



Summary information					
<b>School</b>	Bleakhouse Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£32,480	<b>Number of pupils</b>	406

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	<p>Children are behind due to missed work during lockdown. This is particularly the case in KS1. Specific content has been missed, leading to gaps in learning and some fragmenting of the sequencing of learning.</p> <p>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. KS1 pupils require more operational maths activities to support learning of new concepts.</p>
<b>Writing</b>	<p>Children have done little extended writing over lockdown this has impacted on their writing skills. GPAS terminology and specific knowledge has suffered, leading to lack of fluency in writing. There is a need for pupils to apply their knowledge of phonics to spellings.</p>
<b>Reading</b>	<p>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 do not is now increasingly wide. The bottom 20% of readers have made less progress as a result. EY and KS1 reading has been historically poor with a lack of a systematic approach to phonics. RWI has now been put in place.</p>
<b>Non-core</b>	<p>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. There has been a rise in levels of anxiety amongst pupils, as reported by parents, due to lockdown. Spoken and conversational language use has suffered as there have been less opportunities for in-depth and regular conversations whilst pupils were not at school.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting good teaching:</u></p> <p>Improve the planning of work to bring it in line with KS2 at KS1. Ensure pitch and expectations are accurate.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports.</p> <p>Improve outdoor provision to support Literacy and Numeracy</p>	<p><b><i>Additional time for teachers to research and plan core and foundation subjects. Release time and additional cover will be required to facilitate the additional PPA. Especially for RQTs this year.</i></b> (£1000)</p> <p><b><i>Purchase additional manipulatives for EYFS/KS1 initially. For maths and for the delivery of phonics (YR and Y1 Phonic cards)</i></b> (£1500)</p> <p><b><i>Purchase Reading Shed and Maths Shed.</i></b> (£1000)</p>		<p>AM</p> <p>FP</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Improve consistency and accuracy of assessment across KS1 so that gaps in learning and the ability to revisit learning are planned more effectively to meet the needs of individuals.</p>	<p>There is a need to carry out regular assessments that have not taken place due to lockdown. There is also need to moderate these assessments to improve accuracy across the school. This will allow for gaps to be filled and knowledge to be revisited through adjusted planning for learning.</p> <p>CPD time</p> <p>(£1000)</p>		RS	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from EY and KS1 are accurately baseline and the assessment system is overhauled to bring it in line with KS2</p>	<p><b><i>The baseline data outlines transition gaps. Y2 and Y3 work together to plan transition curriculum</i></b> (£600)</p>		JC/AM	Ongoing
<b>Total budgeted cost</b>			<b>£ 5100</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 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.	<i><b>Additional hours for Teaching Assistants to deliver catch-up sessions.</b></i> <i><b>Additional release time and training to support the delivery of the EY reading and Phonics.</b></i> <i><b>Additional T.A. In Nursery due to low levels of entry</b></i>  <i><b>Additional PPE (screen) purchased to enable intervention across phases.</b></i> (£15500) <i><b>RWI Keep Up resources</b></i> (£1200)		AM/RS	Feb 21
			LMS	Feb 21
<u>Intervention programme</u>  An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i><b>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</b></i>  (£1000)		FP	July 21
<u>Extended school time</u>  Identified children are able to access a weekly catch-up club (1hrs 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.	<i><b>Teachers will identify children within that require additional intervention. The cost of a teacher and TA per club (x3 a week) and snacks for the children is made available. (2hrs p.w. @£25)</b></i> (£4000) <i><b>Purchase of GGP 10 min test (26 pupils per year group)</b></i> (£600)		FP/AM/EM	Ongoing
			<b>Total budgeted cost</b>	<b>£22, 300</b>

iii. 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. 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.  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.	<i><b>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Reading Plus, Oxford Owl Subscription will be purchased so that children can practise spellings at home.</b></i>  £1500		FP	Feb 21
	<i><b>3-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</b></i>  £500		LMS	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.	<i><b>Purchase of additional laptops to be used to further support online access to resources for the children accessing extended school time. With additional licences as required.</b></i>  £5000		JS	Feb 21
<u>Summer Support</u> NA				
<b>Total budgeted cost</b>				<b>£33,500</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£32,480</b>
			balance	<b>0</b>
			<b>Cost paid through school budget</b>	<b>£1020</b>