



Bloemfontein Primary School,  
The Middles, Craghead,  
Stanley, Co. Durham  
DH9 6AG

*"Lights the way"*

Head Teacher: Mrs L. Liddell

## **Bloemfontein Primary School - Catch-up Premium Strategy 2020 - 2021**

### ***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)*

1. Summary information	
Academic Year: 2020-21	Total catch-up funding: £13,840 (provisional based on 173 pupils)
Total number of pupils: 170 (YR-6)	Proportion of disadvantaged: Pupil Premium funding for 93 (54%) Current FSM in school 101 (59%)
Publish Date: October 2020	Review Dates: December 2020 February 2021 May 2021 July 2021
Statement created by: Laura Liddell (Headteacher)	Governor Lead: Stephanie Henderson (Chair of Governors)

2. Context of the school and the impact of COVID	
Catchment	Bloemfontein is a small Primary School that serves the community of Craghead, Stanley. There are currently 170 pupils on roll (YR to Y6) organised into seven classes. A high proportion of children are known to be eligible for FSM (59%), and there are high levels of deprivation in the area. During the period of school closure (March to June 2020) the number of children eligible for FSM increased and some families have faced increased hardship.
Lockdown information	<p><b><u>March to August 2020</u></b></p> <p>Throughout the 'lockdown' period school remained open to children of key workers and vulnerable children. We had an average of 7 children attending school childcare sessions each week. Of these children 4 were children of key workers with 3 vulnerable children attending some sessions. Other vulnerable children remained at home in line with their individual risk assessments and were contacted at least weekly by DSLs.</p> <p>During the period of school closure, teachers set weekly consolidation and application tasks in Maths and English as well as other subject related tasks across the week via work packs, online websites and through class dojo.</p> <p>Our wider opening of school in June was successful, despite high levels of anxiety among our parents and staff, with children from Reception, Y1, Y5 and Y6 being offered their school place. We had 10 children from Reception return to school, 10 in Y1, 8 children in Y5 and 15 of the Y6 children returned before the summer. We also had a small group of 6 Key worker and vulnerable children return full time, who were in year groups other than those above.</p> <p>Across the summer holiday period, all children were provided with a pack of 'wellbeing activities' which they could access.</p> <p><b><u>September 2020</u></b></p> <p>Within the first four weeks of school teachers worked on settling the children back</p>

	<p>into school, establishing routines and relationships and allowing children to feel safe and settled in school. There was a focus on PSHCE and wellbeing. Children are given regular opportunities to talk through their worries and know they will be heard in school and supported as necessary.</p> <p>Pupils also had opportunity to meet with their previous class teacher to enable closure to the year and a transition period with a familiar adult.</p> <p>During this time, our curriculum has focused on the basic skills in Maths and English predominantly giving opportunity for re-establishing the expectations of work, presentation, focus and effort. Baseline assessments have been completed with all cohorts (Y1-Y6) using some moderated teacher assessment. Outcomes from baseline assessments have indicated that in all cohorts children's learning has regressed. There were significant issues noted with basic punctuation skills when writing and spelling. The ability for rapid recall of basic number facts and application of skills was poor in Maths and in reading, children struggled to retrieve and infer as their fluency and accuracy in reading has regressed.</p>
<b>Outside agency involvement</b>	<p>Throughout lockdown and on return to school, the SLT liaised closely outside agencies. This included:</p> <ol style="list-style-type: none"> <li>1. Linking closely with social services and family workers in order to ensure wellbeing for all vulnerable families. Regular meetings continued to be held remotely. Safeguarding procedures continued to be high priority.</li> <li>2. The SENCo continued working with external agencies to support children with SEND needs to provide advice, support and referrals when required.</li> <li>3. Governors and other relevant stakeholders were involved in the decision-making process.</li> <li>4. The school continued to liaise with health services to ensure the needs of families are met.</li> <li>5. School also worked with charities/grants to provide weekly food hampers to help support families in need.</li> </ol>
<b>Levels of engagement during lockdown</b>	<p><u>March 2020</u></p> <p>An analysis of the tasks completed by children identified that 25% of children overall responded regularly, completing almost all of the home learning which was set. A further 21% of children across school completed some tasks across the 'lockdown' period but this was not all tasks and not all subjects were tackled; children chose their preferred activities and ignored others. Despite prompting from teachers via dojo and SLT via Parentmail, emails and phone calls, 54% of children across school did not respond to any home learning. More detailed analysis indicates that it was children from Key Stage 1 who responded more regularly to home learning and that children in EYFS/KS2 were less likely to respond to all tasks set. A small number of our more vulnerable children regularly responded to home learning and engaged well. Of the 54% of children who did not respond across this period, a high proportion of learners were middle to lower attainers.</p>
<b>Number of pupils who attended during</b>	<p>Reception - 10  Year 1 - 10  Year 2 - 2 (keyworkers)  Year 3 - 2 (keyworkers)</p>

lockdown (Summer term)	Year 4 - 2 (keyworkers) Year 5 - 8 Year 6 - 15
Number of vulnerable Disadvantaged SEN Pupils who attended in the Summer term	Vulnerable - 4 Disadvantaged - 25 SEN - 12
Other observations on return to school	Low levels of resilience Heightened levels of anxiety and low self-esteem in many pupils Tired/withdrawn

### 1. Barriers to future attainment

Teaching priorities	<p><b>Barrier A:</b> Home learning is limited and needs to be developed to improve access to learning at home for all pupils.</p> <p><b>Desired outcome A:</b> A strong remote learning offer is in place and all staff are trained to use TEAMS as a method of delivering learning remotely.</p>
Targeted academic support	<p><b>Barrier B:</b> Only a small proportion of pupils (approx. 25%) engaged in remote learning during the summer term. This has significantly impacted on progress and a high percentage of pupils are working below ARE (Age Related Expectations) in Maths.</p> <p><b>Desired outcome B:</b> Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.</p> <p><b>Barrier C:</b> A high percentage of pupils had limited access to reading materials during the summer term. This has significantly impacted on progress and a high percentage of pupils are working below ARE (Age Related Expectations) in reading.</p> <p><b>Desired outcome C:</b> Pupils make accelerated progress in reading from their starting points at the beginning of the autumn term.</p>
Wider strategies (including positive mental wellbeing)	<p><b>Barrier D:</b> Individual pupils require additional support from an external counsellor and 'relax kids' sessions to help support with resilience, low self-esteem and high levels of anxiety.</p> <p><b>Desired outcome D:</b> Pupils identified through wellbeing assessments receive counselling sessions to help support and address concerns.</p> <p><b>Barrier E:</b> Reduced attendance slows engagement.</p> <p><b>Desired Outcome E:</b> Attendance patterns are positive. Support is provided to families as required from our School Attendance Officer, SLT and school nursing team.</p>

## Teaching priorities for current academic year

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	All staff receive training on the use of Microsoft TEAMS to enable 'live' teaching as and when appropriate.  Published catch up curriculum work books purchased	TEAMS is in place and staff, pupils and parents are able to use it effectively.  Home learning (homework) and communication with parents is enhanced  Pupils have high quality additional home learning resources to support catch up process	<i>"Ensuring the elements of effective teaching are present - for example clear explanations, scaffolding and feedback - is more important than how or when they are provided"</i> EEF Rapid Evidence Assessment - distance learning	£90 Teams Training  CPG Books £1715	Evidenced through surveys	HT Computing Co-ordinator	Autumn term - Staff have received CPD for TEAMS. Children and parents have had instructions and opportunity to work on TEAMS. Further information on class dojo. Families who do not have suitable devices are able to loan laptops from school. Pupils issued with CPG Home workbooks.

## Targeted academic support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Maths assessments identify children in need of support.  15 minute daily interventions to help	Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.	EEF Teaching and Learning Toolkit: <i>Small group tuition has a positive impact on</i>	Targeted support through ensuring an additional TA in school  £1,686 per month X 6 months	Termly progress data evidences a narrowed gap and a higher % of pupils working at ARE.	HT Maths lead	Autumn term - pupils are Receiving the interventions Accessing online resources Focus on basic skills is having an impact on progress (see data)

	<p>support basic skills</p> <p>Online resource subscriptions for pupils to access at home to improve rapid recall.</p>	<p>Gaps in learning are quickly identified and intervention provided to allow children to 'catch up'</p>	<p><i>pupil outcomes +4 months</i>  <i>And feedback +8 months</i></p>	<p>= £10, 316</p> <p>Subscription</p> <p>My Maths = £508.50</p> <p>Numbots = £80</p> <p>Times Tables</p> <p>Rockstars= £80</p>			
<b>B</b>	<p>Reading assessments identify children in need of support.</p> <p>Daily 1:1 reading for pupil needing additional interventions.</p> <p>Purchase additional RWInc books to enhance home readers.</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>EEF Teaching and Learning Toolkit:  <i>Small group tuition has a positive impact on pupil outcomes +4 months</i>  <i>And feedback +8 months</i></p>	<p>Purchase of new reading material - focus on RWInc and early reading: £500</p> <p>TA costs - see above</p>	<p>Termly progress data evidences a narrowed gap and a higher % of pupils working at ARE.</p>	<p>HT English lead</p>	<p>Autumn term - pupils are making good progress particularly in Year 1 and 2 with phonics.</p> <p>Bubble closures in Reception class has Impacted on the settling in process and staffing.</p>

### Wider strategies

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
<b>A</b>	<p>External school counsellor to deliver 1:1 and small group sessions in school.</p> <p>Relax kids delivered to groups of</p>	<p>Pupils who receive the counselling sessions demonstrate improved mental well-being, raised self-esteem and lower levels of</p>	<p>Well-being programmes are shown to improve pupil engagement (EEF Toolkit)</p>	<p>£400 Per month (6 x months = £2,400)</p>	<p>Determined from wellbeing pupil surveys - pre and post assessments</p>	<p>SENDCO            And HT</p>	<p>Autumn term - 5 pupils accessed 1:1 sessions during the Autumn term            22 pupils accessed Relax Kids</p>

	pupils	anxiety.					
<b>B</b>	Support provided for families to improve attendance.  Support provided where parental anxiety is impacting on pupil attendance.	Improved rates of attendance for all groups of pupils	<i>Improved parental engagement can have a positive impact on outcomes +3 months (EEF teaching and learning toolkit)</i>	See Pupil Premium info	Attendance data	HT Attendance Officer	Autumn term - Pupil attendance is 97%.

### Additional funding supporting provision

Pupil Premium funding will be used to support the costs of the following:

1. Shared attendance officer
2. Relax kids training sessions
3. Cost of Reading plus - an online programme that significantly benefits KS2 pupils with reading fluency and stamina
4. Additional home readers

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

<b>Governors involved:</b>			
- Chair of Governors - Stephanie Henderson			
Vice-Chair of Governors - David Caulfield			
Head Teacher - Laura Liddell			
Deputy Head - Natalie Trehwella			
<b>Committee meeting dates</b>			
Autumn:	January 2021	Spring: April 2021	Summer: July 2021
<b>Autumn summary</b>			
Briefly state what was discussed and the outcome.			
<b>Spring summary</b>			
<b>Summer summary</b>			