

# Catch-Up Premium Plan

## Beckers Green Primary School



### Summary information

<b>School</b>	Beckers Green Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£25,360	<b>Number of pupils</b>	317

### 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 6.

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.

### Identified impact of lockdown

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
<b>Writing</b>	There is an obvious impact on fluency in writing and on handwriting. 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. Writing at Beckers Green relies on the child's full immersion in hooks for learning and the topic approach. We feel lockdown had a huge impact on this and children were clearly less keen to write without the purposeful environment. Basic spelling has also been impacted.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately impacted.

**Non-core**

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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Planned expenditure -				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Children have greater recall of key number facts.	Number bots app for whole school to enable practice of number bonds and key calculations.  £114	Children accessing regularly – maths data shows attainment across the school is back to pre pandemic levels at 73% age related and 19% greater depth, 3% higher than pre pandemic.	CB	Feb 2021
<b>Total budgeted cost</b>				<b>£114</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Identified children will have additional support in class to enable further progress. Precision teaching and interventions to build fluency in reading and understanding of inference can run throughout the day.	Part time LSAS in classes where need is identified. Mixed year group Giraffes – additional staff needed to provide targeted support for Catch up. Additional morning support for Year 5 class where prior attainment has been identified as being impacted by lockdown.  <b>£ 15,939</b>	Giraffes class post first lockdown attainment data was very low – high level SEND in class. Reading now almost back to pre pandemic levels and maths only 6% away. Writing still a concern. Iguanas higher attainment in reading than pre pandemic. Close to pre pandemic level in maths – writing still has gap to close.	CS	Feb 2021
<u>Extended school time</u>  Identified children are able to access a breakfast catch-up club (30 minutes 3 x weekly). The attainment of those identified children improves and effect of lockdown is	Breakfast Catch up club for children identified to be currently lower than previous prior attainment as a	Excellent outcomes – phonics especially – 80% outcomes.	CS	

becoming negated. Parents are supportive of the club and understand the identification process.	consequence of lockdown. Interventions include additional phonics, maths and reading. <b>£1800</b>			
National Tutoring programme	Groups of 3 from across KS2 for maths tutoring and spelling for children in receipt of pupil premium funding. To begin in January 2021 <b>£2761</b>	Not hugely successful as online and technical issues limited impact. Tutoring for individuals using NTP more successful – accelerated progress for all who took part.		Easter 2021
Tutoring by school LSAs	Groups of 2 or 3 to be tutored after school twice weekly in phonics, reading or maths. £3497	Expected progress is 16% higher in reading, 9% higher in maths than non tutored children. Writing progress is lower – but there was no after school tutoring in this subject. More than expected progress is 21% higher in reading and 7% higher in maths.	CS	
<b>Total budgeted cost</b>				<b>£23,997</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>
<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.	Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.  <b>£450</b>	Bug club was very well used by EYFS and Year 1 children. Parents feedback was positive about opportunity to access texts at home. Reading recovered to pre pandemic levels.	LH	Easter 2021
<u>Access to technology</u> As well as DFE funded laptops further children can use devices to access online learning platforms if isolating at	School purchased 12 Kindle Fires to ensure children can access DB primary home learning portal if isolating. <b>£524</b>	Kindle fires were loaded with Teams for pupils where laptops were unavailable. Have been used	CS/CD	

<p>home. These can also be used in school to access Bug club or Rockstars.</p> <p>Teachers have equipment needed to provide online lessons for further isolation.</p>	<p>Webcams and headphones purchased for all class teachers to ensure more live lessons are possible for future isolating bubbles.</p> <p><b>£947</b></p>	<p>since lockdown for children to access Times Table Rockstars etc.</p> <p>Parent survey noted high quality online education provided by all.</p>		
<p>Staff provide parents with online videos to improve support for reading and maths at home.</p>	<p>12 days of supply to allow teachers time to record and post instructional videos on DB primary for parents linked to maths and reading.</p> <p><b>£1014</b></p>	<p>On website now – providing support to parents. Continued impact.</p>	<p>EC</p>	
<b>Total budgeted cost</b>				<b>£2935</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£25,360</b>
		<b>Cost paid through school budget</b>		<b>£1686</b>