



Catch-up Premium funding plan strategy 2020-2021

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

Who is entitled to Pupil Premium Funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Following the second closure January to March 2021, some changes were made to the plan. The school continues to regularly review pupils needs and any allocation of additional funding that comes in under the Catch-up agenda.

Statement of intent

We at Somerville Primary School believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and none disadvantaged backgrounds, now or continue to require additional support in order to ensure they get the best possible outcomes. Therefore, we will use all the resources available to us to help children reach their full potential, including the use of additional continued use of pupil premium grant (PPG).

How is the funding used?

Guidance states (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) 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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Somerville Primary School Catch-up Premium Grant 2020-2021

Funding information	
Academic year	2020-2021
Total number of pupils on roll	497
Amount received per pupil	£80
Total received	£42,920 (this does not include the additional funding announced by Gavin Williamson at the end of Feb 2021).
Governor lead	Gill Bain

How we make decisions at Somerville Primary School regarding the use of the pupil premium?

In making decisions on the use of the premium, we will focus on approaches that:

- Use evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Raise aspirations through access to high-quality educational experiences
- Promote pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Ensure children emotional health and well being are supported to the highest levels, enabling them to best access academic learning
- Are for all year groups not just those in key end points
- Are for the more able, not just those falling behind their peers.

A tiered approach to PPG spending

We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed, short, medium and long term. Spending priorities are as follows (Detailed expenditure plan outlined later in this document):

1: Teaching

2: Targeted academic support

3: Wider strategies

1.Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development, impacting on Wave 1 practice at minimum
- CPD to maximise curriculum strategy, depth and delivery (If and where appropriate following developing assessment throughout the year)

2.Evidence shows that targeted support has a positive impact and is a key component of effective Catch-up. We spend the Premium on targeted support in the following ways:

- Structured interventions (In and out of the class, including after school provision, therefore planned for minimising lost curriculum time)
- Small group tuition from two 'Academic mentors' (5 days a week Jan to July) acquired from Teach First
- One-to-one support

3.Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies such as:

- Behaviour support initiatives e.g. mentors, counselling to enable children to be as emotionally able to learn as possible
- Accessing wider experiences e.g. memorable experiences or residential experiences

Accountability and reporting

- School leaders must be able to account for how this money is being used to achieve the 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.

- The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.
- Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

What are the barriers to our children around their need for catch-up?

The main barriers our children face are around:

- Knowledge of the world, (In particular restricting cultural capital and creative writing)
- Well being/Mental health (Impacting on behaviour, learning and socialising)
- Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing
- Speech and language
- Attendance
- Low aspiration/Learning attitudes & behaviours which can reduce potential attainment across all curricular areas
- Low levels of parental engagement, domestic related issues, social and emotional needs

Many of these pose a greater barrier where a child is both disadvantaged and a boy, in particular if they are also Summer born. Although differences may still remain, **it is clear and evident that without the school taking action to reduce the impact of these barriers, then the gaps would be even wider.**

Therefore at Somerville Primary School we have chosen to use the allocation for the Catch-up Premium (in addition to the pupil premium), under the tiered approach outlined above, in order to diminish the differences, support attainment and progress in the following ways:

Strategy	Costs & Lead staff member	Targets	Success criteria	Spending in action & planned outcomes	Impact measures
1.)School Academic mentor Y4 and Y5	£25,000 COS and ASa	1.1)To support middle and higher ability pupils in maximising progress rates, focussing on gaps and misconceptions in learning	1.1)Employ 2 academic mentors (5 days a week) -Establish timetable and identification of pupils for in class support (Y4 and Y5 Spring term) with agreed pre, initial and post learning approach.	1.1)The academic mentor, is employed purposefully and directly by the school as a member of staff. Gap marking/coaching where teachers have identified early misconceptions in within a child's understanding in a unit . Tackle wider misconceptions and gaps, which need to be supported over a sustained period of time, children will be invited to afterschool club sessions. This will reduce lost learning and narrowing of the curriculum and enable larger misconceptions to be addressed.	<p>Monitoring: This impact will be measured by termly attainment outcomes and progress measures, against individual target set in line with prior attainment.</p> <p>Teachers and mentors will collaborate to review the impact of their work towards this regularly in between the main data capture points.</p> <p>Outcomes: Pupils supported by the academic mentor will have higher rates of success in reducing gaps in understanding and will be able to tackle ARE learning without gaps as barriers.</p>

<p>2. After school booster provision</p>	<p>£21,000 CS and COS</p>	<p>2. To support children with more significant gaps in learning and understanding.</p>	<p>2.1) Identify focus groups and objectives for 15 afterschool booster groups</p>	<p>2. Staff to be approached and organised into Year group teams to support booster sessions.</p> <p>Year group leads to assess which children will need the support from this intervention.</p> <p>Parents to be approached to engage child in the after school booster sessions.</p> <p>Sessions to be organised on at least twice weekly sessions to ensure impact.</p> <p>Commence booster sessions from 8th March.</p> <p>Pupil progress meetings to assess need and changes to cohort required as weeks progress.</p> <p>Teachers to claim using self serve and tabs used by business manager to account for spend.</p> <p>Continuation of in gap missed concept learning. Tackle wider misconceptions and gaps, which need to be supported over a sustained period of time,</p> <p>Additonal children to be invited to afterschool club sessions.</p>	<p>Monitoring: Lesson observations, monitoring, books and pupil progress demonstrates that GD pupil's gaps are being addressed and pupils are appropriately challenged</p> <p>Outcomes: Pupils will return to their previous individual EOT/EOY targets with little or no gaps.</p>
<p>3. Mentoring and wellbeing support.</p>	<p>£12,000 CB and ACr</p>	<p>To support the mental health and well being of all children alongside learning attitudes</p>	<p>3.1) Additional provision supporting our current mentor with another adult</p> <p>3.2) Identify year groups and children that are to be the key focus/pitch</p>	<p>3.Through a series of sessions, children's mental health and wellbeing will be supported with a focus on positive attitude, aspiration, confidence, all of which promote positive learning behaviours which combat affects caused by the Covid</p>	<p>Monitoring: Following a baseline (March 2021) of pupils attitudes and learning behaviour, each phase in the programme will react</p>

			<p>3.3) Establish a bespoke strategy and programme of support to mentor pupils.</p>	<p>19 lockdown alongside any pre-existing barriers.</p> <p>Changes in pupils attitudes will be celebrated and rewarded regularly with tasks set around these as the school adds to its wellbeing offer. This will dovetail with the school RESPECT values and that of our substantive learning mentor.</p>	<p>regularly to pupil voice in order to maximise the impact on pupils attitudes.</p> <p>Outcomes: Pupils attitudes and emotional resilience will increase, providing a clear increase of those who have future aspirations along with a marked improvement in the learning behaviour of those who struggled previously.</p>
4.	£10,920	TBC in Summer 2021 once evaluation of gaps have taken place.	<p>Suggested use:</p> <ul style="list-style-type: none"> • Resources, • Continue wellbeing mentor, • Teacher supply to enable staff release to give further support in class for catch up. • Additional boosters for children where required. 		

<p>5.The reception year early language programme</p>	<p>8.£2500 for TA to lead ED</p>	<p>8.To support children with their communication and language</p>	<p>8.1 Register for the NELI programme and appoint a member of staff to be trained and deliver NELI</p> <p>8.2 assess every child in Reception on the Language Screen app</p> <p>8.3 Ensure results are uploaded onto the Language Screen website</p> <p>8.4 Analyse the results as to who receives the interventions (in line with NELI guidance)</p> <p>8.5 Timetable and begin the interventions for both Welcomme and NELI</p>	<p>NELI involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children’s months after 10 weeks of intervention for specific children.</p> <p>The school has registered for the launch of The Nuffield Early Language Intervention. In preparation as staff member has been identified and their contract extended to enable NELI to be delivered appropriately.</p> <p>This appointment ensures the high-quality, evidence-based, 20-week intervention, designed to improve the language skills of reception age pupils has the desired impact from initial assessment through to completion.</p> <p>The staff member will deliver NELI in addition to Welcomme in order to increase outcomes for early language.</p>	<p>Monitoring: Regular assessments will ensure those targeted pupils are making rapid and sustained progress in this prime area.</p> <p>Outcomes: Those named pupils targeted, will achieve the GLD ensuring the school hits its target of 60%+ achieving the GLD from initially low baseline outcomes.</p>
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Total Spend: £67920