

Romsey Abbey C.E. Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 11/01/21

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	184
Proportion of disadvantaged	32.6%
Catch-up Premium allocation	£14,720
Publish Date	October 2020
Review Dates	December 2020 April 2021 July 2021
Statement created by	Julie Symonds
Governor Lead	Jemma Jones

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

Romsey Abbey CE Primary School is located in the centre of the small Market Town of Romsey; the level of disadvantage in our school is high compared to many of the other schools' in Hampshire. With presently 32.6% of children 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 pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils 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.

The vast majority of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and uploaded weekly to the school Website. Children downloaded the work and uploaded photos of completed work to Google Classroom. This medium was used to communicate daily with children and parents as well as daily phone calls to the most vulnerable pupils if they were not attending. We also utilised our subscriptions to Times Table Rock Stars and White Rose Maths to supplement on-line provision.

School re-opened on the 01/06/2020 Y1 & Y6 and reached 93% of the 183 pupils by 29/06/20.

Teachers are currently undertaking assessments as children return to school in order to determine if children's learning has regressed.

Due to reduction in numbers of pupils, Governors had been planning to reduce the school from seven classes to six classes. This would have resulted in mixed age classes throughout the school. Upon news of the Catch-Up Grant, Governors revised their plan to maintain seven classes in order to keep class sizes small. The rationale for this decision was that pupil: teacher ratios would be low, pupils would remain with their peer group, Teacher/TAs would have a greater opportunity to work 1:1 and in small groups with the most vulnerable pupils.

	Implementation	Milestones	Cost	Monitoring
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Chosen Action & Rationale for the choice		December 2020	April 2021	July 2021		
One to One & Small Group Tuition EEF - <i>'There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.'</i>	Focus readers in every class – 1:1 reading sessions	Analysis of data – 50% of targeted children making accelerated progress. December 2020 Reading 72% Writing 55% Maths 55% of vulnerable pupils had made accelerated progress.	Analysis of data – 75% of targeted children making accelerated progress	Analysis of data – 100% of targeted children making accelerated progress	£14,720 put towards additional teacher	Data analysis Notes from Pupil Progress meetings and Review Lesson drop-ins Book Looks
Intervention Programmes EEF - <i>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</i>	Participation in the NELI programme	Identified staff to receive training online (8-10 hours) Packs in school December 2020 Session materials delivered to school. Teacher & TA identified	Staff to undertake initial assessment of all children in Reception Training completed Intervention started – 20 week programme	Pupils targeted will have made at least the additional 2 months progress expected in the 20 week programme	Accessing Trial	Analysis of data
Access to technology EEF - <i>'Pupil's access to technology has</i>	Loan of laptops and additional data allowance provided to enable children	75% of pupils accessing virtual lessons due to isolating/bubble	100% of pupils accessing virtual lessons due to isolating/bubble	100% of pupils accessing virtual lessons due to isolating/bubble	Accessing support & devices from DfE. Loan agreements	Attendance at morning & afternoon Google Meet sessions

<p><i>been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online'</i></p>	<p>who do not have access to the internet at home, access to virtual lessons and on-line learning during the closure of class bubbles or national/ local lockdown.</p>	<p>closure, have access to lessons and internet activities</p>	<p>closure, have access to lessons and internet activities</p>	<p>closure, have access to lessons and internet activities</p>		<p>Register of pupils attending virtual lessons Evidence of work completed at home during isolation. CPOMS</p>
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