



Harper Bell Seventh-day Adventist Primary School

Harper Bell Primary School – Catch-up Premium Strategy 2020 - 2021

Updated March 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.

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)



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School Overview

Number of pupils in school YR – Y6	168
Proportion of disadvantaged	46 %.57
Catch-up Premium allocation (No. of pupils x £80)	£13,440
Publish Date	October 2020
Review Dates	Dec 2020 April 2021 July 2021
Statement created by	Nigel Oram
Governor Lead	

		Barrier	Desired outcome
Strategic development and additionality	A	The school has yet to identify a specific platform for remote teaching. Training required on Google classrooms.	A strong remote learning offer is in place. Regular CPD is made available to all teaching staff.
	B	Not enough TA's to fully deliver additional interventions programmes in small groups or 1:1 specifically to SEND and EAL pupils	Appoint Grade 2 Teacher assistant to complete intervention with identified pupils to narrow gaps in attainment
	C	Variation in learning and progress of pupils during the period of lock down for pupils. The need to ensure that high quality tutoring is accessed for all pupils.	Academic mentor in place to work on a 1:1 basis (Collette Woodburn). Engage a local provider for the National tutoring programme from the beginning of the Academic year 2021
Teaching priorities	D	Year 2 have not had consistent teaching since March 2020. This has an impact on reading skills and further access to the curriculum	Phonics/ Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis. Above the national average of pupils pass the phonics screening check.



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	E	Not all pupils engaged with the online learning (Google Classroom) or materials provided for Maths during the spring Term (maths Whizz). This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points. Medium term planning to be adjusted to focus on number and core objectives
	F	Social emotional skills of pupils Year 1 pupils have not developed in line with expectations. Speaking and listening skills have regressed. Additional gaps in phonics knowledge.	Pupils are able to follow basic instructions. Pupils can begin to complete learning tasks both supervised and independently. All pupils to be working with the correct phonic phase.
Wider Strategies	G	Ensure that any negative pupil behaviour and issues related to wellbeing (anxiety and depression) are addressed individually and as a whole school.	Reduction in behaviour issues. Increased wellbeing, positive relations between peers all quantified through pupil's survey, and consultations.
	H	Improve the physical health of all pupils.	Children's fitness levels improve to pre-COVID levels and their health and well-being are improved
	I	Parents have concerns related to covid and in some cases are reluctant to send their children to school.	Attendance to be above 96%. Stem the potential tide of parents opting for home education. Ensure parents have the correct information related to the safety measures being taken in school.
	J	Increased numbers of families are now in receipt on benefits leading to an increased number of pupil premium children. There have be increased request for access to the food bank and support, transport costs and other financial request	Extend the school's early help provision to included organisation and charities that can initial support parents short term needs but can also help them back into employment



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Teaching priorities for current academic year i.e., Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Evidence
A	<p>CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use.</p> <p>Parents / carers are made aware of the platform and how it can support home learning.</p>	<p>The new platform 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 (parent / pupil surveys).</p> <p>Internet safety systems are all in place and followed</p>	<p>Google Classroom as learning platform.</p> <p>Effective pupil & parental engagement supports learning. EEF Teaching and Learning toolkit</p> <p>Parental engagement</p>	<p>ICT support Roger Clarke (£1000) addition hours.</p> <p>£1500 DFE training</p>	<p><i>65 % pupils consistently attending online lessons week beginning. Peak was 90% towards the end of lockdown</i></p>	<p>Assistant Head teacher Paul Frowen (remote learning co-ordinator)</p> <p>Sophie's mason (Deputy remote learning co-ordinator)</p>	<p>90% of pupil regularly engaged in online learning. Evidence in attendance and completion of learning task.</p> <p>No significant loss of learning as articulated by teachers apart from reception and year1.</p> <p>Spring and summer data to be analysed.</p> <p>Connectivity increased over period of lockdown by 20%</p> <p>All school laptops handed out.</p> <p>36 DFE laptops give to pupils.</p> <p>40 Vodaphone data Sims</p>
B	<p>Appointment of additional Grade 2 teaching assistant from September 2021 (1 year contract)</p>	<p>One to one and small group intervention teaching focusing on Reading as indicated through assessment</p>	<p>EEF Teaching and learning toolkit</p>	<p>£18000+ oncosts</p>	<p>Baseline linked to data from spring term and consultation with teaching staff</p>	<p>Ruth Irish Inclusion lead</p>	<p>To begin academic year 2021.</p> <p>Current teaching assistants redeployed to deliver Precision Teaching, Catch Programme and Direct phonics</p>
C	<p>Engage a local provider for the National tutoring</p>	<p>One to one tuition given to individuals to provide intensive</p>	<p>EEF Teaching and Learning toolkit – One to</p>	<p>£9,000+</p>	<p>Baseline Data across maths and English</p>	<p>N. Oram Head Teacher</p>	<p>15-week programme of 1 hour per week in the Autumn term in school (appose to online)</p>



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	programme from the beginning of the Academic year 2021	support to all pupils.	one tuition (+5)				
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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	Evidence
D	Dorota Plominska (EYFS leader) to teach phonics to year 2 targeted groups.	90% of pupils to achieve the year 1 phonics screening check standard	DFE and EFF importance of decoding and reading skills to access the broader curriculum.	Cost of cover (Internal where possible)	42% working at phase 5	Dorota Plominska	90% of pupils met the standard of phonics screen check at the end of Autumn. 2 pupils not achieving the standard are EAL and new to the school
E	Re-order the maths medium plan to priorities the teaching of Number and core objectives for each year group	60% of all year groups to be working at national expectation by the end of the summer term	EEF teaching and Learning toolkit. Maths's interventions +2 Feedback +8 1:1 tuition +5 Teaching assistants +1	£6000 subscription cost to Maths Whizz	Baseline assessments 32% working at expected Autumn 2020 coverage)	Paul frowen Maths Lead	All pupils to have a strategy for the four mathematical operation. Implementation of the 5-part teaching model based on Rosenshein's principles
F	The curriculum in year 1 to mirror that of reception where required to gaps from	100% pupils to achieve early learning goals. 30% of pupils to be working at or	EEF Teaching and Learning Toolkit Early Years Interventions	DFE funded	Baseline assessment of S&L in Reception cohort shows	Early Years Lead	Internal and external classroom to mirror that of reception. Ensure that speaking and listening, number and phonics are core to the curriculum.



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	reception	above national expectation by the end of Summer term			that 50% of children were working at below expected		
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Wider strategies i.e., Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Evidence
G	Specific staff to be trained in Kiva approach and children in each year group will be profiled to identify those most in need of the programme.	Staff are equipped to identify gaps in children’s emotional development	The academic research and theoretical underpinnings of the KIVA integrative approach to emotional and social development in children and young Warwick university	No cost	Kiva profiles	Ruth Irish Senco & Kiva Practitioners	Programme to begin week beginning Monday 3 rd May. Clear evidence in the reduction of behaviour incidents as identified in the reduction of red and yellow cards.
H	Ensure that children’s levels of physical attainment are increased- due to children being indoors and less active it is even more essential that children are	Each child in school undertakes at least 2 hours of physical activity.	EEF Teaching and Learning toolkit – Outdoor adventure Learning +4 Sports Participation + 2 Interventions which target social and emotional learning - SEL +4)	Subsidised cost for clubs.	Wellbeing Survey.	PE lead Phil Hynan	Ensure timetable reflects a priority for physical education. Identify opportunities for children to join clubs both in and out of school including Birmingham School’s football. Summer play scheme



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	engaging in high levels of physical activity and establishing good active behaviours for later life						
	Meet daily with attendance officer. Discussions/ reassure parents with Covid concerns	All pupil's to return back to full time education. Minimise numbers of parents seeking to home school.	Attendance to be inline with national or better 96%.	Attendance leader salary	National Data and school Data (undated termly)	Nigel Oram head Teacher Mrs Dawati attendance lead	Weekly and termly data Discussion outcomes with parents.
G	Identify vulnerable pupils through three houses. Signpost families to local and national charities	All pupils are deemed vulnerable to be assessed to identify additional Early help Strategies	Birmingham Children's Trust guidance on Supporting families.	Cost related to outcomes eg, purchase of school uniform.	Currently 27 families access the school food bank. 81 pupils are eligible for FSM	Ruth Irish (Inclusion Leader)	Review to be carried out on a termly basis. Individual support to be given in line with need as highlighted by assessment. Utilise SchoolPing to sign post parents to charities and local authority support.

Additional funding supporting provision.

Funding for wider strategies is to be shared across Pupil Premium funding and Sports Premium funding.

Governance – monitoring the effectiveness of the Pupil Premium Strategy



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Governors involved:

- Chair of Governors
- Chair Standards and curriculum
- Head Teacher