

## Catch-Up Premium Plan and Impact Review

Summary information					
School	Borough Green Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,007	Number of pupils	280

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 in two instalments, one this financial year and a second in the next financial year.</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	Education Endowment Fund Recommendations
<p>Borough Green Primary will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on <u>curriculum expectations for the next academic year</u>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</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>

<p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#"><u>coronavirus (COVID-19) support guide for schools</u></a> with evidence-based approaches to catch up for all pupils. Borough Green Primary has used this document to aid the direction of our additional funding in the most effective way.</p>	<ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>
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Identified impact of lockdown	
<b>Wellbeing</b>	Many children have likely experienced loneliness during lockdown and in particular, been affected by lack of physical contact with their friends, families and peers, and the boredom and frustration associated with a loss of all the activities they have been used to taking part in.
<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of the learning journey. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. 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.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar and punctuation specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected but have not made the progress they would have done if in school. Those who did not write as much during lockdown and the subsequent summer break have had to work additionally hard on writing stamina, accurate grammar techniques and improving their motivation due to the lack of fluency in their ability to write.
<b>Reading</b>	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 been disproportionately affected.
<b>Foundation Subjects</b>	Children have missed a number of Experiences (whole units of work) 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.

<b>Teaching and whole-school strategies</b>
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Desired outcome	Chosen approach and anticipated cost	Impact	Staff lead	Review date
<p><u>Whole School Approach to supporting wellbeing</u></p> <p>The pandemic has put a huge strain on many children who were already struggling with their mental health, because of traumatic experiences, social isolation, a loss of routine and a breakdown in formal and informal support.</p>	<p><b><i>Class teachers to undertake training on the SWAN approach.</i></b></p> <p><b><i>All classes to display Zones of Regulation and regular sessions around this planned into the timetable.</i></b></p> <p><b><i>PSHE to focus on wellbeing and mental health.</i></b></p>	<p>The number of reflection times needed for pupils has decreased and our most vulnerable pupils are able to access learning in class more quickly. Reflection sessions are opportunities for pupils to discuss the emotions behind behaviour and to agree personal strategies to action when faced with difficult situations.</p> <p>We are adding to this approach by using Tuesday assemblies to talk about resilience, mental health etc. We have started a “Be the Champion” scheme whereby adults ‘check in’ with vulnerable pupils in a less formal way than their classroom teacher might be able to providing invaluable mentoring.</p> <p>Pupils who have joined the school with a history of school refusal are settled and their attendance is good.</p>	NP	July 2021
<p><u>Supporting great teaching:</u></p> <p>Subject leaders are aware of the impact of missed learning in their subject areas. This is disseminated to staff through online staff meetings. Planning over time is adjusted to backfill knowledge gaps.</p>	<p><b><i>Additional release time for teachers to research and plan. Subject leaders to focus on book scrutiny, data analysis, common misconceptions across the school and where possible pupil voice.</i></b></p>	<p>Staff training based on Alex Bedford’s Pupil Book study has given us a structure for monitoring.</p> <p>Retrieval practice and approaches such as mini quizzing with whiteboards</p>	BJ	July 21

Reduced workload for teachers. Specially produced remote learning resources support high quality home learning.	<p>(Cost £1,700)</p> <p><b>Subscription for 15 users to the Twinkl website which gives access to 1,000s of pre-prepared resources across all subjects.</b></p> <p>(Cost £2,860)</p>	has allowed us to identify misconceptions and gaps quickly so that speedy adjustments can be made within lessons. Engagement with home learning was positive and teachers developed new skills such as making pre-recorded video lessons. CPD is now largely accessed via zoom which has made it more convenient and has meant a wider range of training is available to staff, for example the NHS provision of SRE and PHSE CPD.	KS	July 21														
<p><u>Whole School Approach to Writing</u></p> <p>Identified children with insecure understanding in writing structures will be able to improve their basic sentence structures so that they can more successfully access classroom learning closing the academic gap that has developed.</p> <p>To sharpen the teaching and learning of writing within classroom.</p>	<p><i><b>The Write Stuff brings clarity to the mechanics of the teaching of writing. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. It is research informed and practically applies evidence into effective best bets for improving writing outcomes.</b></i></p> <p>(Cost £650)</p>	<p>Results from Term 1, Term 3 and Term 6 show all EXS+ results have improved:</p> <table><tr><th colspan="2">WRITING ATTAINMENT INCREASE Term 5 to Term 6 EXS+</th></tr><tr><td>Yr 1</td><td>+9%</td></tr><tr><td>Yr 2</td><td>+12%</td></tr><tr><td>Yr 3</td><td>+8%</td></tr><tr><td>Yr 4</td><td>+5%</td></tr><tr><td>Yr 5</td><td>+4%</td></tr><tr><td>Yr 6</td><td>+11%</td></tr></table> <p>Book Looks early in Term 1 2021-2022 show even the less able using the chottings approach effectively to plan and write engaging texts e.g.</p>	WRITING ATTAINMENT INCREASE Term 5 to Term 6 EXS+		Yr 1	+9%	Yr 2	+12%	Yr 3	+8%	Yr 4	+5%	Yr 5	+4%	Yr 6	+11%	SM	July 21
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		Stone Age Boy writing in Year 3/4.		
<u>Teaching assessment and feedback</u>  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 of confidence and accuracy of assessments.	<b><i>Release time to undertake online parent consultations alongside an Autumn Term report.</i></b>  <b><i>(Cost £1,000)</i></b>	Interleaving as a pedagogical approach has been introduced with assessments in KS2 maths being on all aspects of maths and not single units of learning assessment in isolation and this is being introduced across all subjects. This is giving a more robust and accurate picture of achievement and is supporting long-term retention of skills and concepts. Parents consultations on zoom have been positively reviewed by staff and parents as a more flexible way of enabling parents – particularly working parents - to discuss their children's learning at convenient times. It has also allowed staff to timetable meetings when convenient for them with more taking place during the day instead of in the evenings.	KS	Dec 20
<u>Transition support</u>  Children who are joining school from different settings or who are beginning their schooling at Borough Green have an opportunity to	<b><i>A virtual tour of Borough Green Primary available on the school website alongside two PowerPoint presentations by the Headteacher</i></b>	There is a high level of migration in Borough Green but the visits, website, mentor systems, online presentations and live	KS	April 21

become familiar and confident with the setting before they arrive.	<p><b><i>and Early Years Lead is shared with all new-starters.</i></b></p> <p><b><i>(Cost £20, videos and presentations created in-house)</i></b></p>	<p>lessons enabled new starters to settle in quickly.</p>		
Total budgeted cost from Catch Up Funding Grant				£6,230

Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Small group tuition</u></p> <p>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.</p> <p>Children that have identified gaps in their mathematical understanding will begin to be able to increase their understanding and thus close the attainment gaps.</p>	<p><b>Purchase of additional Accelerated Reader books at the entry level 0.9 – 2.9</b> <b>(Cost £300)</b></p> <p><i><b>Small, identified groups of teacher led intervention on a 1:4 or lower ratio basis to address gaps in mathematics and writing.</b></i> <b>(Cost £5,310)</b></p>	<p>Small group tuition has had a discernible impact on pupils' self-esteem and their ability to access learning in the classroom and develop resilience. We are seeing more positivity and proactivity with individuals asking for help instead of giving up.</p>	<p>NP</p> <p>NP</p>	<p>July 21</p> <p>July 21</p>
<p><u>Intervention programme – Drawing and Talking Therapy</u></p> <p>Children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to thrive in the world around them.</p>	<p><b>Trained member of staff in Drawing and Talking Therapy, a highly effective person-centred therapeutic play-work approach. Drawing and Talking technique is a safe, short term, time-limited therapy to be used with anyone (age 5+) who has suffered trauma or</b></p>	<p>These sessions worked well with individuals and have now been supplemented with a whole school trauma-informed approach.</p>	<p>NP</p>	<p>July 21</p>

	has underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially through drawing. <i>(Cost £270)</i>			
<u>Intervention programme – Fegans Counselling Service</u>  Children are able to work through their difficulties via play therapy, where the therapist offers a safe place to express troubling emotions in a creative and therapeutic way using play.	<b>Four Fegans counselling sessions a week. Fegans counsel children and provide parent support, intervention and training. Fegans work with families holistically: counselling the child, supporting the parent.</b>  <i>(£1,640 cost shared with PP fund)</i>	Counselling sessions have been highly effective with some of our most vulnerable pupils allowing time and space for organising thoughts and regulating behaviour.	NP	Every 12 weeks
Total budgeted cost from Catch Up Funding Grant				£7,520

## Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting parents and carers</u></p> <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><b><i>Purchase of 10 iPads, protective cases and a charging unit which will be used during Bubble closures, local lockdowns and in school to support children requiring additional intervention in the core subjects.</i></b></p> <p><b><i>(Cost £3,269)</i></b></p> <p><b><i>10 additional power leads to enable laptops that are normally in a charging unit to be lent</i></b></p>	<p>The introduction of zoom sessions with class and teacher improved engagement with home learning. For some individuals, zoom sessions gave them the opportunity to find their voice and they became far more active participants in social and academic situations.</p>	<p>NP</p> <p>JD</p>	<p>July 21</p> <p>July 21</p>

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><i>to families without devices that are undertaking home learning.</i></p> <p><b>( Cost £350)</b></p> <p><i>Home-learning paper packs distributed to those children who do not have adequate internet connection for IT facilities.</i></p> <p><b>(Cost £200)</b></p>	<p>iPads have been used in a variety of ways e.g. using InkFlow to support children with motor difficulties and we are exploring further ways to use them to respond to cognitive load theory.</p> <p>Home delivery of IT equipment, reading books and stationery was an effective way of maintaining contact, improving motivation and engagement and eased the transition back to school.</p>	<p>JD</p> <p>NP</p>	Every 2 weeks when in place
<p><u>Access to technology</u></p> <p>Teachers have access to laptops that are equipped with webcams enabling zoom calls with the parents (parent and child) if necessary. Laptops enable 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>Upgrade of all current laptops (new SSD cards) and move to Office 365 to improve functionality.</i></p> <p><b>(Cost £1,000)</b></p> <p><i>Purchase of two webcams to enable two donated laptops to our young carers to be used for live learning sessions.</i></p> <p><b>(Cost £48)</b></p>	<p>Access to documents and resources from home via Teams has improved staff well-being and home-work-life balance, enabling them to work from home more. Teams also allows a collaborative approach to document creation and editing.</p>	<p>JD</p> <p>JD</p>	<p>July 21</p> <p>July 21</p>
				£4,867
Total budgeted cost from Catch Up Funding Grant				£ 18,617
				Cost paid through Covid Catch-Up £ 16,007
				Cost paid through charitable donations £ 0



	Cost paid through school budget	£2,610
	Total spend on Catch Up as of Dec 20	£ 18,617