



Covid Catch-Up Premium Plan Boarshaw Primary November 2020

Summary information					
School	Boarshaw Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 24,640	Number of pupils (R – Y6) Boys/ Girls 168 / 164 Total 334 (inc N) Pupil Premium 148 44% EAL 62 18.5% SEND 23% Support 63 EHCP 14	308

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produce two help guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

and

“Covid-19 support guide for schools”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

These documents suggest schools plan using a tiered approach with respect to school improvement in order to support children to catch-up. “Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when schools were closed during the first lockdown (March-July 2020.)

This tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest, should focus on to have the greatest impact this year.

(The **green text** are the areas within the “The EEF guide to supporting school planning” and the **red text** are those areas detailed in the “Covid-19 support guide for schools.”)

Tier 1 Focus 1/2	Tier 2 Focus 1/4	Tier 3 Focus 1/4
<i>Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)</i> <i>Teaching and wholes school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)</i>	<i>Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)</i> <i>Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)</i>	<i>Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times)</i> <i>Wider strategies (Supporting parent and carers, access to technology and summer support)</i>

Barriers to getting pupils back on track

- Loss of learning due to school closure
- Pupil attitudes to learning and resilience and stamina to access learning for longer periods of time
- Changes in behaviour, including anxiety
- Pupils not being able to make links to previous learning
- Phonics knowledge and application for pupils in EYFS and KS1
- Lack of foundations of learning / school readiness in Early Years.
- Tiredness and lack of routines

What we plan to do:

- Undertake phonics baseline assessments for children in Key Stage 1 and those in Year 3 that should have resat the phonics screening in June 2020 to ascertain what phonics intervention may be needed
- Focus on core skills that enable successful learning including spelling of high frequency words, basic sentence punctuation, handwriting, times tables recall, basic fact recall of 4 operations and age appropriate reading skills.
- Ensure that all learning opportunities are well, planned, learning expectations are clear and that relevant feedback is provided during and after lessons.
- Ensure that Nurture provision is established and staffed so that each bubble can have its own base.
- Provide children with regular opportunities to express their feelings and anxieties and have the opportunity to ask questions.
- Subsidise the cost of extra staff in all Key Stage 2 classes so that targeted interventions can be actioned swiftly
- Increase number of children accessing Third Space Maths across Key Stage 2
- Pupils at risk of persistent absenteeism identified and monitored daily.
- Introduce Accelerated Reading across school to identify gaps and ensure rapid progress in reading.
- Purchase MYON online library (supports AR Reading) to support the development of remote reading and comprehension in the event of a full or partial closure
- Planned programme of monitoring including book looks and learning walks.
- Purchase B Squared for SEND assessment and targets to support an individualised learning plan
- Purchase Star Reader and Star Maths Assessment packages
- Robust remote learning plan and individual learning packs for home.
- Bubble based celebrations for attendance and being “Boarshaw Brilliant” to be quickly embedded into daily and weekly practice.

[illegible]

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 significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Identified gaps within the maths curriculum will be identified and catch up sessions offer to redress balance. Non negotiables for maths and English will be revisited to ensure that they are appropriate and “catch up”and ‘new’ learning.	<p><i>Purchase Accelerated reader and supporting MYON online library.</i> <i>All classes to have a Teaching Assistant to support interventions.</i></p> <p><i>Targeted children are supporting plugging gaps in mathematics through Third Space Learning sessions weekly.</i> <i>SLT review of non negotiables – streamlining expectations where appropriate.</i></p>		SR JH NW NW SR SC	Ongoing
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (up to 1hr per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<p><i>Through end of term assessment analysis targeted children will have access to after school catch up sessions in reading, maths and phonics. Phase leaders will oversee planning for sessions.</i></p>		JH NW AG SR ML PW	Ongoing

Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Remote 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 remote-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. Ensure that children/ families have access to external services if required.	<p><i>Additional online learning resources will be purchased, MYON Library, Spelling Shed, TTR will be used as part of our remote learning package.</i></p> <p><i>Children resilience and independence improves. SEND pupils are provided with appropriate learning packs.</i></p> <p><i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs and maths work books purchased and sent home.</i></p> <p><i>Families are supported with SEMH, Early Help offered to identified families, referral to external agencies as appropriate.</i></p>		SR AF CP/ LM	Feb 21 Feb 21
<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. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective remote-learning with increased capacity to share resources and communicate learning to children.	<p><i>Laptops available for pupils requiring them during bubble closures.</i></p> <p><i>Class Dojo is used to communicate and celebrate remote learning</i></p>		SR/ CP CM	Feb 21 Feb 21
<u>Summer Support</u> NA				