

COVID -19 Catch-Up Premium Strategy 2020-2021

Buckstones Community Primary School

SUMMARY INFORMATION			
Total number of pupils:	207	Total catch-up premium budget:	£9,620 - September 2020 – March 2021 £6,860 - April 2021 – August 2021

GUIDANCE
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID19). 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 Year 11.</p> <p>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.</p>

USE OF FUNDS
<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 <u>curriculum expectations for the next academic year</u>.</p>

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 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.

STRATEGY STATEMENT

At Buckstones we want all our children to flourish and gain every opportunity to live fulfilled lives. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life.

Teaching:

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support:

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupils Assessment and Feedback:

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID-19. Setting aside time to enable teachers to assess pupils' well-being and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support:

School have provided extensive pastoral support to pupils and families during the pandemic.

IDENTIFIED IMPACT OF LOCKDOWN

Maths.

Specific content from the previous year has been missed, leading to gaps in learning. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age with significant gaps in understanding. Recall of basic skills has suffered and children have forgotten previously taught calculation strategies. This is reflected in arithmetic assessments and reasoning assessments through the poor application of knowledge to problem solving.

Reading	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children's progress and level of fluency has been impacted significantly. EYFS & KS1 Phonics – pupils have received an interrupted programme during lockdown.
Writing	Throughout school, baseline assessments showed a significant decrease in the number of pupils at the expected standard for their age. Analysis of writing highlighted an understanding of punctuation, spelling and grammar rules had been forgotten by a significant number of pupils, thus inhibiting the children's ability to write with ease and fluency. Children's stamina for writing has been significantly diminished. Early Years baselines have shown that children's physical development skills have been impacted on and this will have an impact on handwriting/writing skills. The quality of handwriting across school has been affected. The writing aspect of the curriculum has been impacted the most by the home learning, completing writing was one of the more difficult things for parents to support with at home.
Non-core	The wider curriculum has suffered significantly with some units of work being missed. With children being at home for a long period of time, this has meant that the children have missed a large proportion of curriculum study. It is not possible to complete and catch up the missed curriculum. Therefore, it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively. Children have also missed out on the curriculum experiences e.g. trips, visitors.
Emotional and Well-being	Children's experiences from March 2020 will have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school was incredibly successful and so this may also be masking underlying concerns. It is important to stay vigilant and be prepared to support the children's emotional and mental wellbeing.

Planned Expenditure – The headings below are grouped into categories outlined in the Educational 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
To support pupil progress through quality first teaching Quality first teaching ensures the vast majority of pupils do not require any	The curriculum has been slightly altered to ensure the essential knowledge and skills are covered. This will enable pupils to		SH/KA/MP	July 2021

<p>longer-term interventions in order to catch-up or close the attainment gap.</p> <p>Teachers are best placed to know children’s weaknesses and put in place specific actions to support them.</p> <p>To ensure continuous provision in the event of a year group/class closure due to COVID:</p> <p>To ensure the progress of all pupils can be monitored effectively and feedback provided even if working remotely.</p> <p>Teachers are able to plan a programme of work easily accessible to pupils and their parents and provide daily contact with teachers.</p> <p>Provide a platform where face to face contact can also be made with pupils and parents.</p>	<p>progress the next stage. Adopted the Recovery Maths Curriculum. Focus on Reading and Phonics in KS 1.</p> <p>Additional support in targeted classes offered through student placements for teachers and teaching assistants so the identified support actions can be put in place.</p> <p>Through the funding we have also purchased Tapestry platforms. These platforms will enable teachers to upload work and most importantly provide timely and frequent feedback to all pupils who are working remotely. Parents will also be able to access this.</p> <p>The platform allows pupils (or their parents) to have contact with their class teacher and ask any questions or further clarification.</p> <p>To begin to use Zoom as an alternative platform for communication with parents and to facilitate face to face sessions between the class teacher and pupils working remotely.</p>		SH/AP	July 2021
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2. Targeted approaches				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>To narrow the gap for disadvantaged and vulnerable pupils in core subjects. Identified pupils to receive either small group support or 1 to 1 support in the Autumn term.</p>	<p>Identify disadvantaged and vulnerable pupils in KS2 and devise a timetable for the pupils to receive either 1to 1 support or 1 to 4 support. Agree curriculum focus (either Reading. Phonics or Number).</p> <p>Remote learning facility (Google classroom) to be used to deliver the programme.</p> <p>Costing: £8,068.60</p>	<p>FMc has written a detailed report about each pupil she worked with and shared with class teacher.</p>	<p>FMc</p>	<p>November 2020</p>
<p>To narrow the gap for disadvantaged and vulnerable pupils in core subjects. Identified pupils to receive either small group support or 1 to 1 support in the Summer term.</p>	<p>Identify disadvantaged and vulnerable pupils in FS, KS1 and KS2 and devise a timetable for the pupils to receive either 1to 1 support or 1 to 3 support. Agree curriculum focus (either Reading. Phonics or Number).</p> <p>Using the national Tutoring programme and 2 tutors.</p> <p>Costing: £6,700</p>		<p>SH</p>	<p>July 2021</p>

3. Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>To ensure pupils keep themselves mentally healthy.</p>				

<p>Identify pupils who may be struggling with their mental health as they return to school.</p>	<p>To deliver 7 ½ hour sessions to help pupils with their self-esteem and to approach challenges positively. Delivered through Google classrooms.</p> <p>The sessions will deal with:</p> <ul style="list-style-type: none"> • Positive thinking • What are my strengths and unique qualities? • Why if we approach a challenge and fail, that can be a good thing • Sometimes, it's OK to laugh at ourselves and move on <p>Also to deliver 7 other ½ hour sessions for pupils who are worrying. The sessions will be to help pupils to understand worry and to give them some strategies to help them to manage it. The sessions will deal with:</p> <ul style="list-style-type: none"> • Why do I worry? (learning a little about how the brain works) • Helping children to put their worries into perspective • Techniques for dealing with worry such as breathing, grounding and mindfulness. 	<p>FMc has written a detailed report about each pupil she worked with and shared with class teacher.</p>	<p>FMc</p>	<p>November 2020</p>
<p>To have an effective assessment tool. Use Testbase as an assessment tool and a way to identify any gaps in learning.</p>	<p>Purchase testbase for the whole school and use it as an assessment tool.</p> <p>Costing: £2,312</p>		<p>SH</p>	<p>July 2021</p>