

# Catch-Up Premium Plan

## The Belham Primary School

Summary information					
<b>School</b>	The Belham Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£32,800	<b>Number of pupils</b>	399

### 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and making progression more difficult. For children who engaged with home learning recall of number facts &amp; number bonds has become stronger, perhaps due to the use of NumberBots and TimeTables Rockstars.</p> <p>Misconceptions around calculations have increased due to different methods being parents. Less problem solving was taught during the Summer Term which needs to be rectified from September onwards. Some aspects of Shape, Time &amp; Measure units were also missed/not engaged with at home.</p> <p>Year 1 &amp; 2 seem to have 'kept up' with maths learning. The gaps are larger from Year 3 upwards.</p>
<b>Writing</b>	<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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Motor skills in Year 1 &amp; 2 have suffered during lockdown and this was a focus when the current 1 &amp; 2 children returned in June 2020.</p>
<b>Reading</b>	<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. In Year 3 upwards reading has kept up pace with VIPERS and other reading comprehension frameworks. Reading age assessments in September 2020 were positive. Children coming into Reception have less phonics knowledge due to private nursery closures. Children in Year 1 &amp; 2 need increased intervention for decoding and comprehension.</p>
<b>Non-core</b>	<p>Some 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 and community events such as the Art Show, Sports Days etc.</p>

**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
<p><u>Supporting great teaching:</u></p> <p>All subjects 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>Teachers are able to use whole class feedback strategies to support next steps and identify misconceptions across the class. Children accurately assess their work and make improvements without in-depth marking.</p> <p>Staff in Reception &amp; Year 1 will be supported to focus on language acquisition and providing a vocabulary rich environment.</p>	<p><b><i>Additional time for teachers to research and plan lessons. Subject leaders will have time to ensure coverage of progression maps. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p style="text-align: center;"><b>(£2340- cost met by school)</b></p> <p><b><i>A Hue HD visualizer is to be purchased for each classroom. This will allow the staff to share work with the whole class and give whole-class feedback.</i></b></p> <p style="text-align: right;"><b>(£650)</b></p> <p><b><i>Support provided in-situ and through written programmes by Sarah Buckley Therapy. Hannah (SALT) will work with the year teams to provide opportunities that may have been missed due to nursery closures/social lockdown + resources.</i></b></p> <p style="text-align: right;"><b>Input (€1000)</b> <b>Resources (€500)</b></p>	<p>With the exception of Year 4 Maths, this was broadly successful and allowed children to cover the most important aspects of English &amp; Maths in 19/20 and 20/21.</p> <p>Variable - more work to be completed on the usefulness of this tool. Those who are using it well have seen an increase in pupil autonomy and a decrease in workload.</p> <p>Staff report greater confidence in supporting S&amp;L. Children on the NELI programme have achieved above expectation.</p>	<p>TT</p> <p>AS/SB</p>	<p>Review delayed to May 21</p>
<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>Teachers have a clearer understanding of age appropriate writing and how to assess accurately to support next steps in writing</p>	<p><b><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments in Reading &amp; SPAG and Maths No Problem Assessments. Summer 2020 tests conducted in September to baseline children in Year 2-6.</i></b></p> <p style="text-align: right;"><b>Rising Stars (€1100)</b> <b>Maths No Problem (€1260)</b></p> <p><b><i>Purchase of Writing Moderation materials (€75)</i></b> <b><i>Increase in moderation meetings, time for staff to attend training.</i></b></p>	<p>Attainment returned to broadly in line with 2019 in Years 1-3 and Year 6. Year 5 &amp; 6 for 2020-21 will need to be a priority in the forthcoming year. These were also the year groups with the greatest gaps in their knowledge. Accurate assessment and identification of gaps. Class teacher gaps analysis showed that these were addressed throughout the year.</p>	<p>AS/TT</p>	<p>July 21</p>

		Staff have reported greater confidence in expectations and feel more supported in the teaching of writing.		
<p><u>Transition support</u></p> <p>New starters will feel confident entering The Belham for the first time. They will be familiar with the layout separate from carers easily after not being at nursery/current school for an extended period of time.</p> <p>Current Belhamites will feel relaxed at coming back to school and getting back to normal routines.</p>	<p><b>Transition packs with a Belham Bear &amp; tasks were given to children who were joining our school. This helped them get ready for school after a long period of not attending nursery.</b></p> <p style="text-align: right;"><b>(£100)</b></p> <p><b>Postcards sent to all new starters to welcome them to The Belham</b></p> <p style="text-align: right;"><b>(£80)</b></p> <p><b>'Transition back to school days' for all year groups took place in July 2020. Videos were created by the new teachers.</b></p> <p style="text-align: right;"><b>(£0)</b></p>	Parents reported they were very happy with the transition arrangements.	AS	Ongoing
<b>Total budgeted cost</b>				<b>£ 7105</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group tuition</u></p> <p>Through using targeted intervention, children will be taught using Catch up Literacy &amp; Numeracy to improve reading fluency and maths recall/basic facts. Children will be taught 1:1 or in small groups. This is led by highly skilled TAs or Phase Leader (Year 2/3) who have autonomy in its delivery and not an additional workload for the teachers.</p>	<p><b>Catch up Literacy &amp; Numeracy Training for 4 TAs + 1 Senior Leader (Year 2,3 Phase Leader/English Lead)</b></p> <p><b>Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data)</b></p> <p style="text-align: right;"><b>(£2349)</b></p>	<p>Children (10 from each year group Year 2+) received tuition in this way. 80% of pupils in Year 5 &amp; 6 received 100% in assessments. The impact was seen more in reading fluency and maths recall in Year 2+.</p> <p>The assessments were very basic</p>	<p>AS</p> <p>AS</p>	<p>Review delayed to May 21</p>

<p>Support staff who need to self-isolate will be able to carry on working and have an impact on reading fluency within the school. Children will build confidence in being able to read with a familiar adult.</p>	<p><b>Additional TA hours in KS2 to allow 1:1 and small groups to happen. Each year group will receive 4 hours of Literacy &amp; 4 hours of Numeracy support each week.).</b></p> <p><b>20 hours x 39 weeks (£14040)</b> <b>12 hours x 39 weeks (£8424)</b></p> <p><b>Year 2 class to have 2 afternoons a week covered by Schools Direct student + experienced TA to allow Phase Leader to carry out interventions across the phase.</b></p> <p><b>Resources for Catch-up/NTP</b> <b>£0</b> <b>(£500)</b></p> <p><b>Use of legacy ICT equipment.</b> <b>(£500)</b></p>	<p>for some of the children in these cohorts.</p> <p>Allowed DG to complete high quality intervention with Year 2 children and close gaps within and immediately after lessons. Results for Year 2 in line with previous years.</p> <p>Impact - very small. Support staff were often unable to support due to commitments within isolation. Equipment still available but currently repurposed.</p>		
<p><u>Intervention programme</u></p> <p>Disadvantaged &amp; vulnerable children will receive highly personalized teacher-led intervention programmes in Literacy &amp; Numeracy. Over 8 weeks they will increase in confidence, target individual misconceptions and close the attainment gap between them and non-PP children.</p>	<p><b>National Tuition Programme is used to ‘buy’ blocks of 1:3 15 hours in Literacy &amp; Numeracy. All disadvantaged children to receive between Jan -May. 17 blocks @ 213.75 2 SEN blocks at £183.25</b> <b>Subsidized through NTP (£4000)</b></p> <p><b>Tutoring with NTP tutor paid for directly to support pupils who are disadvantaged in other ways than PP &amp; SEN</b> <b>(£2000)</b></p>	<p>In NTP assessments, the average improvement was 31%. 5 children achieved 100% and 13 achieved 85%+. Overall in class, PP children’s progress was broadly in line with non-PP children in all year groups except Year 4. In Year 1, PP children made better progress in reading than maths. In Years 3 &amp; 5, PP children made better progress in reading than non PP. In Year 6, PP children made greater progress than non-PP children in writing and maths. The gap is closing but attainment is still greatly behind non-PP children. (NB PP children made up 10% of our school</p>	<p>AS</p>	<p>July 21</p>

<p>Children in Reception &amp; Year 1 will speak fluently and accurately, using an age appropriate vocabulary. They will develop social skills in turn taking and sharing.</p>	<p><b>Children to access enhanced speech &amp; language provision. Staff to be trained to deliver Nuffield Early Language Intervention (NELI) in Reception. Additional TA hours (£1440)</b>  <b>Year 1 intervention run by our SALT provider Sarah Buckley Therapies who will run in 1:1 and small group sessions. This to extend to children who may not normally be eligible. (£2000)</b></p>	<p>population).</p> <p>In Reception, from a lower than average baseline, all children bar 4 were assessed at being at expectation for the end of the EYFS in Communication &amp; Language. Year 1 teachers reported greater confidence and speaking abilities in the cohort by the end of the year.</p>		
<p><u>Extended school time</u></p> <p>Identified children will receive a place in Earlybirds (Breakfast Club). Here they will be able to read with an adult and improve fluency.</p> <p>In Owls (After School Club) some identified children in Reception-Year 2 are receiving social and play intervention, led by a Senior Inclusion Assistant.</p>	<p><b>Children who require greater adult support when reading to be offered a free space in breakfast club on certain days and a member of staff will read with them. (£300)</b></p> <p><b>Senior Inclusion Assistant to continue 'in-play' interventions with children in the lower part of the school. Modelling social interactions and language which was lost during March-June. (£500)</b></p>	<p>Specific children supported with transitions and interacting with others during face to face lockdown schooling. Instances of unregulated behaviour began to decrease.</p>	<p>SB</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>				<b>£36053</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access</p>	<p><b>Additional online learning resources will be purchased, such as Rising Stars Online to support children reading at home. Numbots was purchased for the younger year groups to practise number facts (£375)</b></p>	<p>Resources for fast accurate finishers at home and those who wanted to 'do more'. Quick access when children required to isolate.</p> <p>Children 'ready to learn.'</p>	<p>DG/TT</p> <p>AS/TT</p>	<p>Review delayed to May 21</p>

learning irrespective of ability of child/parent to navigate the online learning.	<b>Stationery packs and exercise books are to be purchased and set aside for children to take home when home-learning occurs.</b> <b>(£500)</b>			
<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.	<b>Some legacy equipment in place, older Ipads and laptops that can be loaned to pupils in the event of home learning. (£1000)</b> <b>2 x laptops donated by a parent's company. (£0)</b>  <b>Chromebooks donated by Friends of Belham (£0)</b>  <b>3 x Chromebooks (+ 20 licences &amp; trolley) to be purchased for student home learning to allow access to Class Dojo, Google Classroom and Meet)</b> <b>(£1829)</b>	All children in national & year group lockdowns were provided with technology where they did not want to use their own. Increase in engagement compared to March-June 2020 lockdown.  Supported key worker schooling.	AR  AR	Review delayed to May 21
<u>Summer Support</u> NA		<b>Total budgeted cost</b>		<b>£ 3704</b>
			<b>Total for funding</b>	<b>£46862</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£32800</b>
			<b>Cost paid for catch up through school budget</b>	<b>£14062</b>