



## COVID-19 Catch-Up Premium Plan – Updated in Preparation for March 2021 Full Reopening

Information Summary					
<b>Academic Year</b>	2020 - 21	<b>Total Catch-Up Premium</b>	£14,080	<b>Number of Pupils</b>	174

### 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 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 (DFE Guidance)	EEF Recommendations
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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.

#### Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Supporting remote learning

#### Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

#### Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Supporting parent and carers
- Access to technology

### Identified impact of lockdown

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled progress. Children have returned to school with an enthusiasm, willingness and appetite to work hard. Teachers have focussed on the basic skills to rebuild gaps in addition recall, times tables and calculation strategies. Morning routines include a 'Daily 10' and 'Morning Packs'. Weekly quizzes highlight need and this is reflected in planning the following week.
<b>Writing</b>	The children have missed the regular practice of writing skills and SPaG specific knowledge interrupting their fluency, stamina and writing confidence. The school's bespoke English Construct has reignited the children's passions quickly and pupils are making good progress. Writing is celebrated through the school and in the environment.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. 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 increased widely. Current Year 1 children, having missed a majority of their Reception year, have significant gaps in their phonic knowledge
<b>Non-core</b>	The children have 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 can be 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 memorable curriculum enhancements.

## COVID-19 Catch-Up Premium Plan

**Rationale:**  
Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Barton Clough Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

### February 2021 Review

Due to a further lockdown since January 4<sup>th</sup> 2021, schools have only been open to Critical Worker and Vulnerable pupils. The majority of children have worked remotely through the schools [Remote Learning Plan](#)

Planned expenditure – The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools				
Teaching and whole school strategies				
EEF recommended strategy	EEF Rationale	Specific implementation at Barton Clough	Cost	Expected impact
<b>Supporting great teaching</b>	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.</p> <p>Improving the quality of teaching – both the planning and implementation – is almost always supported by high-quality professional development</p>	<p>Year 1/2 class split into single years to ensure Year 1 pupils have access to Continuous Provision. This in turn releases 1 x HLTA to support through the school in catch up interventions and support for learners.</p> <p>Junior Jam (PPA Cover) commissioned each Friday to cover all teachers PPA to allow for shared planning time. This releases the school’s 2 x HLTAs to support learners and catch-up interventions.</p> <p>PPA covered by external company (Junior Jam) allows for teachers to work peer to peer. Developing ideas/thinking/experimentation to enhance practice.</p> <p>Encouragement of research-led improvement. Staff access EEF as a starting point for practice improvement.</p> <p>Use of Trust-wide SLEs to build personalised teacher improvement.</p> <p>Engagement with the TSA to ensure targeted CPD.</p>	<p>£30,246</p> <p>£17,000</p> <p>4.5 FTE SLE time from Lime Tree</p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the curriculum is maintained and pupils attain in line with National Expectations.</p> <p>A personalised approach to CPD and teacher development builds ownership and individual commitment to Quality First Teaching for all children. All teaching will be at least good.</p>
<b>Teaching Assessment and Feedback</b>	<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</p>	<p>New assessment data tool (Stockport SIMs) in place to track pupil progress against FFT 20.</p> <p>Enhanced Pupil Progress process put in place to identify gaps and measurable next steps.</p> <p>Assessment cycle revisited and use of raw scores to highlight gaps.</p>		<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analysis of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.</p>

		New SEND process in place to build a personalised approach for our SEND learners and better able to target small-stepped progress.		
<b>Support remote learning</b>	<p>EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include:</p> <ul style="list-style-type: none"> <li>• Teaching quality is more important than how lessons are delivered</li> <li>• Ensuring access to technology is key, particularly for disadvantaged pupils</li> <li>• Peer interactions can provide motivation and improve learning outcomes</li> <li>• Supporting pupils to work independently can improve learning outcomes</li> <li>• Different approaches to remote learning suit different tasks and types of content, lost learning, misunderstood content. This may require targeted 1-1 or small group tuition to address gaps.</li> </ul>	<p>ClassDojo in place as the initial platform for remote learning.</p> <p>Full review of pupil accessibility – computers loaned to families 28 in total.</p> <p>Google Classroom introduced for improved functionality with recorded lessons.</p> <p>Google Meet introduced for peer interaction opportunities.</p> <p>Weekly paper packs produced for pupils.</p> <p>Purchase of an e-reading system (MyOn) linked to Accelerated Reader</p> <p>Reading Comprehension – Reading Explorers: A Guided Skills-Based Journey</p>	<p>£1,500 (yearly contract)</p> <p>£320</p>	By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.

#### Targeted Approaches

<b>EEF recommended strategy</b>	<b>EEF Rationale</b>	<b>Specific implementation at Barton Clough</b>	<b>Cost</b>	<b>Expected impact</b>
<b>One to one and small group tuition</b>	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	<p>White Rose Maths – Catch-up</p> <p>Reading Comprehension – Reading Explorers: A Guided Skills-Based Journey</p>	£370	By increasing targeted time spent reading and supporting maths 1:1, data analysis will indicate gaps in reading/maths progress will close.
<b>Intervention Programmes</b>	Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school	<p>Daily 1:1 reading with targeted children</p> <p>Rapid Phonics (Year 3 &amp; 4)</p>	£1,000	By providing maths and reading catch-up interventions for identified children in the afternoons, data analysis will indicate gaps

	<p>and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>Nessy (Year 5 &amp; 6)</p> <p>NELI (EYFS) – Lowest 5 pupils for speech and Language</p> <p>Maths – White Rose Boosters where required</p> <p>Maths - Daily 10 in all year groups</p>	<p>£300</p>	<p>in maths and reading to close and progress to accelerate.</p>
<p><b>Planning for pupils with Special Educational Needs and Disabilities (SEND)</b></p>	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self- regulation to support them in organising equipment, their time and remembering routines.</p>	<p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs. Personalised plans and the systematic approach of the school’s new SEND process ensures provision is implemented and needs met.</p> <p>Within both SEND Reviews and PPMS, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective.</p> <p>The deployment of teaching assistants are reviewed regularly and redeployed on need. The deployment is reflective of need.</p> <p>Any additional support given post universal support is by adults who are familiar to the pupils and to ensure consistency, programs/interventions are delivered by the same adult. This allows relationships to be built up and trust to be gained.</p> <p>Regular feedback via the school’s Pupil Progress Meetings ensures teachers are kept well informed of progress of individuals and as a result impact is maximised within the classroom.</p>	<p>Costs within budget – reallocation of time</p>	<p>By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence PIP targets will be achieved.</p>

Wider Approaches				
EEF recommended strategy	EEF Rationale	Specific implementation at Barton Clough	Cost	Expected impact
<b>Supporting pupils' social, emotional and behavioural needs</b>	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>Implementation of the school's 'Mental Health and Wellbeing Framework' consisting of a 'A Time for Me', 'A Time to Be' and 'A Time for Us'.</p> <p>A clear focus and time expectation – allocated/agreed timetables in place – ensure that the framework is given priority.</p> <p>Commando Joe in-school character education programme in place to support the children's resilience and leadership.</p> <p>Pupils who find the transition back to school will be supported in times of deregulation. Classrooms have Zen Zones and spaces in the main corridor will also be designated as such. Children will be given time and space when required and where it may further support a child, a personalised plan will be produced with the child's input.</p>	£11,000 (Sports Premium)	<p>Pupils will have tools and strategies to manage the transition back to school.</p> <p>Pupil behaviour will remain good and exclusions will not increase.</p> <p>School is a calm, productive and kind environment for learning.</p>
<b>Access to technology</b>	'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'	<p>Targeted use of the new government funded laptops with new Maths and English Apps.</p> <p>MyON e-reading resource (Accelerated Reader) to ensure pupils are motivated to read at home and school.</p>	£1,500	<p>Learning gaps have not significantly increased during Lockdown.</p> <p>Pupils enjoyment remains or develops through the easy access to books.</p>
<b>Supporting parents and carers</b>	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.	<p>Regular communication via ClassDojo and Facebook.</p> <p>Google Classroom in place as the main learning platform.</p> <p>Paper packs produced for families who prefer it.</p> <p>Updated website and regular letters to update families.</p> <p>Regular welfare checks and food support where required.</p>		<p>Parents feel well supported with their child's learning.</p> <p>Relationships between school and home are strong.</p>