



Learning, Caring, Growing, Sharing

Catch-Up Premium Plan Bure Park Primary School

Summary information					
School	Bure Park Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,840	Number of pupils	440

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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 Y11.

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	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ☐ Supporting great teaching ☐ Pupil assessment and feedback ☐ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ☐ One to one and small group tuition ☐ Intervention programmes ☐ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ☐ Supporting parent and carers ☐ Access to technology ☐ Summer support

Identified impact of lockdown

Maths

Specific content from the summer term has not been covered, leading to gaps in learning and incomplete progression of concepts. As we largely follow the White Rose Maths Schemes, it is easy to identify the missed learning from the previous year. This has been addressed by teachers meeting to discuss and look at the learning in Maths and key topics from the previous year's expectations, e.g. fractions, and building this into their Autumn term 2020 planning plus adding in recap lessons of key skills from the previous year group's expectations to determine security of learning before moving forward - which allows the teacher to revisit and cover key objectives, in order for the children to progress through the new content. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives with TAs.

Children still have a positive approach to maths and lockdown has not affected their attitudes however they missed several weeks of learning in school with their teachers so some areas were not fully covered.

Recall of basic skills has not really suffered – children are able to recall addition facts, times tables and have not forgotten calculation strategies. This is

reflected in arithmetic Teacher Assessments.

Assessments in late October and December will provide extra information for targeted support

Money for extra maths resources - £300

Writing

Children haven't necessarily missed 'units' of learning in the same way as Maths. However, they have lost essential practising of writing skills. GPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected. However, those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

Handwriting and presentation was affected during lockdown. However, since October, this is back on track. Writing interventions have been implemented across school to try to close gaps.

<p>Reading</p>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs.</p> <p>During lockdown 1 and since returning in September, some KS1 and EY children were able to access online books via the Oxford Owl website. The website contains books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school. We have now purchased Pearson Bug Club and Oxford Owls for year R to 6. Parents will be given links to this via the remote learning portal on our website and will be directed to specific books by teachers and the system allows teachers to track the books children are reading and it includes a diagnostic tool which allows teachers to see where they had any comprehension questions. This means that the books are pitched at an appropriate level for the children.</p> <p>Reading is the number 1 priority this term with investments in new books especially in reading books with a phonic approach to run alongside the phonics teaching programme and at KS 2 books that have a content that interest children and especially boys, e.g. Barrington Stoke.</p> <p>Children in every year group have been heard read in the first two weeks back in September and where appropriate identified as needing extra help. We have daily readers in KS2 who read as often as possible with an adult to build decoding, fluency, confidence and enjoyment in reading. KS1 do Read Write Inc for the lowest few then also do a group of daily readers (it has been around 6/7) for the next group identified (not the lowest group). They also do phonics booster groups in the latter half of the spring term .</p> <p>In Reception we have a small group working separately so we can focus in on their needs (the lowest ability) and we also pick up these children as many afternoons as we can to repeat phonics activities based on their needs. This all focuses firstly on recognition of sounds and then beginning to be able to blend.</p> <p>In Reading we are using the money to top up the NTP subsidy from the government and have the FFT Lightning Squad coming in to work with</p>
	<p>16 children form years 1-4 – in January but now March</p> <p>In Reception we are buying into the NELI programme to improve speech and language.</p> <p>£200 Oxford Owl Phonics Reading E-library £407.94 – updating Year 3 Reading library and Reading Scheme books £803.47 – Barrington Stoke KS2 High Interest Low Reading Age and dyslexic friendly (books considered to interest boys) £1,047 - Bug Club Reception Phonics books -</p>

Non-core	There will naturally be gaps in knowledge – units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. We looked very closely at the topics and the subjects missed to ascertain which concepts would be revisited in topics as children moved through school so it would be taught later and those that needed catching up as they did not recur. Teachers liaised over this. Year groups teachers reported to Subject Co-Ordinators the key areas that needed to be revisited later on so that this could be closely monitored moving forward. Children have missed out on the curriculum experiences e.g. trips, visitors and special weeks.
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Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Additional time for teachers to research and plan noncore subjects. Release time and additional cover will be required to facilitate.</i></p>	<p>Staff INSET such as Metacognition, English and Maths specialist training plus timetabled sessions for co-ordinators to focus on their subject area plus allocating a staff meeting for each subject co-ordinator to highlight their subject to all staff, thus emphasising the importance of having a strong subject knowledge of your own year group expectations across the curriculum but also those that come before and after in other year groups for a soundly progressive and strong curriculum in each subject.</p> <p>During the 2nd lockdown period, where there was a rota for working in school, it was suggested to co-</p>	YH	Apr 21 Jul 21

		<p>ordinators and staff that they use the National College for good CPD. Teachers liaised to discuss which concepts and topics had suffered more from the first lockdown. Then we had the second lockdown within this year as we were closing any gaps from the first lockdown. Remote Education did mean that this time the Maths and English were taught by the teachers which had a bigger impact on the children. At the end of the summer term teachers met again to handover the areas that were in need of more of a focus in the academic year 21-22 due to any impact of the second lockdown.</p>		
<p>Picking up targetted children in each year group – look at work not understood in the morning in Maths/English and reinforce with TAs (from main session or arithmetic starters, comprehension, GPS, writing) , pre teach work coming up in following weeks so the children hit the ground more prepared and confident, Tacking tables practice, comprehension work prepared ready, extra phonics groups. Special focus on vulnerable and boys.</p>	<p>3 afternoons per week for each KS2 class in years 3-5. Booster teacher for Y6 2 afternoons per week. Pupil Premium lead teacher 1 day per week to coordinate. 1 TA in Winning Stars team to hear readers and work on comprehension Extra TA time to target work in KS1 and Reception</p> <p style="text-align: right;">£20573</p>	<p>Extra funded TA hours in the afternoon picked up any maths learning from the morning sessions – children who had misconceptions, needed more practice to embed concepts. Sometimes the TA took the class to release the teacher to work with a group who needed the consolidation from the morning. Both of these practices had a good impact on the children’s learning and the maths data from the summer term demonstrated this.</p>	<p>RH</p>	<p>Ongoing when school is open</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><i>NTP - FFT Lightning Squad - year 1-4 16 pupils £880</i></p> <p><i>NTP programme – for Maths and English in Y5 6 pupils in each subject – 12 X 187.50 = 2,250</i></p> <p><i>NTP programme – for Maths years 3 and 4 – 12 pupils in each subject 24 X 187.50 = 4,500</i></p>	<p>We approached 2 organisations accredited as part of the National Tutoring Programme to undertake face to face tutoring in school with children in Key Stage 2 in the spring term but neither would commit to face to face and wanted to do this remotely. We felt that we needed face to face for greater impact. The FFT Lightning Squad had good impact on children in years 1-4. We were lucky with the calibre of the tutor who was an ex headteacher and she picked up extra concepts and pieces of learning over and above that of the programme. We bought in a second round due to the success. In the summer term we had a teacher and 2 TAs trained from the Pupil Premium Team to run this programme with year 1 children in the academic year 21-22. Children in years 5 and 6 had extra TA hours in the afternoon as well as Pupil Premium staff input to focus</p>		<p>Jun 21</p>

		upon reading fluency, comprehension and stamina.		
<u>Intervention programme</u> Song of Sounds for phonics WELCOM for speech and language	Song of sounds for Year 1 children who need an intervention in Phonics - 1 TA 2 afternoons a week in April/May/June – 10 weeks =20 hours Cost of 20 TA hours included above Access to the programme and its materials TA support for the teachers to do the assessments – 6 hours Cost of WELCOM – CW, included above.	The phonics programme Song of Sounds was run by a TA to bolster the phonics in year 1 with good impact. The children enjoyed the programme and reinforced their phonics at the same time – this showed in the Y2 phonics screening in November Speech, language and reading was targeted by extra TA time in the Reception classes, with good results, through the use of book and book talk – building up experiences and cultural capital through literature. This was introduced rather than NELI as we were considering WELCOM for Reception alongside Nursery.	RH/TK CW	Jun 21 Jul 21
<u>Training for Staff</u> Bug Club training Metacognition with Focus Education Teach Active for activity in Maths and English learning NQT training in English and Maths strategies Resilience training for teachers – to have strategies for building more resilience in children	Upskilling teachers via training Cost of Focus training in Metacognition - £700 NQT courses via OTSA - £528 NEG Membership - £995 NEG - £50	Bug Club training was undertaken after purchasing the programme in December – it was highlighted with children in school, books were allocated, parents were encouraged to use it on the learning BLOGS but parental engagement was, and still is, difficult to reach with this. Albeit the teachers still promote this with parents and children still use it in school. Metacognition with Focus Education (3 sessions were acquired	Various	20-21

		<p>– 2 days totalling £1800) has helped teachers to look at all subjects and especially foundation subjects – thinking about children knowing more and understanding more and strategies that achieve this such as retrieval, interleaving, teacher’s strong subject knowledge, building on previous years concepts, planning for progression.</p> <p>Teach Active for activity in Maths and English learning – activities are used to consolidate concepts in a fun and active way</p> <p>NQT training has been accessed via OTSA for teaching English and Maths strategies, as well as in-house bought in training from the English and Maths consultants for all teaching staff in order to upskill everyone. Other teachers and subject leads have also accessed remote training via OTSA.</p> <p>Training from the Mental Health Support Team looked at resilience strategies in adults as well as children –if the adults have strategies then this is beneficial for building more resilience in children.</p> <p>Buying into the National College has brought a wealth of face to face and webinars for all staff to choose from– teachers and TAs in any different subject areas. During lockdown 2 TA staff at home were signposted to courses by our</p>		
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				Total budgeted cost	
			SENDCO. The headteacher signposts webinars to specific co-ordinators/staff as they are released.		

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Bug Club and Oxford Owls to support online reading</p> <p>Further educational materials such as books for children, ebooks and maths equipment.</p> <p>Children have access to appropriate stationery and paperbased home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>More reading material for parents to access during the year but especially in any lockdowns when children are not in school</p> <p>Pearson - £1603.70 Barrington Stock - £803.47</p> <p>Focus Education, Scholastic, OUP, PhonicsPlay, TTS, Harper Collins - £1348</p> <p>2-week home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p>	<p>Bug Club training was purchased, books were allocated, parents were encouraged to use it on the learning BLOGS but parental engagement was, and still is, difficult to reach. We will remind and encourage. Now each class has a competition as to how many books they can read at home in the week to ascertain the winning class. The Barrington Stoke books have been purchased and a second order was put in as the impact on the older KS2 readers has been very successful. They enjoy the books as they are colourful, more relevant to them with texts at an appropriate</p>		

		level for a range of reading ability. Packs of stationery were put together and sent home – and were well received.		
<u>Access to technology</u>				
During the catch-up school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.		All the allocated laptop through the government scheme were used by identified children at home in the second lockdown and when isolating and this meant the children had better and closer access to learning and their teacher and had the same provision as all children. School data reinforces this.		
		Due to the second lockdown the budget has continued into the 2021-22 to continue and consolidate impact		
Total budgeted cost				£34,367
			Cost paid through Covid Catch-Up	£33,840
			Pupil Premium or Sports Premium funding	
			Cost paid through school budget	£527