**Catch-Up Premium Plan**

**Barnston Primary School**

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| **Summary information** |
| **School** | Barnston Primary School  |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £25, 200 | **Number of pupils** | 316 |

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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 from FS2 to Year 6.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** |
| **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 have lost essential practising of writing skills. SPAG (Spelling, Punctuation and Grammar) 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. Those who have spent extended periods of time on computers have lacked continual practice of handwriting skills. |
| **Reading** | Children accessed reading during lockdown more than any other subject as there were many levelled books available through our on-line packages. This is something that was more accessible for families and required less adult input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don’t has now widened. Comprehension abilities have been affected by lack of group discussion and wider use of inference and deduction. |
| **Non-core** | There are now significant gaps in knowledge – whole units of work, which were still sent out on our platforms, have not been taught, meaning that children are less able to access prior knowledge when learning something new and they are less likely to make connections between concepts and knowledge throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments, thus lacking in a capacity to draw on their Curriculum Capital knowledge. |
| **Social and Emotional** | Every child and every family will have had a different experience of lockdown. For some, the experience may have been fruitful and sadly for some, the experience may have been difficult. Some may have experienced family illness, bereavement and associated difficulties. Some may have been adversely affected by ACEs and this may have affected individual emotionally and/or socially. The school has bought an ELSA package to be used in addition to our already well embedded systems in well-being and mental health sessions are taking place 2-3 times per week in school and packages have been sent home also. |

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| 1. **Targeted academic support**
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| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **TIER 1** **High quality for all, diagnostic assessment, support for in school and remote learning in whole class, small group or 1-1 tuition…** **Own School tutoring programme using TEs and TAs – high level teaching, pupil assessment and feedback****Planning for pupils with SEND…****Intervention programme** | **Through teacher assessment the children will work in small groups during mornings – 2 extra part time TAs will be employed so that there are 4 TAs in EYFS and 5 TAs in KS1. A small group fast catch up programme will be carried out in phonics/reading/maths and writing.** **(£7 735 x 2 = £15 470)****Spring KS2 – extra outstanding TE employed 2 mornings/week to take 10 x 30 mins intervention groups. (£9 768)****Continue with normal SLAs for SEND – Talk about town Speech and Language, Orret’s Meadow Outreach for Literacy and Maths and TAs trained in Orret’s 1-1 sessions so 3 times per week, SENAAT and Education Psychologist. In addition, more focused TE 1-1 in class sessions for SEND. (Normal school cost £18K).** | See tables  | SL/RDJJ phonics | Starts September and reviewed after 4-6 week blocks. |
| **TIER 2****Extended school time…** **After school focussed sessions – 3 x 1 hours for 6 week blocks x 5 TEs**After School Maths – Identified children are able to access a three times weekly catch-up club (1 hour sessions 3 per week 30 mins planning and 30 mins marking on top of the 3 hours = 4 hours/week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive and understand the identification process. After School English – Identified children are able to access a three times weekly catch-up club (1 hour sessions 3 per week 30 mins planning and 30 mins marking on top of the 3 hours = 6 hours/week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive and understand the identification process. In-school smaller group work in the afternoons in KS2 delivered by High Level TAs – planned by TEs through assessment and marked and monitored for impact by TEs. This are the pupils who are not SEND and did not meet the assessment criteria for the catch up after school intervention. | ***Teachers paid tutor rate for 6 weeks’ worth of work i.e. a ½ term, equating to 36 hours in total.*** ***Autumn and spring*** ***(£720 x 5 = £3600 x 2 at least = £7200 total)******Summer - £540 x 5 = £2700 = £9900 total spend*** | See tables  | Class teachers Class teachers | Review end of Dec and groups re- formed spring 1 or 2 depending on assessmentsReview end of Dec and groups re- formed spring 1 or 2 depending on assessments |
| **Total budgeted cost** | **£35 138** |
| 1. **Wider Strategies**
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| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **TIER 3****Supporting parents/carers with pupils of different ages… effective communication with the wider community:**Mental Health packages have been purchased to make sure that the children were stable and ready to learn. Peripatetic music, sport 1-1 by specialists to boost mental health (sport being delivered in lunch times and an extra day through Wednesday which is doesn’t usually deliver in our setting) | ***ELSA materials purchased for in school and for use to support at home.******(£300)*****We believe that music and sport provision aid children in their self-esteem, resilience and keep them physically and mentally healthy.**  | See mental health flight paths per class | JP   | Reviewed October through our Flight Paths – the sessions are having an impact as less children are on each area of the flight paths in each year group (see School Recovery Policy) |
| **Ensuring access to technology…** **Enabling all learners equal access to the provision:**Children with no computer access at home can access additional devices (short term loan from school so that they can access on-line provision and learn alongside their peers. Teachers have school laptops that are equipped with webcams/microphones 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. |  |  |  |  |
| **Total budgeted cost** | **£35 138** |
| **Cost paid through Covid Catch-Up** | **£25 200** |
| **Cost paid through charitable donations** | **£0** |
| **Cost paid through school budget** | **£9 938** |
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**Initial assessments in September**:

Although data plays an important part in measuring impact, it is important to stress that this is not the only measure. Books will be examined for evidence of progress for each individual pupil and mental health strategies monitored for impact. SLT will continue to drop in to lessons by standing in doorways and by remoting in through our google classrooms.

**EYFS** – Focus was on settling the pupils into routines and making sure that they felt happy, safe and secure in school.

**Y1 Phonics –** 67% **Y2 phonics –** 78%  **NB. The majority of children ‘D’ in our system get to secure by the end of the academic year.**

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| **YEAR GROUP** | MATHS | READING | WRITING | SCIENCE |
| Y1 | 65% D 3% S | 62% D 3% S | 58% D 0% S | 68% D 7% S |
| Y2 | 77% D 0% S | 65% D 3% S | 75% D 0% S | 75% D 8% S |
| Y3 | 49% D 16% S | 34% D 37% S | 48% D 0% S | 58% D 17% S |
| Y4 | 46% D 5% S | 59% D 3% S | 58% D 0% S | 68% D 8% S |
| Y5 | 35% D 11% S | 34% D 10% S | 46% D 0% S | 52% D 0% S |
| Y6 | 30% D 14% S | 49% D 33% S | 50% D 12% S | 44% D 2% S |

**October Assessments after 7 weeks**:

**EYFS baseline** 55.5% (around 10-15% lower than previous years)

**Y1 Phonics –** 81% **Y2 phonics -** 88% (teacher assessment after intense phonic intervention groups first half term)

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| **YEAR GROUP** | MATHS | READING | WRITING | SCIENCE |
| Y1 | 72% D 7% S | 68% D 7% S | 75% D 7% S | 71% D 10% S |
| Y2 | 81% D 0% S | 71% D 10% S | 81% D 0% S | 85% D 10% S |
| Y3 | 49% D 22% S | 28% D 43% S | 68% D 0% S | 54% D 19% S |
| Y4 | 36% D 15% S | 51% D 11% S | 68% D 0% S | 72% D 22% S |
| Y5 | 40% D 11% S | 47% D 10% S | 58% D 0% S | 69% D 0% S |
| Y6 | 34% D 34% S | 53% D 45% S | 46% D 28% S | 64% D 2% S |

**End of autumn term Assessments**: (to be reported end of December)

**EYFS:** 76.6% on track

**Y1 Phonics** 84% **Y2 Phonics –** 95% (phonics actual government initiated testing not TA)

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| **YEAR GROUP** | MATHS | READING | WRITING | SCIENCE |
| Y1 | 80% D 9% S | 66% D 23% S | 64% D 0% S | 77% D 23% S |
| Y2 | 49% D 35% S | 49% D 35% S 7%M | 86% D 9% S | 70% D 30% S |
| Y3 | 76% D 22% S | 48% D 37% S | 81% D 0% S | 57% D 29% S |
| Y4 | 64% D 21% S | 45% D 40% S | 87% D 0% S | 60% D 34% S |
| Y5 | 60% D 17% S | 73% D 10% S | 71% D 0% S | 75% D 0% S |
| Y6 | 28% D 49% S 7%M | 9% D 45% S 40%M | 56% D 16% S 12%M | 88% D 2% S |

**End of Spring term Assessments**: (from 8th March – 3 weeks intensive programme)

**EYFS: 78**% on track

**Y1 Phonics –** 77% Y2 phonics – 80% (after lockdown)

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| **YEAR GROUP** | MATHS | READING | WRITING | SCIENCE |
| Y1 | D 32% S 57% Exc 11% | D 48% S 39% Exc 13% | D 54% S 39% Exc 7% | D 41% S 55% Exc 4% |
| Y2 | D 47% S 29% Exc 24% | D 26% S 48% Exc 26% | D 35% S 55% Exc 10% | D 83% S 17% Exc 0% |
| Y3 | D 50% S 50% Exc 0% | D 49% S 51% Exc 0% | D 76% S 24% Exc 0% | D 47% S 53% Exc 0% |
| Y4 | D 47% S 40% Exc 13% | D 30% S 53% Exc 17% | D 70% S 30% Exc 0% | D 32% S 64% Exc 0% |
| Y5 | D 71% S 15% Exc 14% | D 62% S 38% Exc 0% | D 82% S 18% Exc 0% | D 71% S 29% Exc 0% |
| Y6 | D 16% S 60% Exc 19%  | D 35% S 58% Exc 7% | D 57% S 24% Exc 19% | D 56% S 37% Exc 7% |

**End of summer term Assessments**: ( W/C 14th June 2021)

**EYFS: 78**% GLD – (small group intervention to continue for those pupils who missed GLD in 1-2 areas only)

**Y1 Phonics – 84%** (interventions will continue with the 7 pupils who not at expected) Y2 phonics – **98**% (1 pupil will be worked with continuously and into KS2).

 **(Increases are from spring to summer)**

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| **YEAR GROUP** | MATHS | READING | WRITING | SCIENCE | **Continuous Catch up** |
| Y1 | D 25% S 57% Exc 18%= 75% secure 7% | D 23% S 43% Exc 34%= 77% secure 25% | D 27% S 61% Exc 11%= 72% secure 16% | D 23% S 49% Exc 28%= 77% secure 18% | On track for above national in Y2 – catch up will continue in Y2 for all subjects. |
| Y2 | D 10% S 64% Exc 26%= 86% secure 35% | D 10% S 55% Exc 35%= 90% secure 7% | D 14% S 67% Exc 19%= 86% secure 12% | D 10% S 61% Exc 29%= 90% secure 44% | Most of the year group were in continuously throughout lockdown. Maths and writing interventions will continue. |
| Y3 | D 33% S 31% Exc 36% = 67% secure 17% | D 16% S 36% Exc 48% = 84% secure 33% | D 36% S 43% Exc 21% = 64% secure 40% | D 19% S 52% Exc 29% = 81% secure 28% | **Maths and writing** intervention continue to be a priority with those in D (7% SEND). Intervention also for those 9% in D in reading. |
| Y4 | D 21% S 47% Exc 32% =79% secure 26%Exceeding 19% | D 17% S 36% Exc 47% = 83% secure 13%Exceeding 30% | D 23% S 56% Exc 21% =77% secure 47% | D 15% S 62% Exc 23% = 85% secure 21% | **Maths and writing** intervention continue to be a priority with those in D (11% SEND and made progress within their ability). Also 6% D in reading. |
| Y5 | D 22% S 52% Exc 26%= 78% secure 37%Exceeding 12% | D 24% S 61% Exc 15%= 76% secure 23%Exceeding 15% | D 47% S 28% Exc 25%= 53% secure 10%Exceeding 25% | D 23% S 62% Exc 15%= 77% secure 33%Exceeding 15% | Interventions will continue across Y5 with a particular focus on writing – 11 pupils are high emerging in writing and will catch up quickly. |
| Y6  | D 14% S 37% Exc 49% = 86% secure 7%Exceeding 30% | D 16% S 37% Exc 47% = 84% secure 19%Exceeding 40% | D 16% S 49% Exc 35% = 84% secure 41%Exceeding 16%RWM combined Y6 = 84% | D 14% S 37% Exc 49% = 84% secure 40%Exceeding 42% | 2019 SATs papers in test conditions (9.5% SEND) - those not SEND were near misses (2-3 pupils). Work continuing with this group in the last 3-4 weeks. |