

COVID-19 catch-up premium plan Brixworth CEVC Primary School

SUMMARY INFORMATION			
Total number of pupils:	475	Amount of catch-up premium received per pupil:	£80
Academic Year: 2020-2021		Total catch-up premium budget:	£38240
Guidance			
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). All pupils, regardless of their family’s economic situation, will have been affected in some way by the lockdown, and we, as a school, acknowledge that parents faced significant challenges balancing home-education with their own work schedule; some will have had their support networks cut-off ;others will have had anxieties about the potential impact on their health, and others will have had financial challenges during these unprecedented times. The impact of this on the children cannot be underestimated. Therefore, emotional support as part of this catch-up plan is as important as academic support.</p> <p>This plan, will be amended and will respond to the needs of our pupils.</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 curriculum expectations for the next academic year. 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.</p>			

Identified impact of lockdown	
Maths	<p>Despite the school having provided learning for maths during lockdown, content has been missed, leading to gaps in learning. Baseline assessment showed a slight decrease in the number of pupils at the expected standard for their age with gaps in understanding. Due to second lockdown covering of these gaps was delayed.</p> <p>Children's mental maths skills, such as quick recall of times tables, has been impacted as a result of children not being in school.</p> <p>Some children have forgotten methods used in school for calculations and this needs to be revisited.</p>
Writing	<p>Children have lost essential practising of writing skills. Baseline assessment showed a decrease in the number of pupils at the expected standard for their age. Analysis of writing highlighted a lack of fluency and poor writing stamina, with understanding of punctuation, spelling and grammar rules forgotten by a significant number of pupils. EYs baselines have shown that children's physical development skills have been significantly impacted on and this will have an impact on handwriting/writing skills. This is relatable to pupils in KS1, and possibly KS2 pupils, as this would indicate that children have spent less time moving during lockdown.</p> <p>Letter formation has been impacted, as Kinetic letters was not used consistently at home.</p>
Reading	<p>Some decrease in attainment. EYFS & KS1 Phonics - specific content not taught due to lockdown meaning an interrupted programme.</p> <p>Children have struggled to apply their learning of phonics in different contexts.</p> <p>Children did not have access to physical reading books to the extent which they would have done if they had been in school.</p> <p>Children are unsure how to answer comprehension style questions in a written form as they have not received direct teaching on this.</p>
Non-core subjects	<p>There are now some gaps in knowledge. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> <p>Some children did not access the non-core subjects whilst at home to the extent to which as Maths and English.</p>
PSHE	<p>Children's relational and communication skills have been impacted. They are demonstrating less tolerance and resilience than prior to lockdown. There is higher level of anxiety in children throughout the school.</p> <p>Children are less independent and lack self motivation.</p> <p>Younger children are struggling with turn taking and waiting their turn.</p>

Planned expenditure for current academic year

Teaching strategies

Desired outcome	Chosen Approach	Impact (Once reviewed)	Staff lead	When will you review this?	Cost
<p>Teachers have a very clear understanding of any gaps in learning which remain.</p> <p>This is used to inform learning plans and ensure gaps are covered.</p>	<p>Termly assessments will be completed to enable teachers to identify those who are not on track.</p> <p>Teachers will ensure that gaps are covered, e.g additional writing opportunities, kinetic letters practice, increased time given to phonics in EYFS, KS1.</p> <p>Teachers will ensure that there is an increase in opportunities for written responses to reading comprehension questions.</p> <p>Pot holes and practice patches will be used in class to address individual gaps identified at the end of lessons.</p> <p>Additional TA hours will be used to provide in class support</p> <p>Pre and post assessment quizzes will be used in Foundation Subjects</p> <p>Milestones which have been missed will be covered in class.</p>	<p>Gaps were identified and addressed in lessons and through specific interventions.</p> <p>Data from interventions show progress was made especially in reading and maths. For example in year 2:</p> <p>Reading comprehension score increased between 25-45% over a period of 6 weeks.</p>	<p>Phase leaders</p>	<p>Termly</p>	<p>TA in every class.</p>

95% of pupils RA will remain above CA.	Purchase Phonics Bug to enable children to access reading books online.	Across the school 95% of pupils have a reading age which is above their chronological age.	KS1 and EYFS Phase leaders	July '21	Subscription to Active Learn
Staff will have practical ideas on how to develop teacher and pupil questioning. Learning Walks will show evidence of this questioning.	Provide CPD for teaching staff on metacognition and questioning.	Questioning has continued to improve throughout the school.	HT/ AHT	July '21	£25 per person (£500)
Knowledge will be retained in children's long term memory.	Retrieval grids and low stakes quizzes will be used at the beginning of Science, History and Geog lessons.	Knowledge from current topics has been retained by pupils.	Subject leaders	July '21	
Reduction in number of children presenting with anxiety	Increased time spent focusing on mental health and wellbeing in lessons.	By the end of the summer term, children were much more settled and anxiety levels were lower than they were in March.	Mental Health lead	July'21	
Targeted approaches					
Desired outcome	Chosen Approach	Impact (Once reviewed)	Staff lead	When will you review this?	Cost

<p>KS1 Reading</p> <p>90-95% of pupils will pass the Yr1 phonics screening check by the end of the year</p> <p>Over 90% of Year 2 pupils will pass the phonic screening check in December</p> <p>85-90% of year 2 pupils will achieve expected in reading by the end of the year</p>	<p>A teacher will work with identified children 1:1 on phonics 2x weekly.</p> <p>Regular small group phonic intervention</p> <p>Purchase 5 ipads for use with Year 1 to practice phonics daily.</p> <p>Employ a teacher to work 2x weekly with a targeted group of pupils on reading comprehension.</p>	<p>In July 21 – 82% of Yr 1 pupils passed the phonic screening check. 90% are predicted to pass the check in December.</p> <p>93% of Yr 2 pupils passed the screening check in December '20</p> <p>79% achieved expected in reading – progress was impacted by lockdown. Targeted Interventions on return showed good progress in this area.</p>	<p>KS</p>	<p>July '21</p> <p>Dec '20</p> <p>July '21</p>	<p>5 ipads</p> <p>TA and teacher time for interventions</p>
<p>88% of year 6 pupils will achieve the expected standard in maths at the end of the year</p>	<p>A teacher will work with a small group of year 6 pupils 2x weekly.</p>	<p>85% achieved expected in reading.</p>	<p>AHT</p>	<p>May '21</p>	<p>Teacher time 2 afternoons weekly.</p>
<p>Writing standards will have improved in writing in lower KS2. 80-85% of children will achieve expected in writing by July '21.</p>	<p>A TA will carry out a small group interventions 2x weekly focusing on grammar and sentence structure.</p>	<p>79% achieved expected in writing.</p>	<p>Phase 3 lead, GI</p>	<p>July '21</p>	<p>TA time 2 afternoons weekly</p>
<p>Arithmetic scores will increase by at least 5 points.</p>	<p>Year 5 Small group arithmetic intervention 3x per week</p>	<p>7 out of 10 pupils score increased by at least 5 points.</p>		<p>April 2021</p>	<p>Teacher time 3 sessions weekly</p>
<p>85-90% of year 6 pupils will achieve the expected standard in reading</p>	<p>Provide an after school club 2x weekly for 45 minutes for targeted year 6 children.</p>	<p>8 out of 11 pupils scaled score increased as a result of Catch Up. The increase ranged from 2-16.</p>	<p>AHT</p>	<p>May '21</p>	<p>Teacher time twice a week x 45 minutes.</p>

Emotional support for pupils facing challenging circumstances in the absence of the support of outside agencies.	A trained ELSA will work with pupils requiring additional support. 2 additional staff will receive training in Drawing and Talking Nurture Provision will be established and training provided for 4 key adults.	Timely support was put in place for identified pupils. These pupils anxiety reduced and became more settled in school.	SENCO	April 21 January 21	Drawing and Talking training Resources for Nurture provision
Wider strategies					
Desired outcome	Chosen Approach	Impact (Once reviewed)	Staff lead	When will you review this?	Cost
Supporting parents and carers 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 technology and paperbased home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	The school has purchased Phonics bug and other online programmes to ensure that learning can be accessed in a fun and interactive way. School has created a Remote Learning Policy which will be followed in the event of a bubble closing, Staff to produce accessible daily learning in the event of closure.	95% of pupils accessed some remote learning each day during lockdown. Hard copies were provided to some pupils. Technology was also provided to 20 families.	HT	Dec '20 July '21	Subscription to online programmes.