



Catch-Up Premium Plan

Barmston Village Primary School

Summary information					
School	Barmston Village Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,000	Number of pupils	200

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
<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	
Personal Development	Children and families have been affected in a range of ways by lockdown and this will have to be the main focus of the plan. If children are not emotionally secure they will not be ready to learn. Anxieties are high and this will be on-going, children will need to learn to socialise again and follow school's routines and boundaries. The pandemic is on-going and the emotional strain on families will be on-going so we will need to consider how we support the whole family unit.
Safeguarding	During Lockdown there was a rise in Safeguarding referrals and support needed. As a school we need to consider capacity and support for our most vulnerable children to ensure their emotional stability so they can still learn.
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. 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 affecting the children's confidence and leading to some frustration and upset.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Children have lost essential gross and fine motor skills and will need interventions to support this. Motivation to write or even sit at length is limited and this will have to be built up gradually with the use of brain breaks and modelling. Confidence needs to be built that they will remember- it will just take time.
Reading including Speaking and Listening	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 and SEND children seem to have been disproportionately affected. Year 1 particularly is a concerning year group. Reading is going to have to be a priority across school with a focus on Phonics across EY, KS1 and early KS2 to support long term.
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.

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 non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. (Cover in house)</i></p>		JC	Mar 21
<p><u>Transition support</u> Emotional stability</p> <p>Teachers have a clear understanding of what support children need to support their emotional wellbeing while adjusting back into school life and living through a pandemic.</p>	<p><i>Teachers to use the Leuven Scale to assess children's involvement and wellbeing. This information to be used to plan whole school interventions to support children's wellbeing across school.</i></p>		SB/CM	Oct 20
<p><u>Pupil assessment and feedback</u></p> <p>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.</p>	<p><i>Teachers from previous year and this year to observe and assess children against Gateshead Assessment Profiles to see what gaps in knowledge the children have. This will be completed in the first 4 weeks by observations in class and book scrutinies. This will be recorded as their baseline and compared each term to assessments.</i></p>		SB/JC	Oct 20
			Total budgeted cost	£ 0

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>One to one and small group tuition/ Intervention programmes</u> Increasing of teaching capacity</p> <p>Identified target classes/staff/groups/children will have significantly increased rates of progress from their baselines due to the support of two members of SLT.</p> <p>Consistent Reading and Phonics Programme across school</p> <p>Phonics to be consistently taught through Nursery to Y3 linking new phonics scheme to letters and sounds.</p> <p>Clear concise policies and procedures developed for reading that run from Nursery to Year 6 with clear links for assessments.</p>	<p><i>Deputy Head to be non-class based and focus on Teaching and Learning development and KS2. KS1 Phase Leader and SENdCo to be non-class based to focus on pastoral and SEND need across school and teaching and learning specifically in KS1.</i></p> <p><i>Two tier catch up plan to be devised with a targeted teaching and learning focus and the other with a pastoral focus. This will cover all children from N-Y6. This will cover whole class interventions, group interventions, 1-1 etc</i></p> <p><i>(£13,000 towards staffing costs)</i></p> <p><i>Monster Phonics to be purchased and CPD for all teaching and support staff across EY, KS1 and KS2. Clear assessments completed and links with Reading levels.</i></p> <p><i>Reading books levelled from N-Y2 using Oxford and Accelerated Reader in KS2. New books purchased for Ks1 and Reception. Accelerated reader purchased and CPD delivered to all staff in school</i></p> <p><i>(£3000 towards reading and phonics resources)</i></p>		<p>SB</p> <p>JC</p>	<p>Mar 21</p> <p>July 21</p>
Total budgeted cost				£16,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Increased SLT capacity enables more time to support anxious parents and enable Place2be counsellor to target</p>	<p><i>Additional time of Deputy Head, SENdCo and Head means time can be made to support parents through</i></p>			<p>Mar 21</p>

<p>the most vulnerable and in need.</p>	<p><i>any issues that arise and signpost them to the correct agencies if necessary.</i></p>			
<p><u>Access to technology</u> Remote education – CATCH up</p> <p>Teachers and TAs will support parents and children when isolating with recorded lessons and explanations using the APP Explain Everything. This will further support learning and enable children to access current learning that is on-going in class.</p>	<p><i>To further enhance remote learning offer to parents staff to be trained in recording videos to upload and using the app to upload explanations over work. This will be done through the online media of Class DoJo that parents are already familiar with.</i></p>		<p>JC</p>	<p>Mar 21</p>
Total budgeted cost				£ 16,000