

Catch-Up Premium Plan

Blowers Green Primary School

Summary information

School	Blowers Green Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 16,800	Number of pupils (Reception-Year 6)	210

Guidance

Children at Blowers Green have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those pupils 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. The Catch-Up Premium has been designed to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020 to 2021 academic year.

Blowers Green Primary School's allocation is calculated on a per pupil basis, providing a total of £80 for each pupil in Reception through to Year 6.

Use of Funds

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. The School has used this guidance to ensure that funding is used to its optimum.

What has been the impact of lockdown on pupils at Blowers Green?

Mental health and well-being	At Blowers Green, we know that some of our children have enjoyed being off school, while others have really struggled – with the coronavirus outbreak keeping them at home and away from friends. Other children are coming to terms with family problems, loss or changes to their living situation.
Early language and understanding	Time away from school in Nursery and Reception has had an adverse impact on the development of children's early language and communication skills.
Phonics	Children in the early years have missed a considerable amount of direct teaching of phonics resulting in essential gaps in their phonics knowledge.
Maths	Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Baseline assessments at the start of the academic year have identified basic skills have been forgotten and confidence with written methods have been affected.
Writing	Our monitoring shows that those children who maintained writing throughout lockdown are less affected, whilst those who had limited opportunities or support in this area, have more pronounced gaps in their skills.
Reading	Children accessed reading during lockdown more than any other subject, particularly as a result of the School gifting each child a bespoke 'book bundle' comprising of 6-8 quality texts taking into account each child's reading age and interests. This initiative ensured that reading was more accessible for families. However, children are less fluent in their reading and the gap between those children that read widely and those children who did not is now increasingly wide. Monitoring shows that our lowest 20% of readers have been disproportionately affected.
Non-core curriculum	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.

i Teaching and whole-school strategies					
Desired outcome	Chosen approach	Anticipated cost	Education Endowment (EEF)	Staff lead	Review Date
The school has in place strategies and resources that support the teaching of pre-requisite knowledge alongside new learning. Gaps in knowledge are reduced.	<p>Lessons will be remodelled to build in opportunities for missed knowledge to be taught systematically throughout the academic year</p> <p>Subject leaders will be given time to develop 'bite size' resources to support recap</p>	£1200	Supporting great teaching:		July 2021
<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning.</p> <p>As a result of accurate teaching, rates of pupil progress are significantly accelerated. The percentage of pupils at age related expectations is in line with the previous year</p> <p>Pupils know more, remember more, do more.</p>	<p>Purchase and implement the NTS Rising Stars National Test-style Standardised Assessments suite.</p> <p>Undertake rigorous question-level analysis to identify gaps track performance.</p>	N/A	Teaching assessment and feedback	SLT	Sept 2021
Pupils who have struggled during lockdown or coming to terms with family problems, loss or changes to their living have been supported	<p>Train two member of staff as 'Mental Health First Aider'</p> <p>Allocate time for specialist staff to support pupils who require it</p>	£170	Transition	Deputy Headteacher	Sept 2012
Total Budget Cost					£1370

i. Targeted approaches					
Desired outcome	Chosen action	Anticipated cost	Education Endowment (EEF)	Staff lead	Review date
Assessment shows that pupils' development of children's early language and communication has improved. Pupil with a good level of development in s in line with or above that of previous years	NELI Nuffield English Language Intervention 20 week programme	N/A	Intervention programmes	Strategic Leaders: Early Years Foundation Stage	Sept 2021
The screening checks in December 2020 and June 2021 demonstrate that pupils have made accelerated progress and the school results are in line or above National	1-to-1 and small group tuition in phonics using staff who know the children (before school tuition and additional support during the school day)	HLTA 1 hour per day over 30 weeks (£15 per hour) £450	Targeted Support One to one and small group tuition	Key Stage 1 Strategic Leaders:	Dec 2000 June 2021
School records will show that the lowest 20% of readers in each class have an allocated adult to act as their 'reading champion' Identified children will have significantly increased rates of progress and will be confident readers and dips in reading attainment will be negated.	Reading Champions	N/A	Targeted Support One to one and small group tuition	Key Stage 1 and 2 Strategic Leaders:	Dec 2020 March 2021 June 2021
Intervention in maths supports identified children in reinforcing their understanding of basic maths skills and application of number.	Intervention programme.	N/A	Targeted Support: one to one and small group tuition		Dec 2020 March 2021 June 2021
Identified children are able to access a weekly catch-up club to support them in the core subjects. 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.	Senior leaders identify children who require additional intervention. Teacher who know the children to deliver out of hours tutoring	£6000	Extended school time		Ongoing
Total budgeted cost					£ 6450

iii Wider Strategies					
Desired outcome	Chosen action/approach	Anticipated cost	Education Endowment	Staff lead	Review date
<p>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.</p> <p>Parents have access to 'how to' information in the form of 'Learning Journal' The school has developed bespoke journal for specific year groups detailing information to support parents to support their child.</p>	<p>Additional online learning resources will be purchased, such as Seesaw and Bug Club to support children reading at home.</p> <p>Develop bespoke information booklets for all year groups that provide information/support</p>	<p>Bug Club Seesaw £3683</p> <p>Learning Journal £1432</p>	Supporting parents and carers		Sept 2020
<p>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.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Purchase chrome books. They are to be used to further support online access to resources for the children accessing extended school time.</p> <p>Visualiser Webcams</p>	<p>Chrome books (6) £1800</p> <p>£753 £1512</p>	Access to technology		
Total budgeted cost					£9, 180
Total cost of additional Covid Catch-Up Support					£16, 800