



# Birch Hill Primary School – COVID Catch Up Strategy Report

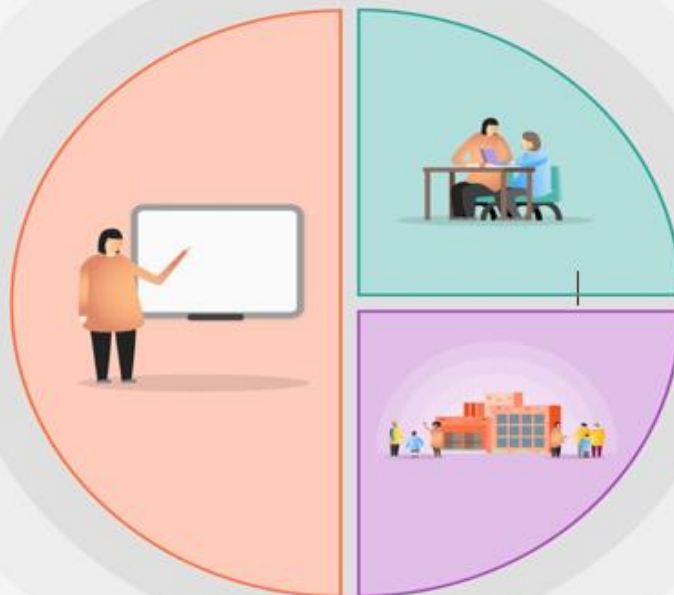
Summary information					
<b>School</b>	Birch Hill Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£31,680k	<b>Number of pupils</b>	410

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 forlost 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 documentto help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following: 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>➤ Extend 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>

# 1 Teaching

Supporting great teaching by:

- i. Planning high quality staff CPD to ensure that they are best equipped to identify needs and plan in line with this.
- ii. Implementation of core lessons that are built on pre-requisite knowledge
- iii. Regular, low stake, assessment to take place and question level analysis used to plan next steps.
- iv. Adapting curriculum to match the assessment of a cohort.



# 2 Targeted academic support

Supporting specific needs by:

- i. Researching and purchasing high quality, effective intervention programmes and training staff to use them.
- ii. Using 1:1 tuition to help close gaps for the most disadvantaged

# 3 Wider strategies

Supporting beyond the classroom by:

- i. Prioritising mental health for all
- ii. Working with families to plan bespoke support including funded breakfast and after school clubs, uniform bundles, parent information sessions.
- iii. Working with families to support good attendance.

<p><b>Maths</b></p>	<p>Some may have missed specific content, even if allocated as home learning during lockdown 1, leading to some gaps in knowledge. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning/teaching from the previous year, and scheme has been adapted to address this. This has also been addressed by adding in recap lessons, which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. Interventions are taking place for some individuals/small groups who require additional support on these objectives.</p> <p>Maths seems to be a subject, which has ‘suffered’ very little over lockdown – there are some gaps, naturally, but these will be recovered over time.</p> <p>Recall of basic skills has not really suffered – children are able to recall addition facts, times tables and have not forgotten calculation strategies. End of term PIXI QLA will enable further analysis of specific weaker areas.</p>
<p><b>Writing</b></p>	<p>Children have not necessarily missed ‘units’ of learning in the same way as Maths. However, they have lost some essential writing practice skills. SPAG specific knowledge has suffered, leading to a lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected. However, those who evidently did not write much, have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Handwriting was really affected during lockdown. Daily handwriting/spelling sessions are already having a positive impact.</p>
<p><b>Reading</b></p>	<p>Children seemingly accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. The gap between those children that read widely and those that did not is increasing and whilst interventions have begun, assessment week in June will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs. Reading continues to be a priority across the school.</p>
<p><b>Non-core</b></p>	<p>Initial monitoring shows there are now gaps in knowledge – whole units of work have not been taught, except online at home, 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. Subject leaders have tweaked plans to ensure that the ‘building block’ content is still being covered. The standard and knowledge of work in books is improving and beginning to match expectations and are showing gaps are being addressed as needed. Children are receiving a full curriculum offer.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors and after school clubs.</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 Qualify First Teaching (QfT):</u></p> <p>Foundation and Core subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Additional time for subject leaders to monitor and further tweak plans to ensure coverage for non-core subjects. Release time and additional cover will be required. (1x20 days=£190 per day)</i></p> <p><b>£3800</b></p>		Deputy /KC	April 21
<p><u>Teachers Development Trust (TDT)</u></p> <p>Sign up to TDT programme to review staff CPD and develop an enquiry culture within school</p>	<p><i>Planning high quality staff CPD to ensure that they are best equipped to identify needs and plan in line with this.</i></p> <p><b>£1695</b></p>		Deputy /KC	May 21
<p><u>Teaching 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. In addition, GL assessment will offer pupil voice and wellbeing assessments and SEND screening assessments</p>	<p><i>Complete on-going formative assessment, and Pixl tests to identify gaps and on Insight to track performance.</i></p> <p><b>PiXL £2700</b> <b>GL School Digital Package £5400k</b></p>		Deputy KC	April 21
			<b>Total budgeted cost</b>	<b>£ 10,895</b>
			<b>* Already in budget</b>	<b>£5495</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. 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. Love of reading develops across the school</p>	<p><i>Reading Lead will develop the profile of reading across the school</i></p> <p><i>Updated phonics scheme to Floppy Phonics and Review of Early Reading Books</i></p> <p style="text-align: right;"><b>£3000</b> <i>(plus match funding from English Hub £3k)</i></p>		Deputy /KC and EYFS Leader/English Subject Lead	April 21
<p><u>Intervention programme</u></p> <p>Appropriate interventions, such as Catch-Up Numeracy or Pixl Therapies, supports those identified children in reinforcing their understanding of basic skills in core subjects</p>	<p><i>An intervention (programme?) is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p style="text-align: right;"><b>PiXI</b> <i>(already budgeted above)</i></p> <p><i>Either a non-class based teacher will be employed to deliver catch up programmes or will be used to cover classes to enable Class teacher to take sessions.</i></p> <p style="text-align: right;"><b>Class Teacher Spring £11000</b> <b>TA cover for afternoons £5000</b></p>		ND/SM	Apr/Jul 21
			<b>Total budgeted cost</b>	<b>£19,000</b>
			<b>* Already in budget</b>	<b>£3000</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>Supporting emotional and mental health in pupils &amp; parents</u>  Children (and families) who are identified as in need of enhanced emotional support have access to support/interventions. These have a valuable impact on mental health and attitudes.  Pupils are able to learn/cope better if emotional needs are met.</p>	<p><i>Time allocated for specific ELSA interventions and parental support.</i>  <b>£1000</b></p> <p><i>Extra FSA hours to ensure all children and families are able to be supported.</i>  <b>£300</b></p> <p><i>Service Level Agreements with Local Authority for FSA and Ed Psy</i>  <b>£500</b></p> <p><i>Additional Nurture staff capacity</i>  <b>£2000</b></p> <p><i>Jigsaw</i>  <b>£2000</b></p> <p><i>Play Therapist</i>  <b>Up to end of Spring £1200</b>  <b>Summer £1640</b>  <b>Total £2840</b></p>			<p>½ termly</p>
<p><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.</p>	<p><i>Breakfast &amp; after school and holiday clubs provision (Koosa Kids)</i>  <b>£5000</b></p> <p><i>Online learning resources will be/are already purchased, such as Purple Mash (£950), Floppy Phonics (as above), PixL Apps (as above)</i>  <b>£950</b></p> <p><i>PiXL therapies Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be available for children to take home when home-learning occurs. (as above)</i></p>		<p>SLT/SBM</p> <p>MLT support staff</p>	<p>April 21</p> <p>April 21</p>

<p><u>Access to technology</u></p> <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><i><b>We have access to 20 Microsoft laptops from DfE which will be allocated on need basis.</b></i></p> <p><i><b>*Purchased additional laptops which will enable teachers to have effective live teaching resource at home</b></i></p> <p><b>£4748</b></p>		<p>SBM</p> <p>SBM</p>	<p>Apr 21</p> <p>Apr 21</p>
<p><b>Total budgeted cost</b> <b>£19338</b></p> <p><b>* Already in budget</b> <b>£8340</b></p>				

	<p><b>Total budgeted cost</b> <b>£ 49,233</b></p>	
	<p><b>Cost paid through Covid Catch-Up</b> <b>£31,680</b></p>	
	<p><b>Cost paid through school budget</b> <b>£17,553</b></p>	