**Catch-Up Premium Plan**

 **Bankfields Primary School**

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| **Summary information**  |
| **School** | Bankfields Primary  |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £21,280  | **Number of pupils** | 252(292 including nursery) |

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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**  |
| **Maths** | Specific content has been missed, leading to gaps in learning and has stalled sequencing of journeys. Momentum has been lost and recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies as without regular repetition and consolidation activities, new knowledge has not been secured. This was reflected in benchmarking assessments. Resilience to work on greater depth challenges has been lost and pace has slowed, meaning it is taking much longer to get through curriculum content. This is reflected in benchmarking assessments. |
| **Writing** | Children have lost essential practising of writing skills and are struggling to complete sustained pieces of writing- often reverting to writing one or two simple sentences as opposed to detailed paragraph with writing becoming more basic and less creative. GSaP specific knowledge has suffered, leading to lack of fluency and a higher level of technical inaccuracies in writing.  |
| **Reading** | Reading activities were the most accessible during lockdown; more so than any other subject. This is something that was more accessible to families and required less teacher input. However, the time children spent on reading activities was variable, resulting in children being less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly significant. Depth of understanding of what has been read is weak. Comprehension focus is very literal with work on developing inference and authorial intent increasing throughout the term |
| **Foundation****Subjects and Science** | 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. A significant amount of time is having to be spent on pre-teaching activities to cover lost learning and ensure children have acquired the necessary skills and knowledge to move on in their learning. In addition, children have missed out on the many curriculum experiences that engage and inspire them, developing that love of learning e.g. trips, visitors, engage days and enrichment activities.  |
| **Attitudes to Learning** | Children are generally positive and happy to be back at school and staff have been pleasantly surprised at how well they have returned. Our main concern is children’s poor stamina along with their lack of resilience which has been lost during lockdown. Children have lost much of their independence and now have to be directed and prompted regularly. Children lack the self-motivation for learning that the school has worked so hard to instil in our children and we are finding that the remote learning tasks for ‘catch up’ are rarely completed. There is a huge divide between children’s attitudes to learning, with many children highly motivated and fully engaged in their learning where others have lost their drive, passion as well as pride in their work  |
| **Mental Health and wellbeing** | A high level of mental health and wellbeing support was planned and put in place ready for the full reopening in September. School has 3 qualified Thrive practitioners who have been timetabled to provide a significant amount of time to support individuals and groups to manage their anxieties, negative thoughts and behaviours. Our 2 qualified Theraplay practitioners are doing a significant amount of work with our younger children to support with separation anxieties and to develop interaction, collaboration and social skills. Older children have become more prone to worrying and are becoming anxious about health issues, family tensions and break ups and the death of grandparents  |

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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**
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| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review dates?** |
| Supporting great teaching:Additional Phonics sessions in Year 1 to cover sounds write initial code units missed from reception before moving on to extended code units Learning zones implemented across all Key stage 1 to facilitate small group and 1:1 work for all children, increase independent learning and engage children in a wider range of subject areas Autumn 1 to focus primarily on addressing gaps in knowledge and skills missed in the previous yearAdditional staff CPD and resources for maths to support with catch up and to develop masteryDespite the limitations placed on schools in terms of use of physical resources and the sharing of them, investment in training and resources in the use of manipulatives will ensure they are accessed regularly in Maths to support accelerated progressIn early years and key stage one, The foundation subject will be planned through a learning zone approach to promote, independence, child led learning and to focus on developing children’s knowledge and skills across the Foundation subjects and science. Activities will be planned that will cover lost learning and allow them to practise and consolidate previous learning.In key stage 2, a clear summary has been created of lost learning from the previous year which will be covered before moving on to new learning. The full curriculum will be implemented from September across all year groups. Teachers will implement the whole school fully developed curriculum which supports staff with clear progression within each theme to ensure there are no gaps  | ***Additional Teacher and Teaching Assistant in Year 1 (adult pupil ratio 1:7) to ensure children are able to cover missed learning from Reception and accelerate progress focusing on phonics and early reading*** ***(22,734)******Sounds write training for additional Teacher and TA .*** ***(£900)******Cosmic Kids Yoga app (60)******Resources to set up learning zones across Year 2 (£899)****Bar Modelling Training for all staff ( £149)**Numicon catch up and intervention online training (£99)**Numicon catch up and intervention resources ( £690)**Power maths catch up resources school contribution ( £768.50)* *(DfE funded grant 80% of cost £3073.50)*  |  | CWSTSLTE.GCW, STE.G, KLST | Dec, March and JulyDec 21July 21July 21July 21 |
| Teaching assessment and feedbackBase line assessments completed in October 2020 with outcomes used to assess impact of lockdown and to support teachers in gaining a very clear understanding of what gaps in learning remain and use this to inform planning, teaching, and interventions. Learning zones which are heavily staffed will ensure that there is a whole team approach to assessing children’s attainment and progress. Numerous formative assessment opportunities will be planned using a range of adults, resulting in a consistent approach and increased accuracy and confidence in assessments  | ***Formative assessments using Rising stars optional SATs and previous SATs papers will be completed termly and used alongside ongoing formative assessment to gain a full picture of children’s attainment and progress*** ***(£0)*** |  | JW | Oct 20July 20 |
| Transition supportAll children from N-Y6 attended a 2 day transition during July prior to the reopening of schools in September. This was to allow children to spend time with their new teacher and friends, and to ease anxieties of both children and parents around their return in September. By seeing that although the school was slightly different, it was still a safe and a happy place to be, giving parents and children the confidence to return after a 6 months period Liaise with secondary schools to arrange a number of virtual meetings/tours of secondary provision to prepare Y6 pupils for their transitionLiaised between secondary providers and parents to disseminate a range of information and to ensure documentation was received and returned | ***Staggered 2 day transition for all children over a 2 week period******Virtual tours and meetings of secondary provision for all Y6 pupils*** ***(£0))*** |  | AR | July 20June/July 20 |
| **Total budgeted cost** | **£ 29373** |

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| 1. **Targeted approaches**
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| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuitionIdentified children across year 5 and 6 will attend school early to complete Reading Plus activities  | ***Additional Reading Plus intervention sessions for Y5/6 pupils to increase reading stamina and fluency.*** |  |  | Ongoing |
| Intervention programmeIdentified children from across all year groups will have a well-planned programme of intervention and pre teaching activities to ensure they are able to access lessons with increased confidence and independence. Identified staff will target individuals and small groups to deliver sessions inPhonicsReadingwritingMaths. | ***Interventions/pre-teaching requirements are identified and delivered. Staff within phases are able to deliver the intervention confidently with a high level of success***  |  | Team Leaders | Dec 20 /April/July 21 |
| After School TuitionIdentified children from Y4-Y6 will receive additional after school tuition to address gaps in their learning and practise and consolidate key concepts in maths and English. | ***Spring and summer term booster sessions for identified children from Y4-Y6******Year 4 children – 2 groups receive 4 weeks English and 4 weeks maths (Total 16 sessions)******Year 5 & 6 children – 2 groups receive 6 weeks of English and 6 weeks of maths ( Total 24 sessions)*** ***(1600))*** |  | EG | April/July 21  |
| **Total budgeted cost** | **£1,600** |

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| 1. **Wider Strategies**
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| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carersChildren 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.Regular contact and updates for parents to keep them well informedRegular information around support groups/agencies to ensure families are aware of and accessing support within the communityDuring lockdown/bubble closures remote learning and paper packs sent home regularly with weekly contact to check in and offer any additional supportSchool have accessed free WI-FI for up to 50 children for 3 months to help with remote learning for all children who do not have WI-FI in the homeSchool is part of the ‘Get Help With Technology’ programme that can access additional devices for pupils who do not have them in the event of a bubble closureSchool will offer children the loan of an I-Pad if they are unable to access home learning due to lack of device in the home | ***Instructions and step-by-step guides sent out to support parents*** ***‘Marvelous Me’ updates/comments sent out to parents to share children’s learning******Vodafone WI-FI offer of 50x 3 month free subscriptions*** ***6 additional I-pads and 2 laptops allocated to the school as part of the ‘Get Help with Technology’ programme***  |  | SLT | Feb 21Feb 21 |
| Access to technology/Remote learning Free Wi-Fi for all children who do not have this facility at home.Free loan of I-Pads for all children who do not have electronic devices at homePurchase of upgraded Seesaw platform to facilitate home learning, feedback on learning and editing of workCPD for all staff to ensure they are effective at delivering a high quality curriculum adapted for remote learning  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.Additional online learning programmes will be provided for children to practise and consolidate previous and new learning Whole school remote learning offer that results in a consistent approach across school with clearly set out provision in the event of a bubble closure, child isolating, teacher isolating etc as well as catch up provisionPurchase of 100 new I-pads to ensure children can access the most up to date educational programmes for catch up and new learning and to facilitate follow up/pre work tasks for home learning  | ***Seesaw Plus purchased across whole school for a consistent approach to remote learning across school***  ***(£637)******Purple Mash, Lexia, TT Rock stars programmes will be part of the remote learning offer for catch up and self-isolation remote learning******CPD for all staff on how purple mash can be used for catch up and remote learning*** ***(£960)*** ***Purchase 100 new I-pads that are compatible with the newest educational programmes and can enhance home learning tasks-*** ***(30,096)*** |  | HAMKMKPPPP | Autumn term 20Sept-Oct 20Autumn TermTermlyDec 20 |
| **Total budgeted cost** | **£59,592.50** |
| **Cost paid through Covid Catch-Up** | **£21,280** |
| **Cost paid through Grants** | **£3,073.50** |
| **Cost paid through planned school budget** | **£35,289** |
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