



Phoenix Community Primary School

Catch Up Premium Strategy 2020 to 2021

Catch Up Premium Strategy Statement

School overview

Metric	Data
School name	Phoenix Community Primary School
Pupils in school	207
Proportion of disadvantaged pupils	46%
Catch Up Premium allocation this academic year	£16,640 – (£80 per pupil) paid in 3 tranches of Autumn 2020, Spring 2021, Summer 2021
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	February 2021
Statement authorised by	Chris Johnson
Pupil premium lead	Chris Johnson
Governor lead	Debbie Downey

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)**

Context of the school and rationale for strategy (with specific reference to Covid 19)

- Ashford had a high number of cases of COVID.
- Low level of socio-economic - social housing blended with owner housing
- Our proportion of disadvantaged pupils across the school is significantly higher compared to both a local and national picture at 46% or 97 children in total (2018-19 published data)
- During the Covid 19 crisis the numbers of children eligible for FSM have increased from 76 to 90 (April 2021). Pupil Premium eligibility is now 49% (101 pupils)
- Food bank requests have increased
- Hygiene bank supplies were shared with our more vulnerable families initially (targeted on our vulnerable and as a result of requests after newsletter & website communication) & whole school community later on as it was clear a wide range of families were struggling.
- School opened on the 23rd March for all Key Worker children. Over the course of lockdown we increased the number of pupils to those with EHCPs, our more vulnerable pupils. (open during Easter and half term for pupil well-being)
- A vulnerable family list was identified in the week before lockdown - safeguarding team called these parents regularly for 'Covid checks', recording these and any additional actions on 'My Concern' safeguarding management system
- Some home visits (at distance) were required with additional actions required (Wilkinson Witts - Early help & invite into school); additional invites into school during lockdown (S Hills)
- All pupils provided with learning packs & stationary on last day before lockdown - maths exercise books, work packs, reading books, digital access passwords etc
- Remote lockdown work provided on Seesaw App with Home Learning Codes (pupils had been using for 2 years in school). Additional digital links were provided including Purple Mash and Spelling Shed.
- Digital engagement was low so there was a greater switch to regular paper workpacks - parents collected from outside of school or were delivered.
- Although paper packs increased engagement – overall engagement with home learning was low – more markedly with disadvantaged children
- Early Years Transition altered, digital guides, transition booklet, parent meetings were held but baseline demonstrated a very low entry level, especially with communication and interaction (speech, language)
- SEN pupils had a risk assessment regards any specific risks if invited in or for remaining at home (see example)
- Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Week 1 was 95.8% (Excluding Reception who were not attending on first day of return). This is for Week Beginning 7th September 2020
- During the course of lockdown, 5 new teachers were recruited, to cover maternity leave and staff changes.

- The Maths & English Subject Leaders outlined key concepts to revise to support pupils on their return through September.
- A baseline assessment was conducted in September 2020 in Phonics, Reading, Writing, Maths as well as Well-Being and Involvement (Leuvens Scale)
- The baseline assessment demonstrated a significant regression in learning for the majority of pupils. This was most significant in Writing, closely followed by Reading then Maths.
- Baseline assessment showed the largest regression in reading and writing was Year 1 & 2 – the older the pupil, the narrower the gap, however it was still significant.
- Attendance has been
- Catch up Premium will be targeted to provide this support and intervention using the following funding amounts: Overall 2020/2021: £16,640 Autumn 2020: £5546 Spring 2021: £5546 Summer 2021:£5546 (These amounts are based upon £80 per child with 208 children on roll).

Barriers to future attainment (for pupils eligible for PP)

- A. Low attainment with gaps, misconceptions and difficulty in retaining/recall prior knowledge leading to slow progress towards achieving the expected standard (EXS) or Greater Depth Standard (GDS) from their EYFS/KS1 starting points
- B. Children more likely to enter school below age-appropriate expectations in Communication and Language and with Speech, Language and Communication Needs (SLCN) – 56% of SEN pupils have Communication and Interaction as a primary need. 87% of these pupils are also PP
- C. Limited opportunities linked to understanding the wider world and accessing the wider curriculum
- D. Children more likely to have Social, Emotional and Mental Health issues - 27% of SEN pupils have a primary need of Social Emotional Mental Health (SEMH)

External Barriers

- E. Attendance and Punctuality of PP children is more important to counter lower levels of home support and low entry points.
- F. Limited capacity to support with learning at home i.e. home reading, spellings, tables & limited access to books, libraries & technology (ipad, wifi etc)

Desired Outcomes and Success Criteria

- A. Approaches to teaching and learning and professional development across the school will be strengthened to accelerate pupils' progress.
- B. Effective SLCN provision is in place for all children with Yr R supported effectively to develop speech and language skills.
- C. Pupils are exposed to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.
- D. To raise the importance of social emotional well-being for children across the school. For children to be able to deal with challenges more confidently.
- E. Attendance of PP-eligible children is in line with non-PP and at least the national average.
- F. To raise parental engagement with their child's education through empowering them to know how to support their child.

Review of Expenditure (2019-20)

The DfE has stated that due to coronavirus and school closures, it won't be possible to evaluate the impact of your pupil premium for all of the 2019/20 academic year.

Instead, following their guidance, we will monitor and report on the grant's impact at the end of the 2020/21 financial year. This report will cover the whole period between September 2019 and March 2021, with the most detail about the grant's use and impact for the period between September 2020 and March 2021.

However, identified areas of strength and areas of improvement are outlined above in the strategy statement leading to the identified targets in 3 areas:

1. Quality teaching for all
2. Targeted support
3. Other approaches

Planned Expenditure

Quality Teaching for All

		Barrier/Action	Desired Outcome	Action Cost	Impact/Evaluation Autumn Spring Summer
Teaching Priorities	A	Staff need to develop a greater understanding of children’s mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19. Staff CPD on delivery of Jigsaw curriculum and other PHSE initiatives	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the autumn term 2020.	Staff time	<p>Analysis of Leuvens</p> <p>March 2021 return to school</p> <p>Year R - 7 low measure of w/i - open to safeguarding (x4 CP), or pupils(x2) have an SEMH need, x1 Attendance (83.4%)</p> <p>One pupil Therapeutic Play</p> <p>Year 1 - 2 low measure of wellbeing - one with SEMH need (also low involvement), one with low attendance (83% for the last 380 sessions and 75% for the last 12 months) - involvement measured at medium. Eight observations of medium well being with four observations of high involvement.</p> <p>Year 2 - Six observations of low wb & 5 corresponding low involvement</p> <p>1 low involvement medium wb. One pupil open to safeguarding (CP)FSM, PP and one with SEMH needs FSM, PP. Four pupils' low engagement in remote learning including one with Attendance includes lost time due to Covid; now stands at 81% for the last 380 sessions and 80% for the last 12 months. One pupil had high engagement with remote learning but return to school shows low level Wb and involvement. **Intervention group established to support wellbeing**</p> <p>Year 3 - 10 observations of low wellbeing with 5 corresponding observations of low involvement. There were three additional</p>
			Baseline assessment for well-being and involvement (staff CPD provided) with re-assessment in January 2021		

				<p>observations of low level involvement. One pupil was open to safeguarding, one with no engagement with remote learning, one SEMH needs. Attendance for three pupils with low WB&I is</p> <ol style="list-style-type: none"> 1) Attendance includes lost time due to Covid; now stands at 84% for the last 380 sessions and 83% for the last 12 months (B, FSM, PP) 2) Attendance includes lost time due to Covid; now stands at 84% for the last 380 sessions and 89% for the last 12 months (G, FSM, PP, SEND) 3) Attendance includes lost time due to Covid; now stands at 86% for the last 380 sessions and 90% for the last 12 months. (G, FSM, PP, SEND)**Intervention group established to support wellbeing** <p>Year 4 - Five observations of low WB, two with corresponding low level observations of Involvement. Bounce Back intervention in place for 6 weeks with Mid Kent Mind (funded by EH LCPG grants, ABC) One pupil receives support from Pastoral Support Worker. Breakfast Boosters offered to support learning as there was low engagement in remote learning. Pastoral Support (DA)</p> <p>Year 5 - Four pupils observed low level WB. One pupil has engaged with Therapeutic Play (F, FSM, PP), One was open to early help, one (F, FSM, PP) offered and engaged with Sports Science Project (B). No low level observations for involvement. Sports Science Intervention (AB) Pastoral Support (DA/PH/HS)</p>
--	--	--	--	---

					<p>Year 6 - 11 observations of low level engagement. Concerns with online behaviour during lockdown which took time to resolve. Three low level obs for WB - SEMH (B, FSM, PP). Pastoral Support in place. Two pupils- observation L-WB, M - I - offered Sports Science intervention. One pupil low WB/I - ongoing home issues two pupils with low WB medium I - no/little engagement with remote learning.</p> <p>Sports Science Intervention (AB) Pastoral Support (DA/PH)</p> <p>Weekly sessions delivered by class teachers focusing on the termly whole school topics.</p> <p>Class books used to gather evidence of pupil voice, set targets and assess goals. PSHE overviews provided in the staff bulletin, discussion in whole school staff meetings.</p> <p>Some PSHE sessions through Jigsaw continued through Lockdown 2021 but it was difficult to measure the impact these sessions had through the remote sessions. Back to school unit accessed after the return to school (March 2021). All teachers accessed the Back to School unit via Jigsaw.</p>
	B	Home learning is quite limited due to parental confidence and can be developed further during this academic year to	Staff & pupil training planned and delivered during Autumn term 2020.	Staff time	- Staff training sessions in Autumn 2020 focused on understanding and making quality digital output

	<p>improve access to learning at home for all pupils.</p>	<p>All parents signed up to use Seesaw app and provided support</p> <p>Weekly homework activities are uploaded to Seesaw and feedback to pupils given as and when appropriate.</p>	<ul style="list-style-type: none"> - All classroom staff completed 'remote teaching' trials in school with their class - Computing curriculum pupil lessons focused on Seesaw skills to ensure ability to engage both in class and remotely - Digital training content distributed regularly by Digital Learning Facilitator (training completed includes Seesaw ambassador training) - Working group produced a consistent remote learning format using Seesaw application for remote learning consistency across classes - parental feedback comments support benefits accessing learning. <p>-100% parents signed up to Seesaw by Nov 20'</p> <p>- During Jan-Mar 21' lockdown, support provided for families to enable access to learning including school drop in support and home visits</p> <p>Weekly homework established with feedback from varied staff (teachers, TAs, other staff)</p> <p>Seesaw permissions are now part of our parental induction package</p> <p>Lockdown 1 (Mar-July 20) - average estimated regular remote learning engagement - 15%</p> <p>Lockdown 2 (Jan - March 20) - average regular engagement - 60% as evidenced from Seesaw activity engagement</p>
--	---	--	---

C	To focus upon strategies and support which develop greater resilience and self confidence in our children	To have an overall increase in children's resilience and self confidence by the end of summer term 2021.	Staff time	<p>March 20' - Pupil Well-being day including in class activities, additional specialist sport and magic.</p> <p>March -May 21' 'Bounce Back' sessions by MIND charity for groups of pupils in Year 4, 5 & 6 focusing on understanding emotions and self-esteem and developing strategies to cope with challenges.</p> <p>Music assemblies (virtually) continued on school return. Continued during lockdown 2 and following return on March 8th: supporting self-confidence and self-esteem.</p> <p>Analysis of Leuvens well-being and involvement from Sept 20 to March 21': tbc</p>

Barrier/Action	Desired Outcome	Action Cost	Impact/Evaluation
----------------	-----------------	-------------	-------------------

Targeted Academic Support	D	To use September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.	Staff Time	-SPaG objective focus given for writing catch up for each year group -Whole Class Guided Reading introduced after staff training to accelerate reading-mastery approach. -Use of reading AR Star Reader tests used to identify focus ch for preteach and interventions. -Baseline used to give focus to each year group and used in PPM
	E	To target catch up session before and after school with pupils (and siblings) offered free breakfast club to incentivise attendance	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020	Free Breakfast Boosters: Approx £750 TA overtime for Boosters: Approx: £2500	- April 21' Boosters established Yr 1 to Yr 6 - Maths & English including lower attaining and potentially higher attainers No of boosters: 13 Total children offered: 73 pupils (41% of relevant Yr groups) Pupils attending: 53 pupils (73% of offer) (30% of relevant Yr groups)
	F	Pupils are unable to make accelerated progress due to inconsistent attendance and inconsistent teaching support as a result of Covid protocols around self-isolation. Small group and 1:1 catch up interventions planned in the Summer term	Pupils make rapid accelerated progress through specific support/tutoring in Summer 2021	Super-numerary teacher to lead boosters for summer	- Year 1 support sessions initiated Apr 21' Reading Lower attainers - 4 pupils

		to take advantage of post Covid attendance consistency		term: Approx £12,000	Writing medium attainers - 7 pupils Maths higher attainers - 8 pupils

		Barrier/Action	Desired Outcome	Action Cost	Impact/Evaluation
Wider Support	J	Pupils with SEND/SEMH struggle to return to school routine and their engagement suffers but also impacts on other pupils. To engage pupils with SEMH identified issues with an alternative curriculum offer such as forest school, bushcraft, painting, cooking, gardening to build resilience and self confidence	To have an overall increase in SEND pupils resilience and self-confidence by the end of summer term 2021 and reduce the impact of SEMH behaviour barriers on other pupils learning.	Additional SEND Support TA 1 day a week - £3,900	From April 21': Afternoon support sessions for identified pupils with SEMH barriers to learning set up.
	K	Attendance is lower and inconsistent with lower parental expectations of school. FLO to provide specific support and challenge to families. FLO to also engage identified families with targeted support to improve parental skills and engagement with home learning,	Attendance is prioritised and allows pupils to be in school learning for the maximum period of time, leading to accelerated progress.	Additional 1 day a week FLO (0.2 FTE) – to support attendance and parental engagement - £3,900	Attendance - overall at Dec, Mar How many children now above 90%, 95% - any dropped below? 20/21 - 11 pupils persistently absent (below 90%) Attendance increased/same/decreased

					<p>6 increased 4 same 2 decreased</p> <p>1 pupil above 90% now 3 new pupils now PA 13 total pupils PA</p>
	L				
	M				
	N				
	O				

Governors involved: –

Chair of Governors;– Vice-Chairs of Governors;– Head Teacher – L&D Committee

Committee meeting dates Autumn:

December 2020

Spring: March 2021

Summer: June 2021

Autumn 2020 summary

See colour coded summary above

Spring 2021 summary

See colour coded summary above

Summer 2021 summary

See colour coded summary above