

# ASHURST CE AIDED PRIMARY SCHOOL

## Catch-Up Premium Strategy 2020-2021



Summary Information			
Number of children in school YR - Y6	50	Catch-Up Premium allocation (No. of children x £80)	£3,920
Date of most recent review by: Governor Lead - Mrs Mandy Kilham	November 2020	Date of next internal review of this strategy	March 2021
Written by: Mrs T Clarke			June 2021
Funding allocation			
<p>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. This funding will be provided in 3 tranches. Schools will be provided with an initial payment in autumn 2020, based on the October 2020 census.</p> <p>The second grant payment will 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.</p> <p>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.</p>			
Use of funds			
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over previous months, in line with the guidance on curriculum expectations for the next academic year (See also EEF - School Planning Guide 2020-2021).</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>			
Accountability and monitoring			
<p>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 quick as possible.</p> <p>Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance governors 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.</p> <p>(DFE guidance - Coronavirus (COVID-19) catch-up premium)</p>			



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

Ashurst Church of England Aided Primary School is a small rural village school. Currently we operate 3 classes with 50 fulltime children., presently 6% children are in receipt of pupil premium funding. We strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable children.

We ensure that appropriate provision is made for children who belong to vulnerable groups, ensuring that the needs of such children are adequately assessed and addressed. All our work through the Catch-Up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning.

Teachers are currently undertaking assessments as children return to school, in order to determine if children's learning has regressed. As a school, we have decided that to support the needs of the children at Ashurst C of E Primary School we will use this funding to employ two very experienced teachers for weekly additional interventions.

The teachers employed are the school's part-time teachers and are known to the children and staff. Using our rigorous assessment and tracking system, at each data point, children will be signposted as requiring support as they have been assessed as needing extra support to close the gap.

The class teacher will set targets and will liaise with the intervention teachers to ensure that at least good progress is made. Each child's progress will be assessed and tracked and the impact of this extra intervention will be analysed and assessed by the Co-Headteachers at each data point.

#### Key Priorities around catch-up following Covid-19

- Identify and address the gaps in Maths and English in all Key stages through focused interventions.
- Address social, emotional and mental health (SEMH) difficulties for an identified group of children which is having a negative impact on their academic progress.
- Every child will be assessed at data points throughout the year and following gaps analysis will be given targeted support when they need it.
- Those children identified as being 'academically behind' due to lost learning, close the gaps within targeted areas of learning.



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Action	Steps	Funding	Monitoring	Timings	Impact
Small group tuition	Weekly catch up tuition for groups of up to 4 children by experienced teachers over a 5-week period. In groups of no more than 4 children - working on similar concepts that is assessed. Interventions will focus on Reading, Writing and Maths	2 teachers x 5-week half termly blocks over the Autumn, Spring and Summer terms £3,200 (est)	Tight planning in place - leaders hold teachers to account after each set of 5-week sessions.	KS1 5 weeks of 2-hour small group interventions KS2 5 weeks of 2-hour small group interventions	Individuals and groups to have made more than expected progress within the year to get them to the expected standard.
Pupil mentoring	Some children who are in years 5 and 6 need support with their learning styles. Weekly meeting with Co-Headteachers to discuss progress and set targets each week related to work.	Co-Headteachers	Weekly meetings for children	Weekly	All children will be encouraged to access their learning and achieve.
Same Day Intervention	Same Day Intervention will focus on children in class who have misconceptions about what has been taught. The class teacher /TA will follow up learning with a small group of children each day- subject focus. This could also be used to pre-teach concepts for the next day.	Class Teachers	The impact on learning of same day interventions will be evident in subject books.	Daily intervention as needed	Children will 'keep up' with their peers and the expectations for learning. pre-teach concepts for the next day.
Resources	Resources are able to be purchased to support interventions	£243.77		Ongoing	Resources are available as needed to support learning in all year groups for intervention groups.



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Assessment	<p>An informal assessment week was completed in the first half of the school year to identify gaps in learning and for this to be used to inform future planning across all year groups.</p> <p>Assessment data will be collected in December for all year groups and input on school tracking.</p> <p>This will be analysed by Co-Headteachers and key headlines shared with all staff to identify next steps in learning and where targeted interventions are needed for each year group.</p>	Co-Headteachers	<p>Planning scrutiny by Co-Headteachers and teachers will show that staff are addressing 'gaps' in learning, e.g. termly assessments, intervention group feedback, staff meetings</p>	<p>Termly data assessment and analysis</p> <p>Half termly planning scrutiny</p>	<p>Areas to address for planning will be identified to ensure gaps in learning are addressed.</p>
<p>Behaviour for learning</p> <p>(SEMH)</p>	<p>Establish expectations in class and the new 'normal' for school to ensure children are ready for learning.</p> <p>Identified barriers for learning to be supported, e.g. pre-teach activities. Timetables, planning and children's work will be reviewed by Co-Headteachers to ensure coverage. Questionnaire for staff wellbeing in the autumn term.</p>	<p>Class teachers</p> <p>Co-Headteacher's</p> <p>Governors</p>	<p>PSHE is being taught in all year groups across the school and children's wellbeing is the focus of this.</p> <p>(Jigsaw)</p>	Half termly	<p>Children's wellbeing remains a priority across the school impacting positively on learning.</p>

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