

Bishop's Castle Primary School

COVID-19 catch-up premium report



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	132	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£10,560		

STRATEGY STATEMENT

Our key catch-up priorities are:

- Ensure high quality teaching provides the best possible outcomes for our pupils
- Target additional academic support carefully
- Provide high quality assessment and feedback to pupils
- Offer wider support to pupils and families to ensure increased attendance and engagement with learning

The core approaches we will implement are:

(For all children)

- Working through well sequenced, purposeful learning schemes
- Reduction of teaching group sizes
- Focus on consolidation of basic schemes
- Additional lesson time on core teaching
- Particular focus on early reading and phonics
- Assessment of learning and of basic skills to identify gaps
- Time spent on mental health, wellbeing and social skills development

(For some children)

- Additional support and focus on basic core skills
- Additional time to practice basic skills

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To ensure the mental health needs of pupils that have arisen as a result of the pandemic are met and supported by our school

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers

A	Low levels of speech and language development in the Early Years
B	Significant gaps in Literacy / Maths
C	Mental health issues in children leading to reduced resilience in their learning

ADDITIONAL BARRIERS

External barriers:

D	Issues with some families being able to access home learning
E	The home learning environment may have become more difficult for families due to job losses/financial effects of the pandemic
F	Concerns over returning to school by some families, leading to reduced attendance

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
All staff to receive ongoing CPD on building resilience in the classroom, across the curriculum and raising the profile of Relationships Education (through "SCARF" and School Values.	All staff are equipped to build a culture of resilience into their classroom. All staff will be able to support the mental health and social and emotional needs of all of our children	Education Endowment Fund studies show that Meta-cognition and Self-regulation activities have a very high impact for very low cost	It is built into the School development Plan for 2020/21 and subsequent staff meeting time allocated.	AF to disseminate training with the rest of the staff	At the end of each term as the SDP is reviewed and information given to governors
Early Years staff to implement strategies to support children with early speech and language development	Following baseline assessments in the Autumn Term, the proportion of children reaching expected S&L milestones will increase significantly by July 2022	EEF studies show oral language interventions provide very high impact for very low cost.	Reception staff will complete Wellcomm and NELI (Nuffield Early Language Intervention) assessments and then begin to implement the activities on the programme.	VP to coordinate. All EYFS staff to complete NELI training	Every 6 weeks at Pupil Progress meetings

<p>Employ additional part-time teacher to reduce teaching group sizes.</p> <p>All staff to implement a 'recovery curriculum', focused on addressing key skills in English and Maths and gaps in learning, ensuring high quality feedback is given, so that all children understand their next steps in learning.</p>	<p>To raise the attainment of all pupils to close the gap created by COVID-19 school closures. Significant progress will be seen in Reading, Writing and Maths from the initial baseline assessments in September 2021 to summer term assessments in July 2022</p>	<p>EEF studies show that high quality feedback and the time given to act upon it leads to a high impact for low cost.</p>	<p>Pupil Progress meetings will be held every 6 weeks with the class teacher, Headteacher and SENDco.</p> <p>A staff meeting will be dedicated at the end of every half term to discuss gaps in learning in different year groups and how these can be addressed.</p> <p>A transition meeting will be held between class teachers at the end of the year, so it clear what has been covered in the recovery curriculum, individual pupil progress within this and then next steps for the year 21/22 for both the year group cohort and individual pupils.</p>	<p>AB/GD/VP to ensure staff given release time for meetings</p>	<p>Every 6 weeks</p>
Total budgeted cost:					£8,000
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Targeted small group tuition	To raise the attainment of targeted pupils to close the gap created by COVID-19 school closures	EEF research shows that small group tuition has moderate impact for low cost	<p>Progress of targeted groups and individual pupils will be discussed in pupil progress meetings</p> <p>Additional subscription to Mathletics, IDL and Ready-Writer.</p> <p>Before school tutoring sessions, especially in Phonics and Reading</p>	All teaching staff	Every 6 weeks

Additional support for targeted pupils in each year group in English and Maths. To include pre-teaching and catch-up sessions before the next lesson	To raise the attainment of targeted pupils to close the gap created by COVID-19 school closures	EEF research shows that TA interventions have moderate impact for moderate cost. Much of the focus will be around early reading and phonics skills, as this has been particularly affected by the pandemic.	Progress of targeted groups and individual pupils will be discussed in pupil progress meetings	All teaching staff	Every 6 weeks
Total budgeted cost:					£2,000
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Member of staff (AF) to complete Mental health First Aider qualification	We will be confident as a school that we can identify children's mental health needs and have strategies to support/signpost to further help.	Evidence to be ongoing through observing children in school and close communication with parents/carers	Headteacher to become Mental Health First Aider to ensure whole school approach adopted.	AF	Mental wellbeing of pupils discussed every 6 weeks at pupil progress meetings
School use of SeeSaw to continue to be developed in the event of further self-isolation/lockdown periods	Staff, parents and pupils will be confident with using SeeSaw as a virtual classroom to upload work, photos, messages, and online meetings.	SeeSaw was rolled out extremely effectively during the first lockdown, but there were a small number of families we were unable to reach. We aim to have all families successfully using GC this year, including for a virtual Parents Evening ,if required.	DB to have time to continue with the bespoke email support line and setting up the new classrooms for the 2020/21 academic year.	PH	Initially weekly and then as and when necessary.
Total budgeted cost:					£500

Covid-19 Catch-Up Impact 2020-21

Area of Spend	Measurable Impact	Future Considerations
All staff to receive ongoing CPD on building resilience in the classroom, across the curriculum and raising the profile of Relationships Education (through “SCARF” and School Values.	Reports of misbehaviour (though still infrequent) return to near pre-Lockdown levels; Headteacher intervention reducing/learning walk feedback indicates learning behaviours almost restored to previous levels; Staff feedback at appropriate meetings; Suspensions to remain at Zero.	Increased focus within the SDP. Impact reports will need to be provided for the STG.
Early Years staff to implement strategies to support children with early speech and language development	NELI catch-up	
Employ additional part-time teacher to reduce teaching group sizes. All staff to implement a ‘recovery curriculum’, focused on addressing key skills in English and Maths and gaps in learning, ensuring high quality feedback is given, so that all children understand their next steps in learning.	Accelerated Reader PM benchmarking Reading comprehension tests and TA GL end of year assessments Y2 end of year assessments	Sustainability of this model will need to be considered, as well as the impact measured. Impact reports will need to be provided for the STG.
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Targeted small group tuition	Accelerated Reader PM benchmarking Reading comprehension tests and TA GL end of year assessments Y2 end of year assessments	Impact reports will need to be provided for the STG.
Additional support for targeted pupils in each year group in English and Maths. To include pre-teaching and catch-up sessions before the next lesson	Accelerated Reader PM benchmarking Reading comprehension tests and TA GL end of year assessments Y2 end of year assessments	Impact reports will need to be provided for the STG.

Area of Spend	Measurable Impact	Future Considerations
Member of staff (AF) to complete Mental Health First Aider qualification	We are able to provide in-house support for mental health needs.	This needs to be continued, and CPD requirements supported on an ongoing basis.
School use of SeeSaw to continue to be developed in the event of further self-isolation/lockdown periods	High pupil engagement. Additional pastoral meetings	Ensure that staff are in a mode of "readiness", this year, as the uncertainty around future temporary school closures remains.