

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	Danemill Primary School				
Total number of pupils	401	Number of PP Pupils	80	Total Funding budget	£32,880

2. Barriers to future attainment based on rigorous assessment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech, Language & Phonics development in EYFS / KS1
B.	Gaps in learning – Maths, Reading, Writing incl Grammar
C.	Wellbeing / loss of pro-social skills as a result of extended time out of school
D.	Teacher access to and knowledge of IT / application to blended learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Access to devices for online learning – partial school closures
F.	Parental support with online learning – partial school closures
G.	Attendance – below school average for PP and some SEND pupils prior to lockdown

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	<ul style="list-style-type: none"> Assessment & screenings used to identify gaps and support needs in Speech, Language and Early Reading / Phonics 	<ul style="list-style-type: none"> All pupils in EYFS will have been screened for SALT need 1:1 Phonics interventions will have taken place SALT referrals and intervention will have taken place

	<ul style="list-style-type: none"> Phonics scores will be in line or above National Levels for pupils in years 1 and 2 EYFS will have closed the gaps in phonics and be in line with expected levels EPIC SALT screenings will identify pupil needs and support targeted intervention 	<ul style="list-style-type: none"> All pupils in years 1 and 2 will achieve the expected phonics score EYFS Phonics outcomes will be in line with expectations
2.	<ul style="list-style-type: none"> Assessment used to identify gaps or missed learning due to extended closures during lockdown Teacher use this information to plan subsequent lessons and identify targeted interventions needed to close the gaps 	<ul style="list-style-type: none"> Pupils complete assessments in R,W,M, Phonics, spelling, SALT screens and baselines – according to key stage Gaps in learning are identified & addressed through QFT and interventions (recorded on class provision maps) Pupils on track to meet individual targets by the end of 20.21 academic year
3.	<ul style="list-style-type: none"> Bespoke blended learning approach is in place Interventions in place to ensure that Gaps in RWM are be accurately identified and closed. 	<ul style="list-style-type: none"> All pupils provided with the opportunities needed to work towards closing gaps from missed and forgotten learning due to COVID-19, including during further partial closures
4.	<ul style="list-style-type: none"> Teachers are appropriately equipped with IT needed to provide blended learning opportunities Teacher are confident when using IT and learning packages & online platforms to support blended learning and interventions.at home and at school 	<ul style="list-style-type: none"> Staff have completed CPD in Microsoft TEAMS, Century and other blended learning platforms as needed Blended Learning champions cascade training to other staff Staff apply this knowledge to support and inform teaching and learning in class, with interventions and with home learning.
5.	<ul style="list-style-type: none"> Remote learning can be accessed at point of need, ensure that, where possible, all pupils have access to digital technology 	<ul style="list-style-type: none"> Pupils will be able to access remote learning at point of need during self-isolation or further local/national lockdowns
6.	<ul style="list-style-type: none"> A bespoke curriculum is in place and ensures that transition between remote and school-based learning supports pupil wellbeing and re-development of appropriate pro-social skills 	<ul style="list-style-type: none"> Pupils have accessed Bounce Back materials during transition back to school as whole class focus Small group and individual additional support is available through ELSA support Wellbeing is actively monitored in pupil Teams
7.	<ul style="list-style-type: none"> Improved engagement and attendance for PP and other vulnerable pupils 	<ul style="list-style-type: none"> ELSA / FSW / SEND support in place and available in school and in the event of partial closures Attendance in line with or above school target (96%)

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.

i. 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?
Use assessment to identify gaps or missed learning due to extended closures during lockdown	Effective diagnostic Assessments for all pupils to identify gaps and impact of COVID-19	To identify what learning has been forgotten due to extended absence from the classroom and material that hasn't been embedded in long term memory – EEF Guide to supporting school planning.	Staff to compile assessment data to share with SLT Pupil progress meetings	Class Teachers LH/KE/EH JH/TL	WB: 5 th October then half termly in line with DSAT Assessment Calendar
Teachers are equipped with and confident when using IT and learning packages & online platforms to support blended learning and interventions at home and at school	Development of technology available to staff. Targeted CPD for staff in Microsoft and Century Maths. Teachers to become experts in TEAMS apps to use with blended learning	Initial training and follow on support should be used to develop teacher confidence in using TEAMS, Century, Tapestry and other packages for use in blended learning – EEF Guide to supporting school planning.	Staff meeting time dedicated to Microsoft Teams, Century, Tapestry and other blended learning platforms CPD cascaded amongst the teaching and support team as appropriate to Key Stage Successes and development points shared with staff.	JH/TL	Onset of Autumn term, Half termly reviews
To use a bespoke blended learning approach to ensure that transition between remote and school-based learning supports pupil wellbeing.	TEAMS used as platform for interventions, homework and in class to prepare for future lockdowns – pupils prepared for use at home by in-school training	Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework, retrieval practice, diagnostic tools and fostering independent learning – EEF tiered approach	Demonstrate new TEAMS channels for pupils and the apps to be use - monitor pupils use in school and through homework engagement. Schedule regular opportunities for using blended learning in school, including scheduling of IT equipment to ensure equity.	Class Teachers Middle Leaders SLT TL/JH	Regular homework reviews Half termly reviews of in school use of teams in learning
Total budgeted cost					£5500

Teaching Checklist	Check
Is there a logical and well-sequenced plan to support and sustain high quality teaching?	✓ MTPs, progression maps, White Rose adapted blocks
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?	✓ CPD in place / planned
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)?	✓ All available spaces in use
Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?	✓ Planned into Staff Meetings

ii. 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?
Bespoke blended learning package of teaching and interventions to ensure that identified gaps in RWM will be identified and closed.	PP LSAs to deliver interventions based on the targeted academic support that is needs. Targeted curriculum based on missed and forgotten learning. Century Maths & English support for pupils – through in school training on TEAMS, Century and other school platforms.	The best evidence indicates that that great teaching is the most important lever schools have to improve outcomes for pupils – EEF tiered approach	INSET training for all staff before children return to school Assessment based focus to set interventions and planning moving forward to close the gaps Regular support from Blended Learning Champions, Middle Leaders and Lead professionals	JH/TL PP LSAs/HO'C /DH Middle Leaders SLT	Half termly reviews following initial assessments and pupil progress WB:5.10.20

<p>Assessment & screenings used to identify gaps and support needs in Speech, Language and Early Reading / Phonics Phonics scores will be in line or above National Levels for pupils in years 1 and 2. EYFS will have closed the gaps in phonics and be in line with expected levels EPIC SALT screenings will identify pupil needs and support targeted intervention</p>	<p>Phonics, Speech and Language interventions to be delivered by fully trained staff including teachers and LSAs. SALT screening leading to referrals to NHS and EPIC and to identify targeted sessions / therapy needs</p>	<p>The use of TAs / LSAs to deliver high quality interventions which complement the work of the teacher is a best bet and a powerful way of mitigating any impacts of the time away from school and see the positive gains for pupils – EEF tiered guide</p>	<p>Continuous monitoring of interventions by regular meetings with teachers Pupil Progress meetings Ongoing assessment through low stakes quizzing, formative assessment and half termly phonics assessment.</p>	<p>Class teachers EH AH/LH TL/JH</p>	<p>Half termly reviews following initial assessments and pupil progress WB:5.10.20</p>
<p>Interventions in place to ensure that Gaps in RWM are accurately identified and closed</p>	<p>Reading, Maths and Writing support and interventions are in place and delivered by fully trained staff including teachers & LSAs</p>	<p>The use of TAs / LSAs to deliver high quality interventions which complement the work of the teacher is a best bet and a powerful way of mitigating any impacts of the time away from school and see the positive gains for pupils – EEF tiered guide</p>	<p>Continuous monitoring of interventions by regular meetings with teachers Pupil Progress meetings Ongoing assessment through low stakes quizzing, online platforms, diagnostic tasks, formative and summative assessment</p>	<p>Class teachers JH/TL</p>	<p>Half termly reviews following initial assessments and pupil progress WB:5.10.20</p>
Total budgeted cost					£12,500

Targeted Academic Support Checklist	Check
Are we using relevant and rigorous data to ensure targeted interventions are appropriate?	✓ Baseline & ongoing
Are our school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?	✓ EPIC training available
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)?	✓ all areas brought into use
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?	✓ APDaRs, ICOs, access to reports, advice some SENCo & ELSA / FSW

How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision?	✓ skill sets of staff considered, overseen by Inclusion lead
How are supportive relationships with an adult in school developed for pupils with SEND?	✓ ELSA/Pastoral Team / SENCo, support for CTs as needed

iii. 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?
To use a bespoke curriculum to ensure that transition between remote and school-based learning supports pupil wellbeing.	Bounce Back curriculum ELSA and support from Pastoral Team for all PP, SEND and vulnerable pupils ELSA support on new class TEAMS channels	A common misconception can be that wellbeing and social emotional learning is separate from academic, curriculum-based learning. It is essential that this is focus to ensure that transition to school is smooth through potential continuing school closures - EEF tiered approach	Bounce Back planning Books monitored by SLT ELSA support notes Use of CPOMS to record initial concerns and ongoing work	Teachers Inclusion Team/ ELSA / FSW/ LH JH/TL	Weekly – staff meeting reviews Daily checks on CPOMS Half termly checks
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Parental tech support – packages created to ensure that parents are able to access online learning materials – targeted support with devices	Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being the full time teacher. EEF tiered approach	Parent survey to identify training needs, device requirements and ensure that they are acquired. Sessions for parents delivered by BLC staff in a range of methods. DSAT IT helpdesk Monitoring by SLT	Teachers SLT DSAT Team	Parent surveys completed each half term
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Devices provided to support those pupils who do not have access to devices at home	They need to require devices to be able to access learning. The EEF reports that 79% of students require a digital device for over half of the work provided by schools.	Parent survey to identify training needs, device requirements and ensure that they are acquired	Teachers SLT DSAT Team	Parent surveys completed each half term

Engaging children and families so they are invested in improved engagement with attendance and learning at school and at home	ELSA / FSW time focused on support needs of children and families. Early intervention where lack of engagement / dropping attendance, using supportive tiered approach. HT to work closely with the EWO.	Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being the full time teacher. EEF tiered approach	ELSA and FSW support logged and monitored on CPOMS Monitoring of attendance by Attendance officer & liaison with EWO	ELSA / FSW SLT	Daily checks on CPOMS Attendance reviews half termly (more often where concerns identified)
Total budgeted cost					£14,000

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?	✓ Identified through surveys
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?	✓ Personalised approach to support, beginning with class teacher
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?	✓ Coaching support for early career staff, modelling from SLT / MLT
Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents?	✓ Existing platforms (Tapestry) supplemented by TEAMS, email (class and school) and telephone contact

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