

**Catch-Up Premium Plan**

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| **Summary information** | | | | | |
| **School** | Belle Vue Primary & Nursery School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £32640 | **Number of pupils** | 408 |

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| **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 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** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programmes * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

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| **Identified impact of lockdown – March 2020 - Sept 2020** | |
| **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 negatively impacted. |
| **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. |
| **EYFS** | Although initially settling well, within a short space of time gaps were apparent especially in the following areas: Listening and attention, vocabulary, key social skills. |
| **Additional impact of second lockdown – Jan 2021 – March 2021** | |
| Similar issues as above – listening and attention difficulties highlighted across the school. More children exhibiting anxieties. Some behaviour issues. Further impact analysis post Easter. | |

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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) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Phonics sessions will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new to learning so that children reduce the gaps in their knowledge and have firm foundations for future learning  A co-ordinator for phonics is identified. The lead will ensure a consistent teaching approach across EYFS/KS1/Year3 and have a clear overview of assessment of phonics – especially during this period of catch up.  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. | ***Additional time for providing specific phonic training for teachers and teaching assistants. Additional time for phonics co-ordinator to a coordinate and assess impact of progress made***  ***(£500)***  ***Additional time for teachers to plan and respond to the emerging needs of the children.***  ***(£1000)***  ***Purchase additional manipulatives for EYFS/KS1 initially.***  ***(£1000)*** | Children started school well because the teachers were well prepared.  Phonics training supported staff who needed a refresher and ensured a consistent approach  Resources purchased allowed for more children to access resources at a certain level. | EJ  Supported by SR/AP | Jan 21  Jan 21  Jan 21 |
| Teaching assessment and feedback  Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. | ***Purchase of PIRA/PUMA summer term tests for baseline all children from Y1 to Y6 September 2020***  ***(£1300)***  ***Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.***  ***(£4500)*** | Testing completed within the first few weeks of term. Data showed significant gaps -as per analysis on this report | DH | July 21 |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with Belle Vue have an opportunity to become familiar and confident with the setting before they arrive. | ***New pupil/s and parents to meet with the school’s parent liaison officer via Zoom/TEAMs meeting. Pastoral support lead to have regular contact with new pupil/parent ensuring a smooth transition***  ***(£600)*** |  | VS | Ongoing |
| **Total budgeted cost** | | | | **8300** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children will have significantly increased rates of reading fluency and prosody. 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. | ***Access national tutoring programme to targets disadvantaged children who have struggled***  **(?)** | Not been able to access during first Lockdown. Currently reviewing this approach vs in house | CD | April 21 |
| Intervention programme  An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number. | ***An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).***  ***(£1000)*** | See above | DH | July 21 |
| TIS Approach  Targeted support in place to improve mental health and wellbeing of all pupils. A consistent approach to positive behaviour will be embedded across the whole school with the school’s vision being the driver for establishing positive relationships | ***2 members of SLT trained in Trauma Informed Schools – SLT 2 day training course***  ***(£400)***  ***Identified member of SLT to lead TIS across the whole school and undertake 10 day diploma***  ***(£1700)*** | SLT training complete. Reviewing systems and processes in school.  CD to take on role of TIS lead – started training Jan 2021 | CD | Dec 20  May 21 |
| **Total budgeted cost** | | | | **£3100** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | ***Additional online learning resources will be purchased, such as Spellzone and Reading Eggs***  ***(1000)***  ***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.***  ***(£1000)*** | Further online resources were purchased for spelling and reading.  For those that used remote learning, this worked very well.  Packs were invaluable when bubbles closed and for those families that struggled with technology. | All staff | Feb 21  Feb 21 |
| Access to technology  Intervention groups have additional access to technology when working out of the classroom  Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. | ***Purchase 22 Chromebooks for staff to ensure all online learning is prepared and share with all pupils***  ***(4500)*** | Without these devices remote learning would have been sporadic and hard to deliver efficiently. | JM | Dec 21 |
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| **Total budgeted cost** | | | | **£6500** |
| **Cost paid through Covid Catch-Up** | | **£32,060** |
| **\*Unallocated** | | **£14160** |

\*this money is earmarked for catch up tutoring for all of our disadvantaged pupils for a short period of time.