

Bourn Primary Academy -Catch-Up Premium Plan

Summary information					
School	Bourn Primary Academy				
Academic Year	2020-21	Total Catch-Up Premium	£16,560	Number of pupils	212

Guidance	
<p>In June, the government announced £1 billion of funding to support children and young people to catch up as a result of the Covid19 pandemic. Further guidance has now been released (https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium) showing that the money is to be split between a catch-up premium and a national tutoring scheme. The money for the catch up premium is designed to help schools support pupils make up for lost teaching time, and the money for the national tutoring school is designed to provide additional, targeted support for those children and young people who need the most help.</p> <p>The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census, meaning we are predicting Bourn school will be in receipt of £16,560. It is not expected, however, that there will be a spend of £80 on each and every pupil in schools. The government has made it clear that the spending of this money will be down to schools to allocate as they see fit. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students.</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.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers

Identified impact of lockdown – Updated March 2021 after second school closure January – March 2021	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of learning. Recall of basic skills has suffered –many children are not able to recall addition facts or times tables and have forgotten previously known calculation strategies. Children have not had the same opportunities to develop their reasoning and problem-solving skills as they have not been able to participate in typical classroom discussions and activities with their peers. This has also impacted greater depth pupils. This is reflected in maths assessments. During the second school closure in January to March 2021, maths teaching has been systematic and structured, mainly using the White Rose materials. However, the different levels of support and guidance given to children by parents has made it difficult to identify what was learned and understood thoroughly by children at home.
Writing	Children have had much less practise of writing skills, including developing their punctuation, sentence structure and vocabulary. Those who have managed to continue writing throughout lockdown are less affected, however those who didn't write as much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. During the second school closure, some children were much more reluctant to write than others, so the difference in stamina, punctuation, grammar and spellings is more marked. On return to school, the basic skills were on the greatest concern across all ages, specifically handwriting. Some children in Year 1 are unable to form letters.
Reading and Phonics	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, many children are less fluent in their reading and the gap between those children who read widely and those children who don't is now increasingly wide. Support with comprehension is required, and it is apparent that whilst some children's reading ability (decoding and reading the words) has been maintained, their ability to properly understand what they have read has reduced. Phonics acquisition for some of the youngest children, especially those without a firm understanding prior to school closure has been delayed. This was developing in the Autumn term, and the children in Year 2 had made lots of progress by the end of the term, with all but 2 reaching the Phonics Screening threshold. On return to school in March, children are being re-assessed to identify the phonemes they still know securely, whether they can segment and blend and whether they know their high frequency words. Older children will be assessed using different methods, including the Salford Reading Test and the Salford Comprehension Test, which will provide progress from Autumn term
Language and Communication	Language and communication support, especially for our youngest children, is necessary to plug gaps that have developed while children were not attending school. Children in EYFS and year 1 have significant Speech and Language needs.
Behaviours for Learning	On returning to school in September, many children lacked the behaviours for learning that are an integral part of learning in school. These included: attention to learning, motivation, resilience, independence, sharing, and having the ability to resolve their differences and reflect on their learning. On return to school in March 2021, children have become more demanding of attention and 1-1 support and are finding it difficult to wait for help, or resolve issues themselves. Some children's behaviour in the classroom has regressed. Generally, teachers report that behaviours, particularly in the younger years, are similar to how they were at the start of the academic year.

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

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Pupil assessment and feedback</u></p> <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, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Range of assessments to be carried out on return to school in September and in March. (Big Write assessment, Salford Reading tests, Phonics assessments, Phonics Screening materials, NFER Tests)</i></p> <p><i>More focussed assessments to be carried out of children who are further behind age related expectations than others in their year group</i></p> <p><i>Additional materials bought to support this:</i></p> <ul style="list-style-type: none"> • <i>PhAB2 (£236)</i> • <i>Dyslexia Screening (£350)</i> 	<p>October and December data showed areas for focus for individual children and for groups/whole class. Assessments used in Pupil Progress meetings to identify further support. Children screened where needed and this is fed through to planning and support given.</p>	<p>SW/HC</p>	<p>Oct 20 Dec 20 May 21 Jul 21</p>
<p><u>Pupil assessment and feedback</u></p> <p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p>	<p><i>Learning Conversations between teacher and all children termly</i></p>	<p>Learning conversations identified key areas for concern for whole class and individuals. Teachers responded by supporting individuals in key areas and building in activities/tasks to address key areas of development (ie where children don't review their work and self evaluate). Repeated conversations in March after school closure show how individuals have responded/developed.</p>	<p>LL/SW</p>	<p>Dec 20 Mar 21 Jul 21</p>
<p><u>Research Based Interventions and Schemes to Support Quality First Teaching</u></p>	<ul style="list-style-type: none"> • <i>Penpals Handwriting scheme - school wide (£2,000)</i> • <i>Accelerated Reader KS2 (£1,300)</i> 		<p>HI</p>	<p>May 21</p>

<p>Ensuring that high quality resources/schemes are in place to support systematic teaching across the school in the following areas:</p> <ul style="list-style-type: none"> • Handwriting as this is an areas which has deteriorated as a result of both closures • Reading – assessing and monitoring in KS2 				
Teaching & Whole School Strategies total budgeted cost				£3,886

Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-3 small group tuition</u> Reading and Writing Up to 9 children per year group class will be identified to receive:</p> <ul style="list-style-type: none"> • 15 weeks of high quality tutoring, using research led materials supported by the EEF leading to increased rates of reading fluency and understanding. Children 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 • 15 weeks of high quality tutoring, using research lead materials supported by the EEF leading to an improvement in quality of writing. Children will have the stamina to write and will improve the composition, the accuracy of their spelling, punctuation and grammar. They will be confident writers and 	<ul style="list-style-type: none"> • <i>Tutor engaged via SP Tutors, a DfE Approved Tuition Partner (£2,100)</i> • <i>Tuition to start Summer term 2021</i> 		LL/SW	May 21

<p>the dips in writing attainment will be negated.</p> <ul style="list-style-type: none"> 15 weeks of high quality tutoring, using research lead materials supported by the EEF reinforcing their understanding of basic maths skills and application of number leading to increased rates of maths fluency enabling them to problem solve at pace without spending their working memory to work out basic number facts and knowledge. They will be confident mathematicians and dips in maths attainment will be negated 	<ul style="list-style-type: none"> Tutor engaged via SP Tutors, a DfE Approved Tuition Partner (£2,100) 			
<p><u>Interventions to support language development</u></p> <ul style="list-style-type: none"> Targeted interventions to address weaknesses in children’s language and communication skills and support children’s language development, specifically in EYFS and Year 1, but also across the school 	<p>A Teaching Assistant to be trained in Elklan Speech and Language support.</p> <ul style="list-style-type: none"> Training course costs (£350) Additional training TA costs (£250) Training for teachers delivered by TA Summer 1 		LL/ES	Mar 21 May 21
<p><u>Intervention programmes</u></p> <ul style="list-style-type: none"> Interventions to support those children identified as finding reading very difficult ad whose progress has been interrupted by school closures Interventions to support other aspects of learning, including behaviour and social & emotional needs. Maths intervention programmes to support children whose basic understanding of maths is not secure and has been further undermined by lack of time in school 	<ul style="list-style-type: none"> Toe by Toe programme for 10 children (books £270; Training £120; TA time 3 hours per day across the school) Additional TA 1-1 support (£1,700) Training for 2 TAs and teacher plus costs of First Class at Number intervention (£1,700) Training for TA and Teacher in Success at Arithmetic (£850) 		HC HC SW SW	May 21 Ongoing May 21 July 21
Targeted Approaches total budgeted cost				£9,440

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.	<ul style="list-style-type: none"> <i>Additional online learning resources provided including Rising Stars online reading scheme, Google Classroom, TT Rockstars to support children learning at home either during lockdown or self isolation.</i> 	Review of remote learning via parent survey and governor monitoring shows positive impact of online learning resources. (see survey results)	LL	Feb 21
<u>Supporting parents and carers</u> Teachers hold online surgeries weekly, for children/parents to access support. Teachers accessible via email for parents.	<ul style="list-style-type: none"> <i>Surveys for parents to get regular feedback on how support is meeting needs and can be improved.</i> 	Ongoing contact with parents and return to school survey highlighted children who had specific needs, specifically in relation to anxiety of returning to school.	LL	Feb 21
<u>SLT Support and interventions</u> Senior staff providing support to teachers on behaviour and well being of children	<ul style="list-style-type: none"> <i>SLT working with small groups and individual children in responses to needs identified through Learning Conversations, assessments, behaviour in class, concerns identified by parents. (£2,000)</i> 	Support provided to teachers in relation to meeting needs of children/classes where there are specific needs. SLT providing small group tuition, support for individuals.	LL/HC/SW	ongoing
Wider Strategies total budgeted cost				£ 2,000
Total budgeted cost				£15,326

