



## 2020-21 Catch Up Premium Statement

At Barley Lane Primary School, we ‘Believe in ourselves, Learn together, Persevere and Succeed’. We believe that all children should be the best that they can be and tailor teaching to meet the needs of all pupils. We believe that all children should make excellent progress regardless of their gender, ethnic background, culture or family income.

The Department for Education has issued the Catch Up premium to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020-21 academic year. It will not be added to the schools’ baselines in calculating future years’ funding allocations.

The Catch Up premium is funded on a per pupil basis at £80 per pupil. This funding will be provided in three tranches. Schools will be provided with an initial payment in autumn 2020, based on the latest available data on pupils. A second payment will be made in early 2021 and a final payment will be paid during the summer term 2021. The second 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. 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. Schools should use the funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. 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.

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1. Summary information					
<b>School</b>	Barley Lane Primary School				
<b>Academic Year</b>	2020-21	<b>Total amount of Catch Up Premium received</b>	£65,280	<b>Date of most recent Catch Up Review</b>	Dec 2020
<b>Total number of pupils</b>	870	<b>Number of pupils based on census October 2020</b>	816	<b>Proportion of Disadvantaged Pupils</b>	12.35 %
<b>Payment for Autumn 2020</b>	£16,320	<b>Payment for Spring 2021</b>	£21,762.72	<b>Payment for Summer 2021</b>	£27,197.28
<b>Date for next internal review of this strategy</b>					Spring 2021

2. Barriers to future attainment			
	Barrier	Desired Outcomes	
<b>Academic Barriers</b>	<b>A</b>	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 by closures and Covid 19. This could be ongoing with future periods of isolation and time being spent out of school.	Staff are better informed and have greater clarity about how to support children with mental health and emotional needs. This needs to be a focus of weekly teaching, particularly in the autumn term but also going into the spring term.
	<b>B</b>	Home learning is limited due to current platforms used and can be further developed this academic year to improve access to learning at home for all pupils.	A strong remote learning offer to be in place by the end of Autumn term 2020. A platform is in place and staff are trained in its use. (LA Zoom training took place in summer term with teaching staff; plan for this to take place with support staff) Purple Mash training to take place in Autumn with weekly homework activities uploaded and feedback to pupils given as appropriate. Zoom lessons to take place when a class/bubble is sent home to self-isolate due to a positive case in school. Teachers to teach children how to access and use Purple Mash from home to support homework tasks and remote learning.
	<b>C</b>	Ensuring the highest quality teaching and use of personalisation within a large school context to ensure that pupils are able to catch up to age related expectations across the curriculum due to the school closure since March 2020.	Ensure all teachers have high expectations for all pupils and that they can access all lessons in order to achieve the expected attainment outcomes for the end of year 2020-21 and make accelerated progress term by term from their starting points in the autumn term.
	<b>D</b>	Children entering the school in early years with little or no English. Children's knowledge of vocabulary and early literacy skills are limited which is a barrier to accessing the curriculum.	Children's early literacy skills and knowledge of vocabulary will be developed through high quality teaching and the Nuffield Early Language Intervention programme (NELI). Staff in Reception to have CPD for online training on delivering the NELI programme to identify pupils and deliver the programme.
<b>External barriers</b>	<b>E</b>	Low attendance of pupils. Reluctance to send pupils to school due to positive number of Covid cases.	Attendance of individual pupils to improve throughout the academic year. Encourage parents to send their child into school and advise them on the safety measures put in place to ensure the safety of pupils and staff.
	<b>F</b>	Home learning environment with limited access to devices to	Support families where possible with the loan of electronic

support remote learning.

equipment in order to access remote learning.

<b>3. Planned Expenditure</b>						
<b>Barrier</b>	<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A	Staff are better informed and have greater clarity about how to support children with mental health and emotional needs. This needs to be a focus of weekly teaching, particularly in the autumn term but also going into the spring term.	Staff to receive ongoing CPD in relation to supporting children's mental health and emotional needs.  Support to be given to individual pupils and small groups from pastoral support team in school. Resources purchased to support interventions as appropriate.  Where necessary referrals to be made for outreach support for individual pupils.	Children will have been impacted from the pandemic and learning from home. They will have had different experiences of being at home for a long period of time and may need emotional support on their return to school and if they need to self-isolate for more periods of time.  Time will be needed for some pupils to have positive engagement with their peers and adults in order to improve their emotional and mental wellbeing.	CPD for staff  REWT training for PL and VB throughout the year – using the sessions to further support staff and pupils in school  SEMH interventions set up in school Review of interventions	VB  Pastoral support from NL & PL	Spring 2021
B	A strong remote learning offer to be in place by the end of Autumn term 2020. A platform is in place and staff are trained in its use. (LA Zoom training took place in	Purple Mash logins set up for all pupils.  CPD for staff to upload tasks and set activities through Purple Mash for homework and remote learning.  Teachers to train pupils	Zoom was used by teachers in the second half of the summer term to deliver lessons to classes. This needs to be continued and embedded for ensuring children have access to learning from home.  Need to make use of a learning platform to provide home learning tasks and activities for children to	Logins for staff and pupils set up for accessing Purple Mash.  CPD for staff on using Purple Mash.  Children know how to and can access activities set – evidence will be from completed tasks handed in.  Monitoring of tasks being set on	VB  AA to support as Computing Lead	Spring 2021

	<p>summer term with teaching staff; plan for this to take place with support staff)</p> <p>Purple Mash training to take place in Autumn with weekly homework activities uploaded and feedback to pupils given as appropriate.</p> <p>Zoom lessons to take place when a class/bubble is sent home to self-isolate due to a positive case in school.</p> <p>Teachers to teach children how to access and use Purple Mash from home to support homework tasks and remote learning.</p>	<p>to log in to Purple Mash and access activities set on there for remote learning.</p> <p>Zoom to be used for teaching from home when classes are in self-isolation.</p> <p>Continue to use the school website for messages to classes.</p> <p>Class email in place for children/parents to communicate with teacher.</p> <p>Remote Learning policy written and amended as necessary.</p>	<p>complete in line with DfE guidance (Autumn 2020).</p>	<p>Purple Mash.</p> <p>Monitoring of zoom lessons when classes are in isolation.</p> <p>Class emails are accessed and responded to by teachers.</p> <p>Implementation of the Remote Learning Policy.</p>		
C	<p>Ensure all teachers have high expectations for all pupils and that they can access all lessons in order to achieve the expected</p>	<p>Baseline assessments made in September in reading, writing and maths to identify gaps in learning and identify pupils in need of support.</p>	<p>School has been closed since 20<sup>th</sup> March 2020. Although online provision was available for children to access, not all children were able to access this and new teaching/concepts was limited due to children working from home. We know that there will be gaps in</p>	<p>Termly assessments in reading, writing and maths to track progress of groups and individuals.</p> <p>Termly progress meetings to discuss progress and identify where there are still gaps.</p>	<p>FS/KS1/3 – VB, AB &amp; YGLs</p> <p>4/5/6 – CK, SR &amp; YGLs</p>	<p>Termly in progress meetings</p> <p>July 2021</p>

	attainment outcomes for the end of year 2020-21 and make accelerated progress term by term from their starting points in the autumn term.	Gaps in learning to be planned for and taught in daily lessons. Allocated HLTAs/teachers to year groups to support interventions needed for groups of identified pupils throughout the year.  Termly assessments carried out and progress meetings identify pupils in need of support to accelerate progress so they are at expected or above by July 2021.	learning regardless of whether the pupils were accessing the provision on offer in the summer term.	End of year assessments used to ensure that impact has been made to ensure gaps in learning have been closed.		
D	Children's early literacy skills and knowledge of vocabulary will be developed through high quality teaching and the Nuffield Early Language Intervention programme (NELI). Staff in Reception to have CPD for online training on delivering the NELI programme to identify pupils and deliver the programme.	School invited to be part of the Nuffield Early Intervention programme (NELI) to develop children's literacy skills. This is part of the National Tutoring Programme.  Teachers and LTAs to attend online training in January.  Pupils identified for the programme in January.  Programme to be delivered over 20 weeks by LTAs in Reception.	Children entering Reception will have missed learning either in Nursery or in pre-schools and will have gaps in their learning in terms of literacy skills.  The programme identifies the children most in need of support, but teachers will be able to implement some of the programme within their day-to-day teaching.	Assessments carried out in line with the programme.  Discussions between teachers and LTAs and VB to discuss the progress being made by identified children.	VB  Reception staff	July 2021

		Assessments carried out in line with the programme.				
E	Attendance of individual pupils to improve throughout the academic year. Encourage parents to send their child into school and advise them on the safety measures put in place to ensure the safety of pupils and staff.	Registers taken daily.  Analysis of pupils with low attendance.  Meetings between FK and EWO to identify children with low attendance.  Letters to parents, meetings with parents.  Telephone calls from SLT to individual families with concerns about sending their child to school in terms of safety measures in place.	Attendance was identified as an issue by Ofsted (March 2020).  Some parents have been anxious to return their children to school and have concerns over safety for their child, especially in regards to medical issues.  Although most children have returned to school, there is still anxiety amongst some parents about their child being in school which may result in poor attendance.	Analysis of attendance of individual pupils and across year groups.  Increased attendance of pupils with concerns.  Attendance figures for the whole school will improve.	MH  FK	Half termly to ensure figures are improving.
F	Support families where possible with the loan of electronic equipment in order to access remote learning.	Laptops provided to the school in the autumn term from the DfE.  Survey carried out to identify children/families that may need the support of electronic equipment at home in the event of a class/bubble/school closure.	A number of pupils were unable to access online learning remotely from home when the school was closed earlier in the year.  At the time, home learning packs were provided.  Under guidance from the DfE (Autumn 2020), schools need to support where possible to help pupils access learning remotely.	Completed survey to identify families needing support.  Laptops loaned out to children with parents signing agreements to return equipment to school.  Children will be accessing and completing work set online.	VB	Ongoing

		In the event of closures, laptops provided to children so they are able to access remote learning through Zoom and Purple Mash.				
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4. Review of Expenditure – Spring Term 2021			
Desired Outcome	Chosen action/approach	Impact of the action/approach	Lessons learned

5. Review of Expenditure – Summer Term 2021			
Desired Outcome	Chosen action/approach	Impact of the action/approach	Lessons learned



