



Catch-Up Premium Plan

Bilston Church of England Primary School

'hand in hand with faith we will strive to achieve all things together'

Summary information

School	Bilston Church of England Primary School			
Academic Year	2020-21	Total Catch-Up Premium	£33,600	Number of pupils
				Pupil Premium Pupils
				FSM

Guidance

"Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged."

(Covid-19 Support Guide for Schools – June 2020)

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Our proportion of disadvantaged pupils across the school is high 39% Pupil Premium and 48% FSM compare to National 17.3% FSM.

- The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. KS1 via DOJO and KS2 via Teams. Every week during Lockdown, class teachers produce a weekly report identifying the children not engaging and any concerns or contact made with parents. On average, 16% (69 pupils) are not engaging.
- Upon re-opening in September 2020, we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to COVID 19.
- Our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- During the beginning of the Spring Term 2021, school experienced another Lockdown from 5th January to 8th March. Key children and vulnerable children attended school all other children engaged in remote learning following the format from the previous Lockdown.
- On the September return, children in: Y2, Y3, Y4, Y5, Y6 took part in Baseline Assessments in Reading and Mathematics produced by the LA. The LA analysed the data for the schools therefore providing benchmarks for schools and outlines of next steps for schools across the authority. Pupil Progress meetings, were held to discuss the Baselines and targets for the end of the Year. Class Teachers identified pupils who would benefit from targeted academic support. Catch Up grant will be allocated to support the provision for high-quality one to one and small group tuition.

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 curriculum expectations for the next academic year.</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"> ➤ Supporting great teaching ➤ 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 ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Before children returned to school in September Class Teachers completed an overview of Core subjects identifying key skills and objectives that had not been taught face to face in the classroom due to the first Lockdown. At the end of 2019- 2020 we were not expected to report end of Key Stage data but we took advantage of FFT provision of submitting Teacher Assessments therefore providing benchmarks for progress. The teaching and learning in Autumn Term

continued from the appropriate year group objectives with a focus that we were teaching to keep up not just catch up. Our staff believe that most pupils can attain age related expectation with provision of targeted interventions for those pupils who need more than Wave 1 first teaching.

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</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.</p> <p>The main findings from the Baseline Assessments:</p> <ul style="list-style-type: none"> • Baseline Assessments Apart from Year 6 Fractions and decimals are below LA Average. • Year 2 are in line with LA average in the different areas. Scaled score for LA = 98.6 School = 98.0. • Year 3 data was submitted in 2 classes, the test carried out was an end of Key Stage 1 test. In both classes the Place Value, Multiplication and Division, Measurement, Geometry and Statistics. Year 4 – Addition and Subtraction, Fractions and Measurements. • Year 5 in line with LA average across the topics. • Year 6 6AW Statistics and 6MJ Geometry were areas showing a gap compared to LA average.
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write 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.</p>
Reading	<p>During the first Lockdown, staff were conscious of promoting opportunities for reading, as we knew a majority of our children would not be accessing resources that would provide opportunities to develop their stamina in reading. From Baseline Assessments Early Reading is a priority.</p> <p>From the September Baseline assessments areas of focus:</p> <ul style="list-style-type: none"> • Year 2 vocabulary • Year 3 Sequencing, Inference, vocabulary and retrieval. • Year 4 Meaning, Inference, Sequencing • Year 5 Inference, Meaning of words in context • Year 6 Inference, Meaning of words as a whole and enhanced meaning.
Non-core	<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.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

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				
Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for this academic year is essential to achieving the best outcomes for pupils.				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed) Next steps	Staff lead	Review date?
<u>Supporting great teaching:</u> Identified training for staff to ensure that all staff have secure knowledge and understanding of Year group expectations. Developing a broad array of teaching strategies. Developing the Mastery Approach to teaching.	<i>Identified tailored CPD through online training (Hayes).</i> <i>All staff training and workshops Purchase additional manipulatives to support Mastery in Maths</i> <i>Manipulatives £2000</i>	All skills to have the necessary skills and knowledge to provide all 3 tiered approaches to teaching. All classes to have resources to support the Mastery Approach to teaching. Teaching and Learning to be monitored throughout the Summer term to identify the impact of the training and purchasing of resources.	SLT MJ SLT All staff	May 21 June 21
<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 in confidence and accuracy of assessments.	<i>Pupil Progress meetings with DHT every 6 weeks. Purchasing additional resources on FFT – Pupil Aspire. Supporting the tracking of individual children.</i>	All staff understanding principles for measuring the impact, 'making data work'. Staff are available to identify the gaps in learning identifying next steps in learning.	JT	July 21
<u>Effective diagnostic assessment</u> It is important to differentiate between leaning that has been forgotten due to extended absences from the classroom and materials that has not been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practise. Such assessments may include the use of verbal testing, short answer quizzes and multiple choice questions.	<i>CPD related to developing diagnostic assessments. Additional time provided for Year group teachers to work together to develop resources and analyse assessments to inform next steps in teaching and learning. No additional cost staffing cover within school.</i>	Reducing the workload of staff.	JT	July 21
<u>Supporting Remote Learning</u> Planning for well implemented remote strategies that include clear explanations, scaffolding and feedback. Ensuring that all children have the facilities to access	<i>Resources for pupils to access remote learning. £2,170 Dongles : £500</i>		GG, DR	

online learning and that all staff have the support required to facilitate this approach.	CPD for staff for remote teaching. Additional time for staff to work in Year groups in planning and preparation of resources if necessary with an identified member of staff who can support. No cost staffing cover with existing staff			
<u>Additional Resources</u> Supporting the tiered approach to teaching pupils are provided with resources that consolidate the age related curriculum expectations Supporting the development of stamina for Writing that has decreased due to children experiencing Lock Down and Remote Learning.	CGP resources that support the Core subjects. End of KS2 £480 Year 5 £252 Whole school approach to Writing with additional supporting resources from Pathways to Writing. Staff to receive training for the new resources. £1575.00		GG,MJ,AB HB	July 21 July 21
				Total budgeted cost £ 7,927

ii. Targeted approaches iii. High quality teaching is supported by, and inextricably bound to, targeted academic support.				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children that require high quality support to make progress. Pupil progress meeting to identify the children who are in need of targeted support. Training for Teaching Assistants in delivering structured interventions	Additional resources to support interventions (Swordfish Learning 1:1 tuition) Allocated time for Pupil Progress Meetings No cost staffing cover with existing staff CPD for TAs (as above)	Wave 3 approach to teaching ensuring that those children who needed additional support for Wave 1. £800 Pupil Progress meetings held in Autumn Term identified children for interventions, these interventions were monitored and reviewed during the Autumn Term. Following the Spring Lockdown intervention started in March. Pupil Progress meetings will be planned for Early in the	JT	May 21 May 21

		Summer Term following 6 weeks of interventions.		
<u>Intervention programme</u> An appropriate intervention through tutoring programme for pupils who need Wave 2 teaching alongside Wave 1. Wave 2 intervention with a tutoring programme.	<p>'Teach it right' 10 pupils from Y3, Y4, Y5 to receive 2 hours a week intervention for English and Mathematics for 10 weeks £6900.00 Additional resources £180</p> <p>'SwordFish' Learning 13 weeks of tutoring for Year 2 pupils who need additional support to Wave 1 teaching. £2000</p>		JT	July 21
<u>Extended school time</u> Identified children are able to access a catch up to keep up intervention during the Easter Holidays.	<p>During the Easter holidays 4 days allocated for pupils to attend catch up sessions linked to areas of the curriculum that have been missed. Staffing £6,254.44 Catering £500 Materials £500</p>	Attendance was positive over the four days, average attendance was 121 pupils (29% of pupils) per day.	GG	April 21
Total budgeted cost				£17,134.44

iv. 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.	<p>Additional online learning resources will be purchased, such as TT Rock Stars, Oxford Owl Reading at Home, Oxford Owl Online Spellings and Phonics Oxford Owl Reading £400 Oxford Owl Spelling and Phonics £332.50 TT Rock Stars £XXX</p>		HB	May 21

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>Home Learning packs are to be purchased and set aside for children to take home when home-learning occurs.</i> <i>£500</i>			July 21
Provision for children to learn to swim.	<i>Following Government Guidelines Year 3 pupils to receive Swimming Lessons provided by 'The Royal School'</i> <i>£8,016.00</i>		GG,DR,HM	July 21
Total budget cost				£9248.50
<u>Summer Plans</u> Targeted Support in the EYFS: Nuffield Language Intervention. Oral language skills form a crucial foundation for thinking, learning and social interaction. A 20 week program that can be delivered by trained Teaching Assistants.	I <i>Identified Teaching Assistants receive Elkan training</i> <i>Allocation in Summer Term</i> <i>Resources from OUP</i>			
				Total budgeted cost £34309.94
				Cost paid through Covid Catch-Up 33,600
				Cost paid through charitable donations 0
				Cost paid through school budget 709.94