

Catch-Up Premium Plan Bookwell Primary School

Summary information					
School	Bookwell Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 16,800	Number of pupils	210

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 in years Reception through to Y11.</p> <p>Bookwell remained open throughout lockdown for children of key workers and vulnerable pupils. We had anything from 5 to 30 each day. Those children who did attend varied each day with some children attending the majority of days and others once a week. As a result, we continued to provide learning through Seesaw in April of 2020 and continued this throughout the summer term. We also began phoning every family at least every 3 weeks. Children with additional needs were contacted weekly. The school provided food parcels, stationery, and other support as needed. By the end of June, we were offering all children in Year 1 and Year 6 a place alongside the continuing provision for key worker and vulnerable children. Approximately 50 children on role took this up. We continued providing home learning through Seesaw for all children until the summer holidays.</p> <p>When the children returned we found the following issues:</p> <ul style="list-style-type: none"> Children are tired and struggling to concentrate for long periods of time. Children are struggling to write at length, complaining of aching hands. The quality of spoken (and therefore written) English has deteriorated. Some children are struggling with basic reading and phonics. Maths fluency has deteriorated, with children having to think carefully about the answers to basic skills questions There are gaps in year group knowledge <p>We have also had children absent from school in Autumn term due to high numbers of Covid in the area.</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
--	--

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the Effective Maths Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons have been created by the Effective maths lead and can be weaved into the sequence of learning, where necessary. ‘Catch up’ interventions are taking place for some individuals who require additional support on these objectives.</p> <p>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.</p>
Writing	<p>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 exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Handwriting was really affected during lockdown. However, since returning, this is now getting back on track. Writing interventions have been implemented across school to try to close gaps. The children also practise their grammar and spellings.</p>
Reading	<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, assessments 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 and since returning in September, children were able to access online books via the Oxford Owl website and Rising Stars at KS1. The website contains a range of 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. Parents have been given links to the website via Seesaw and Tapestry and on our website and have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children.</p>

	Reading is the number 1 priority.
Non-core	There are now gaps in knowledge –units of work have not been fully 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. The standard of work is to be admired with gaps addressed when they are identified.

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>Purchase of CUSP to support curriculum development and adaptable to home learning if required. Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£3,000)</p>	<p>Teachers started to implement adjusted curriculum and follow the research led approach for the progression of Science, History and Geography. Teachers using resources provided to support home learning and work within class. All knowledge organisers provide important vocabulary necessary for each topic. Evidence of work on Seesaw and books.</p>	SLT	July 21
<p><u>Teaching 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>Purchase and implement the PIRA/PUMA Assessment tests and record assessments to identify gaps and track performance.</i></p> <p style="text-align: right;">(£1000)</p>	<p>Assessments supported staff to see gaps in learning across their year group and adapt their planning accordingly.</p>	SLT	Dec 20 April 21 July 21
Total budgeted cost				£ 4000

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 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.</p>	<p><i>1:1 phonic tuition for pupils who have gaps in their phonological awareness to offer intense support, in school, to make rapid progress</i></p>	<p>STAs provided smaller group sessions to focus upon phonic skills.</p>	SLT	Jan 21 April 21 July 21

They will be confident readers and dips in reading attainment will be negated. Support in class extended to afternoons to enable small groups/individual intervention.	STAs to work with small identified groups (£2,000)	Children will need continued support once we return in Sep 21 as event though good progress was made, the identified children still need more support.		Feb 21
<u>ELSA programme</u> Train a TA in the ELSA intervention support to work on self-esteem and resilience with identified pupils.	STA trained in the ELSA programme to be able to support children identified. STA (£ 1140)	Training was started but due to Covid outbreaks, was moved to September 2021	STA	July 21
Total budgeted cost				£3140

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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 TT Rockstars, IXL, Spelling Shed, Reading Eggs, to support children at home. £2,500 Home-learning book packs are ordered and ready to distributed for children to take home when home-learning occurs if unable to access online support £500	Online resources purchased to support the children while doing their home learning. Home learning books were purchased, however as Seesaw became more refined less children needed books.	SLT SLT	Feb 21 July 21 Feb 21 July 21
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	Purchase 25 iPads to support online access for children to be able to loan if they have no access at home. £7,500	Purchased and loaned to children to use during the lockdown. We gave about this amount to children during this period.	SLT	Feb 21

<p>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.</p>		<p>Used effectively to provide home learning and maximise responses.</p>	<p>SLT</p>	<p>Feb 21</p>
				<p>10,500</p>
Total budgeted cost				<p>£17,640</p>
		Cost paid through Covid Catch-Up		<p>£16,800</p>
		Cost paid through school budget		<p>£840</p>