have not done as much exercise during lockdown, due to a number of factors	Increase opportunities for physical activity in curriculum time and play.
	H		
	I		

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	All staff to receive CPD in relation to well-being programme for schools.	All staff are equipped for early recognition of children's mental health needs. The curriculum is adapted for the needs of the children Improved children's wellbeing Improved staff wellbeing Improved parents wellbeing	The Wellbeing Award shown to improve wellbeing of pupils, parents and staff.	£2500	<i>Determined from pupil surveys, gathered during award process</i>	Mrs Bartoli	Begin Autumn 2, measure impact end of Spring/Summer and during
B	Staff supported through further resources provided to allow more successful home learning and work in school	Children complete home learning more often. Work in school is supported by latest useful resources	Home learning guide EEF Pupils practising strategies and skills repeatedly, to develop independence.	Resources Twinkl £590 Target Maths £100 Classroom secrets £240	Staff have baseline from formative assessments made in Sept 2020	Teachers	Termly and if remote learning was needed
C	Feedback on children's progress limited to families who emailed teachers.	Teachers can assess progress and respond to work more easily	Feedback shown to have the most positive influence on pupil progress (Shirley Clarke)		Determined from assessments made at the start of the autumn term	Teaching staff	Every session. Weekly if remote learning needs to take place.

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	Levelled reading books purchased to support additional measures	Children will read widely and often	Education Endowment Fund Teaching and Learning Toolkit:	£2000	Determined from assessments made at the start of the autumn term	Miss Richardson	Autumn 2020
	Lending library for both fiction and non-fiction books	Children will make good progress from their starting points		£400			Sept Lending library software purchased – barcodes need adding
	Reading assessments system refined using new materials	Lower attaining readers will close the gap towards age related expectations.		£500			Sept - New reading assessment scheme purchased
	Class texts (one each) purchased each half term for Y2-6	Children will develop a love of reading		£5430			Autumn 1 class texts purchased
	Guided reading sessions every day for Y2-6						Taking place (assessments at the end of each term)
	Children in appropriate RWI groups within bubble			£500			Taking place (assessments at the end of each half term)
	Support reading of lowest 20% of readers with			£280			1:1 reading begun; additional phonics support for new arrival

	targeted interventions						
E	<p>Children's basic writing skills are improved through regular practice</p> <p>Children's spelling improves through regular practice (RWI)</p> <p>Children write at length across the curriculum Targeted support where need identified</p>	Children make good progress in writing from their starting point	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	£200	Determined from assessments made at the start of the autumn term	Miss Richardson	Autumn 2020
F	<p>Separate Mental Maths session each day</p> <p>Maths Mastery activities enabling all learner to attempt fluency, problem solving and reasoning questions</p> <p>Targeted support where need identified</p>	Children make good progress in Maths from their starting point		Classroom secrets £250		Mrs Newton	Autumn 2020

Wider strategies

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	Some children have not done as much exercise during lockdown, due to a number of factors	Children will be more active to improve physical health and fitness	Much research eg. Healthy Schools Article ' The Importance of physical activity and aerobic fitness for cognitive control and memory in children '	Additional play equipment for bubbles £430	Observations/ Conversations with children	Miss Richardson	Autumn 2020

Governance – monitoring the effectiveness of the Catch Up Premium Strategy

Governors involved: – Chair of Governors;– Vice-Chair of Governors;– Head Teacher
Committee meeting dates Autumn: 30 th September Curric and Standards Spring: tbc Summer: tbc
Autumn summary Governors questioned the impact of school closure and areas of school where standards were not as high as usual such as attainment in Year 1 and 2. Much of this data is that the children were unable to complete their phonics programme in the usual way. As a result, additional phonics work will take place in the Autumn term. Maths in Year 6 was also discussed and Maths Mastery is being delivered in that class, with an experienced and outstanding teacher, who will ensure children receive additional support to close gaps missed by the closure.
Spring summary
Summer summary