



## Catch-Up Premium Strategy 2020 - 2021

### Funding allocation

Our school's allocation is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 6. For 2020 – 2021 we have been informed that our allocation is £12,080.

### School Overview

Number of pupils in school YR – Y6	154
Proportion of disadvantaged	94
Catch-up Premium allocation (No. of pupils x £80)	£12,080
Publish Date	October 2020
Review Dates	January 2021, April 2021, June 2021
Statement created by	R. Cook
Governor Lead	Tracey Haynes & Allison Simpson

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

Cotsford is an inclusive school, serving one of the most deprived wards in County Durham, in terms of need and demand for social care services, mortality rate, deprivation and educational attainment. Horden South Ward, is ranked in the top 10% (2<sup>nd</sup> highest in the Easington area) and in the top 5% most deprived for overall deprivation in England. [English Indices of Deprivation, 2015]. The current figure of 49% Ever6 FSM, based on the January 2020 School Census return, is more than double the national average (2018).

We provided remote learning on Class Dojo for all pupils from the first day of school closure in March 2020 and supplied all pupils with a stationery pack and a range of supporting resources such as sound mats and number lines. We only had a 4 pupils accessing school from March as they were the children of Key Workers or vulnerable.

Motivation for, and engagement in, remote online learning was initially 62%. Some only engaged for a week and numbers started to decline in phases at the end of April, again in May and June to approximately 40% of the school cohort. A number of families dipped in and out of activities and many preferred the paper packs having no access to a printer, internet data restrictions or simply preferred their children to be off devices. The weekly work packs to match the online learning were popular as they became available during the last half term (Summer 2020). Out of the remaining children who consistently engaged until the end of the summer term only 28% were our most disadvantaged pupils.

When school reopened in June 2020, 2 x PP Y4 and 1 x Yr 5 pupils were invited back to school. All Y6/Y1/R were offered the opportunity to be taught in school for the 2<sup>nd</sup> half of the Summer Term on an alternate week rota basis. There was approx. 20% of each year group who attended. Of the pupils who attended 55% were disadvantaged.

Baseline assessments completed in September 2020 in reading, writing, maths have identified that all pupils have regressed in their learning since March. Assessments were due to take place the week after schools closed so teacher assessments based on the evidence available were used. Some pupils are now up to 4 terms behind where they were in March 2020.

**During the 2<sup>nd</sup> school closure period from January 2021, again stationery packs were provided to all pupils. Differentiated work was provided from day 1 with an increased range of subjects covered and daily Zoom sessions available with the Class Teacher for the purpose of making enquiries and supporting learning. Devices were loaned, internet connectivity arranged and data allowances increased on a needs basis. Accompanying work sheet packs were available for weekly collection. Regular contact was made through Dojo messaging and phone calls to support and encourage engagement.**

**The number of pupils accessing school during this period increased.**

	Number of Vulnerable and Children of Key Workers attending	Number in Class
Reception	9	30
Year 1	9	24
Year 2 / 3	1	18
Year 3	5	25
Year 4	3	20
Year 5	5	24
Year 6	4	17
<b>Total</b>	<b>36 (23% of school roll)</b>	<b>158</b>

**Engagement rates were higher in English and Maths compared with other subjects, and there was an increased proportion of pupil's engaging overall, and for the duration of the lock down when compared with the first lockdown (March – July 2020). However, it was noticeable that a number of families were struggling to support their children with some of the content due to their own levels of understanding and where parents engaged, Teachers were able to support through the daily Zoom sessions providing 1:1 tuition.**

## Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	Some staff require coaching to improve teaching and learning with a focus on using assessment information to effectively plan next steps in learning and to differentiate work in order to narrow gaps rapidly and support individual learning.	Improved T & L is evident.  Pupils make rapid progress to achieve the levels they had previously, then continue to make at least expected progress.
	B	Pupils' may be anxious and lack social and emotional skills, focus and concentration when they return to school, especially those who have not engaged in home learning. Staff will be required to support pupil's individual needs and to refocus children on learning; helping them to re-establish behaviours for learning, friendships, and build resilience.	Staff have a scheme of work to support PSHE and a mindfulness approach and are better informed and have greater clarity about how to support children with mental health needs. This is a main focus of daily/ weekly teaching. P2B service maximised whilst working within the restrictions. Flexibility in service delivery to maximise number of children supported.
Targeted academic support	C	Only a small proportion of pupils (approx. 40%) engaged consistently, and for the duration, with the online learning materials provided during the summer term 2020. Assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working below their previous levels of attainment and well below ARE. <ul style="list-style-type: none"> <li>Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.</li> </ul>	Pupils make accelerated progress from their starting points at the beginning of the autumn term. <ul style="list-style-type: none"> <li>Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.</li> </ul>
	D	<ul style="list-style-type: none"> <li>Some pupils had limited access to maths materials/teaching during the summer term and therefore, their maths attainment is lower than their previous levels of attainment and is below expected in terms of ARE.</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical skills are much improved and rapid progress is demonstrated on a termly basis</li> </ul>
	E	Some pupils in Reception display relatively poor spoken language skills.	Improved vocabulary, narrative skills, active listening and phonological awareness.
Wider Strategies	F	Motivation and engagement in home learning was limited due to: <ul style="list-style-type: none"> <li>restrictions on technology &amp; internet access,</li> <li>lack of parental knowledge to adequately support learning,</li> <li>lack of parental value in and / or capacity to home school,</li> <li>tasks not being differentiated to meet the needs of the pupils.</li> </ul> This can be developed further to improve access to learning at home for all pupils.	An improved, differentiated and more interactive online home learning offer is in place and all staff and parents are fully briefed on expectations.  The paper based home learning offer supports the current curriculum.  All families have access to Class Dojo – parent & pupil accounts.  Weekly homework activities are uploaded and feedback to pupils given accordingly.

## Teaching priorities for current academic year

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	CPD and peer support provided for staff on the effective use of assessment information to inform future planning to accelerate progress and narrow attainment gaps.	Lost learning and gaps in knowledge are recovered rapidly allowing pupils to achieve previous attainment levels and build on from this.	Baseline assessments, class trackers		Some pupils are up to 4 terms / sub levels below their previous attainment levels.	SLT	<p><b>Good or better progress was made across reading, writing and Maths in Reception, Years 1, 2, 3, and 5, Year 4 Maths and Year 6 Writing and Maths.</b></p> <p>Spring baseline data on return to school has identified that core skills and knowledge within subjects needs to be our priority. Scheme of work have been adapted in some subjects to focus on gaps and core knowledge.</p> <p>Progress has slowed particularly across KS2; engagement rates with home learning for some cohorts has been poor and families have required more support through Zoom sessions with Teachers to understand the content.</p> <p>Assessments identified the need to focus on place value and number operations during the summer term in order to address gaps in knowledge and understanding.</p> <p>There was a greater focus on practical skills in the foundation subjects; the Spring lock down had impacted on what could be taught and how due to a lack of certain resources being available at home. In addition, families who engaged with home learning were more focused on English &amp; Maths.</p>
B	Place2Be Counselling Service and related	Positive impact on identified SEMH pupils'	Place2Be Counselling demonstrates a	£2000 contribution	P2B termly reports and SDQ scores	RC RA	<ul style="list-style-type: none"> <li><b>Vast majority of children returned to school happy, settled and keen to engage in learning.</b></li> </ul>

	<p>resources planned for, implemented and evaluated.</p> <p>All staff to receive CPD in relation to Jigsaw, a mindfulness approach to PSHE programme for schools.</p> <p>All staff to receive Reorientation Once Returning to School CPD.</p>	<p>emotional wellbeing.</p> <p>All staff are quipped for early recognition of children's mental health needs.</p> <p>The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the emotional &amp; social wellbeing and behaviours for learning needs of all pupils.</p>	<p>higher level of impact compared to other services.</p> <p>Social and Emotional programmes shown to improve pupil's engagement resulting in an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p>	<p>£2025.00</p>	<p>Behaviour data</p>	<p>AS</p>	<ul style="list-style-type: none"> <li>• Many have benefitted from being in 'bubbles' reducing the amount of contact and 'business' within school.</li> <li>• Building up concentration was a strong focus alongside emotional wellbeing.</li> <li>• Pupils accessing P2Talk expressed concerns and confusion re: restrictions, loss, missing family members and worry of taking the virus home. Class circle time provided opportunities to share worries and to offer reassurance and coping skills.</li> <li>• PSHE Jigsaw CPD was provided to all staff in Sept '20 and the program was introduced within classes.</li> <li>• Returning in March the children have generally required more settling and have struggled with their concentration and behaviours for learning, and in some cases their social skills.</li> <li>• Monitoring and welfare calls identified that families were finding this lock down more challenging with a general sense of fatigue, boredom and loss. The children have also felt this more this time around. Therefore, we placed an emphasis on emotional wellbeing prior to, and returning to, school in March.</li> <li>• There has been a greater need for, and emphasis on, developing behaviours for learning in the Summer term. Pupils have needed to improve presentation standards, resilience and stamina. The pace of learning has been slower whilst the children have been supported to re-establish basic skills, concentration levels and pride in their work.</li> <li>• Isolation periods have disrupted some pupils more than others impacting on progress in all areas.</li> <li>• Some classes have required higher levels of support in terms of social interactions and behaviour including support from EWEL. Others have required more emotional support through P2B.</li> </ul>
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**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
<b>C</b>	<p>Phonic and Reading assessments identify children in need of support</p> <p>10 min daily interventions for identified pupils</p> <p>Additional RWI booster sessions / support for lowest 20% and those who have dipped</p> <p>Reading Plus used for in-school interventions and to engage home reading</p> <p>Purchase of Nessy subscriptions to support younger</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials</p> <p>Children engage in additional reading to speed up phonics practice, fluency skills and comprehension</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1) Phonics (+4)</p>	<p>£800 (TA time)</p> <p>£800 Nessy</p>	<p>Determined from baseline assessments made on return to school</p>	<p>English Lead</p>	<p><b>The children in Year 2, and some in Year 3, completed their rescheduled Phonics Screen Check.</b></p> <p><b>Year 2 achieved 92% which is an increase of 5% from 2019 and 10% above national. Of the Year 3 pupils who were resitting this, 75% achieved the pass mark. 1 child did not pass but improved their score from the previous year.</b></p> <p><b>Attainment has not fully recovered, as expected, and is typically lower across all year groups in writing. Attainment shows stronger recovery in KS1 reading.</b></p> <p><b>% of pupils making accelerated progress in reading:</b></p> <p><b>Rec – 62%</b> <b>Y1 – 89%</b> <b>Y2 – 75%</b> <b>Y3 – 52%</b> <b>Y4 – 16%</b> <b>Y5 – 38%</b> <b>Y6 – 44%</b></p> <p><b>With the increased time online and a reduction in access to physical books, parents are reporting more resistance with reading tasks.</b></p> <p><b>For our early readers we began to provide books for home on a weekly basis and Year 3 + all received a class text and tasks were</b></p>

	<p>/ lower readers and spellers</p> <p>Introduce reading VIPERS</p>						<p>planned linked to the story which was then continued when the children returned to school.</p> <p>Pupils now have access to the equivalent text they are reading in school, online.</p> <p>% of pupils making accelerated progress in reading:</p> <p>Rec – 35%</p> <p>Y1 – 32%</p> <p>Y2 – 0%</p> <p>Y3 – 11%</p> <p>Y4 – 0%</p> <p>Y5 – 5%</p> <p>Y6 – 0%</p> <p>All support staff were allocated to providing phonic and 1:1 reading intervention targeting the lowest 20% of pupils and those who do not read regularly at home.</p> <p>In the majority of classes, reading levels have recovered to be more in line with attainment levels seen in the Autumn term.</p> <p>% of pupils making accelerated progress in reading:</p> <p>Rec – 4%</p> <p>Y1 – 36%</p> <p>Y2 – 58%</p> <p>Y3 – 41%</p> <p>Y4 – 11%</p> <p>Y5 – 38%</p> <p>Y6 – 6%</p>
<b>D</b>	<p>Maths assessments identify children in need of support and gaps in knowledge</p> <p>Curriculum focus on place value and number operations</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> <p>Blended / remote learning supported.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8)</p>	£85	<p>Determined from assessments made on return to school</p>	<p>Maths lead</p>	<p><b>Attainment has not fully recovered, as expected, although shows stronger recovery in Maths than other subject areas.</b></p> <p><b>% of pupils making accelerated progress:</b></p> <p><b>Rec – 77%</b></p> <p><b>Y1 – 96%</b></p> <p><b>Y2 – 100%</b></p> <p><b>Y3 – 89%</b></p> <p><b>Y4 – 21%</b></p> <p><b>Y5 – 67%</b></p> <p><b>Y6 – 44%</b></p> <p>Progress has slowed particularly across KS2; engagement rates with home learning for some cohorts has been poor and families have required more support through Zoom sessions with Teachers to understand the content.</p> <p>Our Maths curriculum has been streamlined in order to fill gaps and consolidate learning in place value and the 4 operations.</p> <p><b>% of pupils making accelerated progress</b></p> <p><b>Rec – 42%</b></p> <p><b>Y1 – 41%</b></p> <p><b>Y2 – 50%</b></p> <p><b>Y3 – 4%</b></p> <p><b>Y4 – 0%</b></p> <p><b>Y5 – 0%</b></p> <p><b>Y6 – 6%</b></p> <p><b>% of pupils making accelerated progress</b></p> <p><b>Rec – 4%</b></p> <p><b>Y1 – 36%</b></p> <p><b>Y2 – 75%</b></p> <p><b>Y3 – 67%</b></p> <p><b>Y4 – 0%</b></p> <p><b>Y5 – 19%</b></p> <p><b>Y6 – 31%</b></p>
<b>E</b>	<p>NELI online assessment tool identifies the Reception children in need of intervention</p> <p>Deliver 20 week Nuffield Language Intervention</p>	<p>Improved vocabulary, narrative skills, active listening and phonological awareness.</p>	<p>NELI children make an average of 3 additional months' progress in language.</p> <p>This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p>	£800 TA Time	NELI Language screen	EYFS Teacher	<ul style="list-style-type: none"> <li>• Staff training completed.</li> <li>• Online assessments completed March '21.</li> <li>• Target children identified.</li> </ul> <p>The program was started later than initially anticipated (Due to start Jan'21) and the decision was made not to carry this on into the Year 1 Autumn term. Despite not completing the program in its entirety, all 5 pupils who accessed the program improved their scores and met the criteria to be judged 'average' and no longer having language</p>

							concerns. Percentile improvements ranged from 6% - 42%.
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### Wider strategies

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
F	<p>CPD provided for staff on the effective planning for a differentiated and more interactive home learning offer and feedback using Class Dojo.</p> <p>New Parents /carers are made aware of the platform and how it can support home learning</p> <p>All parents actively encouraged and supported to use the app</p> <p>Children are shown how to access homework activities using Dojo</p> <p>Parent survey circulated to ascertain technology / internet requirements and to seek feedback on previous home learning offer</p> <p>Purchase devices for loan to families</p>	<p>Dojo is in place and staff, pupils and parents are able to use it effectively</p> <p>Home learning (homework) and communication with parents is enhanced.</p> <p>School have increased awareness of who would benefit from the Governments Get Help with Technology Scheme (parent/ pupil surveys)</p>	<p>Effective parental engagement supports learning (+3)</p> <p>Digital Technology (+4)</p>	£600	Parental Engagement tracker	<p>SLT</p> <p>Teachers</p> <p>RC</p> <p>RC</p>	<ul style="list-style-type: none"> <li>All reception parents connected and accessing Class Dojo.</li> <li>Remaining parents in Yrs 1-6 actively encouraged and supported to connect – 99% connected.</li> <li>Homework posted on Dojo to reduce items being passed between home and school, and to familiarise everyone with regular Dojo use.</li> <li>Remote learning expectations made clear – on website and given within home learning packs.</li> <li>Staff CPD completed to share curriculum expectations, establish new methods for differentiation and innovative methods for delivery and engagement.</li> <li>Disappointing engagement in Autumn term from self-isolating pupils and bubble closure.</li> <li>Technology survey has identified those to be prioritised.</li> <li>Welfare calls, Dojo messaging and engagement registers supported improved engagement in the Spring term.</li> <li>Technology survey became outdated following receipt of Xmas gifts and older siblings being prioritised for devices within the home due to live learning provided by the Secondary schools.</li> <li>Families in need were often reluctant to admit to this and were muddling through with phones until offered an alternative.</li> <li>12 x devices purchased and loaned, internet support provided x 2. This resulted in 11 pupils with improved engagement and access to learning.</li> <li>Whilst engagement rates were improved from the first period of school closure we found that some families needed extra support via the Zoom sessions to support their children with the content.</li> </ul> <p>Engagement in home learning for individual pupils in isolation was limited and often non-existent. This was improved when whole classes were in isolation.</p>

### Governance – monitoring the effectiveness of the Pupil Premium Strategy

<b>Governors involved:</b> TH - Chair of Governors, RC - Head Teacher
<b>Committee meeting dates</b> <b>Autumn:</b> November 2020 <b>Spring:</b> February 2021 <b>Summer:</b> June 2021
<b>Autumn summary</b> <ul style="list-style-type: none"> <li>Baseline information from September 2020 identified learning gaps and low proportions of pupils achieving ARE. Some pupils showed significant regression in their learning although were starting to show good progress towards recovery by the end of term.</li> <li>Accuracy of assessment has increased.</li> <li>Details of new online programs introduced.</li> </ul>
<b>Spring summary</b> <ul style="list-style-type: none"> <li>Improved home learning offer.</li> <li>Engagement rates and access to technology has improved and is more consistent when compared with the first period of school closure but data in terms of progress and attainment has dipped therefore any recovery/gains we saw in the Autumn term now have to be recovered again.</li> <li>The data has changed as have the needs following the 2<sup>nd</sup> lockdown and therefore plans are responding to this.</li> </ul>
<b>Summer summary</b> <ul style="list-style-type: none"> <li>Staff and pupil absence (illness/isolation), and an increased need to support behaviour in upper KS2 has impacted on consistency of intervention across school. There has also been a shortage of supply staff resulting in some intervention not taking place.</li> <li>Contingency planning is needed to safeguard intervention and catch up plans in 2021-2022.</li> </ul>