

Catch-Up Premium Plan – Bidston Village CE Primary School

Summary information					
School	Bidston Village CE Primary School				
Academic Year	2020-21	Total Catch Up Premium	£27,560	Number of pupils	349

Guidance	
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil.</p> <p>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.</p>	
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 has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps 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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
Non- core	There are now significant gaps in knowledge – whole 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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments
Social and Emotional	Children have limited resilience, focus and motivation to stay on task. Some children, notably our ASC pupils, are more anxious and worried which is often reflected in their behaviour.

Planned expenditure- The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

1. Teaching and whole school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<u>High quality teaching for ALL</u> <u>Supporting great teaching</u>	We have agreed a whole school catch up curriculum for all year groups. Priority given to reading, phonics, writing and maths. Mental health, wellbeing and physical fitness has been prioritised.	Children are on track for ARE School is prepared to transition to the delivery of a full curriculum from the summer term Children are physically active for at least an hour a day	SLT	Termly
<u>Effective diagnostic assessment</u> <u>Teaching assessment and feedback:</u>	All children assessed in September 2020 for a baseline in reading, writing, phonics, spelling and maths. KS2 NGRT, CAT4 and PASS assessments completed Autumn and Summer terms RWI phonics assessments completed half termly	Data shows progress from September 2020. Staff have used assessments to refine teaching and create target groups of children.	Year leaders	Termly Data
<u>Supporting remote learning</u> <u>Ensuring equity of access for all:</u>	All staff trained in using Dojo Portfolio to set work and teach remotely. Staff have collected information about families who may need technology should their class close. Devices provided where necessary. DFE order made for 72 devices allocated to the school	All children are able to access remote learning if required. All staff trained and confident in delivering lessons through Dojo Portfolio.	SLT Year leaders	Termly
<u>Focusing on professional development</u> <u>Supporting great staff:</u>	In-house training for staff re remote learning, catch up curriculum, subject expectations. Mental health webinars and training re behaviour management have been provided.	Staff are planning and resourcing an effective and engaging curriculum. All staff have attended any relevant training.	SLT	Termly
<u>Transition support</u> <u>Welcoming new starters:</u>	All new starters welcomed to school in September 2020. Time allocated for parents to meet new teacher and get to know one another before the child started school. Starting part time initially.	All children have made a smooth transition and are happily settled into school routines. Good relationships are developed between home and school. Any hard to reach children/families have been contacted.	All EYFS Staff	Termly

2. Targeted academic support

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><u>High quality 1-to -1 and small group tuition</u></p>	<p>Additional TA support in Foundation stage to target phonics and deliver Early language programme every afternoon.</p> <p>Year 1 additional TA employed to work every morning to provide support for this year group with a number of SEND pupils</p> <p>TA provides 1-1 support every pm for targeted children in Year 2 to ensure they are on track with phonics and reading.</p> <p>Additional Year 6 (0.5FTE) teacher from September to reduce group size and target off track children.</p> <p>Year 6 staff to provide 2 hours of small group tutoring per week, addressing the children’s learning gaps.</p> <p>6 SEND children in Year 5 will work within their own ‘hub’ led by a HLTA, every morning for English and Maths</p>	<p>Progress in phonics is good, children are able to apply their skills in early reading and writing. Good progress in Early language development</p> <p>Learning Gaps reduced in Year 1. SEND pathways paperwork completed to address the needs of the most complex.</p> <p>All Year1/2 children have made progress and achieve the phonic standard.</p> <p>Year 6 operating in 4 teaching groups allowing effective small group teaching at all times.</p> <p>Gaps are filled and children will meet their potential in May 2021 SATs.</p> <p>Pre and post data will show progress.</p>	<p>SLT</p> <p>C Wilson</p> <p>K Marshall</p> <p>J Shires</p>	<p>Termly</p>
<p><u>Teaching Assistants and targeted support Intervention programme</u></p>	<p>Additional 0.5FTE teaching assistant to support with early language.</p> <p>All year groups will use TA support to address social and emotional concerns. Target small group work. ELSA activities.</p> <p>Daily support aimed at children who have struggled in lessons-pre and post teaching support.</p>	<p>WellComm screening completed with all children in F2. Target groups identified with intervention programmes addressing gaps with target children.</p> <p>All children whose social and emotional needs has raised concerns have received support.</p>	<p>C Davies</p> <p>M Jebb</p>	

3. Wider strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<u>Supporting parents/carers with pupils of different ages... effective communication with the wider community</u>	<p>Daily communication with parents via Dojo.</p> <p>Family support worker (FSW) is available to support families. Links made with a range of other agencies. Housing, mental health, where appropriate etc.</p> <p>Range of online resources shared with families to support mental health and wellbeing</p>	<p>All families aware of relevant school events, LA and national guidance.</p> <p>FSW able to support and sign post parents to resolve their concerns worries.</p> <p>Food vouchers available for needy families.</p> <p>Online resources used effectively by parents and children.</p>	<p>SLT</p> <p>BC</p>	Termly
<u>Ensuring access to technology... Enabling all learners equal access to the provision</u>	<p>Government funded devices applied for. All staff trained in the use of Dojo Portfolio. Agreed a weekly teaching plan for remote learning. Any children not engaging are contacted by SLT- and support is offered.</p>	<p>72 additional Government devices available.</p> <p>Staff provide online teaching and learning when their class closes. All children able to access it on their own or a school device.</p> <p>SLT/ FSW involved with hard-to-reach families. Work packs sent out when needed.</p>	<p>SLT</p> <p>Teachers</p>	Termly
<u>Supporting pupils' social, emotional and behavioural need</u> <u>Whole school recovery curriculum/SEL curriculum</u>	<p>Daily SEB support in all classes. Range of resources used. Interventions provided by TAs and FSW weekly. Forest school sessions provided for children in all year groups. (Outside provider)</p> <p>Whole school recovery curriculum agreed. See above</p>	<p>All children are accessing daily SEB work and interventions have further supported those who need it.</p> <p>Recovery Curriculum consistently applied across the school</p>	All staff	Termly

Total budgeted cost		£46,773
Cost paid through Covid Catch -Up		£27,560
Cost paid through school budget		£19,213
Additional hours for Y2 TA		£5914
0.5 FTE Y6 teacher (M6) September to March		£13087
Reception/ Year 1 TA		£5487
HLTA – Y5 hub		£15890
Home learning packs		£2000
Forest School Sessions from outside provider		£4395
		£46,773