



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary for **Birdside First School**

SUMMARY INFORMATION			
Total number of pupils:	52	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£4160		

STRATEGY STATEMENT

The school has worked closely with colleagues from across The Mast Academy Trust to develop a systematic approach to reconnecting pupils to school taking close account of their mental health and emotional well-being; their experiences during school' closures and any gaps they may have in key skills and knowledge. Consequently, the school has developed a plan which focuses on the 3 Rs: Reset; Recover; Rebuild. The following assessment of need has taken place:

- Well-being survey sent to families
- Baseline assessment specifically around reading, writing and mathematics.
- Baseline assessment across the broader curriculum
- GL assessment in English and Maths for all Key Stage 2 pupils.
- Phonics screening checks for all pupils In years' R,1 and 2
- Individual Letters and Sounds assessment for all children still working within phases 1-5
- Reading Benchmark assessment tool purchased and all children reading at a banded reading book level assessed

The Catch up Priorities are to:

- Establish a culture of safety and trust which ensures high attendance for all groups
- Ensure pupils develop strategies for managing anxiety or mental health concerns
- Expect the highest standards of behaviour and provide support for those who need it.
- Create debate and discuss opportunities for pupils to explore topical issues in the news such as BLM and Covid 19
- Create opportunities to strengthen writing including stamina for writing.
- Ensure a strong culture of reading is embedded – that ALL children read regularly.
- Prove robust 'catch up' to those who have fallen behind in early reading and/or inference and comprehension skills
- Ensure pupils regain any lost fluency in Maths
- Ensure pupils have opportunities to recap mathematical problem solving and reasoning skills.

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Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of phonics, reading, writing/maths. In addition, behaviour for learning & concentration)

A	Stamina for writing, spelling and grammatical control
B	Fluency in reading for early readers and inference and critical analysis skills for fluent readers
C	Fluency in Mathematics and confidence in reasoning and problem solving

ADDITIONAL BARRIERS

- Stability in staffing due to absence related to Covid 19
- Appropriate and safe 'space' for additional sessions
- A lack of structure has led to lower concentration levels for some pupils
- Physical layout of classroom
- Resources for learning
- Marking – assessment for learning
- Anxiety

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External barriers: (issues which require action outside school such as home learning environment and low attendance)

- Anxiety around the pandemic and safety in school could lead to low attendance.
- Time spent on core areas and specialist support for phonics and calculation.

Planned expenditure for current academic year:

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure all teachers are trained to teach remotely in the case of absence	Stability in teaching increases continuity and supports strong progress	Combine professional knowledge with robust evidence about approaches that are known to be effective. <ul style="list-style-type: none"> • DfE's catch-up premium guidance 	<p>Training Trust wide 4th September – accessible video for staff to recap</p> <p>Follow up staff development time on seesaw online learning platform</p>	<p>Trust leaders.</p> <p>SLT and specialists.</p>	October 20

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Ensure supportive transition arrangements for pupils new to school	All pupils will feel positive about returning to school and school is informed of potential abriers	Combine professional knowledge with robust evidence about approaches that are known to be effective. EEF's COVID-19 support guide for schools (Pg 4)	<ul style="list-style-type: none"> - Create on line videos/resources to introduce the school to new pupils - Contact with transitioning families prior to Summer - Invite 'vulnerable children' for face to face transition - Set up 'Meet the tutor/teacher' evenings in Oct/Nov - Transition information shared with all relevant staff so children are known well. 	SLT	October half term 2020
Ensure training and induction for all staff on 'new ways of working' including around curriculum and assessment	Staff are more likely to perform well when they feel well-informed. This also leads to greater consistency and preparedness.	Combine professional knowledge with robust evidence about approaches that are known to be effective. EEF's COVID-19 support guide for schools (Pg 4)	<ul style="list-style-type: none"> - Additional training day on 7th September on the reconnect curriculum and implementation of the schools Risk Assessment - CPD training from trust on reconnect. 	SLT Trust Leaders	October half term 2020
Put in place support plans/RA for staff who require additional support			<ul style="list-style-type: none"> - Self-assessment of Risk sent out to all staff prior to Summer - RA in place for all staff prior to 7th Sept. - Early career staff and those who may require additional support identified and plans put in place 		Sept 31 st 2020

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<p>Use school diagnostic assessment is used to identify 'gaps' and adjust the curriculum.</p>	<p>Teachers have an accurate understanding of pupil needs and are able to ensure wave 1 teaching meets need.</p>	<p>Combine professional knowledge with robust evidence about approaches that are known to be effective. EEF's COVID-19 support guide for schools (Pg 4)</p>	<ul style="list-style-type: none"> - Provide training for staff on 'safe assessment' and AFL in the current climate. - GL assessments are used for KS1 & KS2 pupils. - Phonics/early reading assessments - Soft assessments (AFL) against ARE in core areas are conducted - Staff adjust curriculum plans to provide 'catch up' and recap opportunities for all pupils 	<p>SLT</p>	<p>Termly</p>
<p>Staff CPD on the Birdseye Teaching Principles to ensure all lessons are consistent and provide daily opportunities for recall and recap.</p>	<p>All lesson, in all classes and all subjects are consistently strong and are child centred in identifying gaps and personalising learning to support all</p>	<p>The Rosenshine Principles of Instruction show how best to teach children new learning and retain prior learning effectively</p> <p>Combine professional knowledge with robust evidence about approaches that are known to be effective. EEF's COVID-19 support guide for schools (Pg 4)</p>	<ul style="list-style-type: none"> - Identify pupils most at risk of learning gaps and create new classes - Timetable classes ensuring vulnerable pupils are exposed to high quality T and L 	<p>SLT Teachers</p>	
<p>Total budgeted cost:</p>					<p>£500</p>
<p>Targeted support</p>					

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Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Create targeted support for reading to 'catch them up' to ARE for reading.	Pupils reach ARE in phonics Early readers in KS2, meet ARE by the end of year 4	Pupils need to be able to read with fluency to access the wider curriculum and therefore it must be a priority. Small group intervention is proven to have an impact. EEF's COVID-19 support guide for schools (Pg 5)	Purchase of the Reading Benchmarking assessment tool and in school staff CPD on carrying out running reading records 1:1 reading sessions 3 times per week for all children rated as 'Red' in their Benchmark Assessment	SLT Teachers ETA intervention leaders	December 2020
Create targeted support/small group interventions for pupils with any large gaps identified	Pupils requiring additional support are given regular opportunities to be taught gaps and practice their skills Pupils build up their stamina for learning and get better at retaining their learning	Pupils will have engaged in remote learning since March and many will have gaps from missed summer term teaching. ICT equipment provides grammatical automatic correcting which may have led to a regression in writing skills and spelling and phonics	Maths Intervention group 3 times per week for Year 4 and 5 pupils Spelling and reading intervention delivered through Nessy for Year 4 and 5 Phonics group intervention for Year 2 and 3 pupils 3 times per week Daily reading in class linked to personal needs and GL	SLT Teachers ETA Intervention leaders	December 2020
Create a school wide systematic approach to reconnecting writing and reading.	All Pupils are given regular opportunities to write All Pupils build stamina in writing All Pupils 'retrain' in pencil control and handwriting.	Daily, reading and handwriting – extra activities for parents to access. e-books	School website is kept up to date with links to home learning websites Seesaw platform is set up for all children to access and home learning shared through this	SLT Teachers ETA Intervention Leaders	December 2020

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					Total budgeted cost:	£3600
Other approaches						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
Ensure pastoral/well-being support to families who are anxious about the return to school	Attendance at school for all pupils is high and in line with NA for 2019	Extensive research indicates that strong attendance is directly correlated to good outcomes.	<ul style="list-style-type: none"> - Vulnerable families are identified early and contact is made prior to the Summer - RA are offered to families who feel vulnerable - Referrals are made to relevant internal/external support which may be appropriate - Reconnect curriculum supports children with well-being and mental health/emotional well-being. 	SLT	October half term	

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<p>Identify gaps in technological access and ensure access should pupils be required to self-isolate.</p>	<p>All pupils can access high quality teaching and learning when not in school</p>	<p>Research indicates that DA pupils are most likely to not be able to access on line learning due to a lack of access to resource thus there is a risk of the gap widening.</p> <p>Remote learning is highly dependent on ICT access</p>	<ul style="list-style-type: none"> - Invest in tablets for remote access - Apply for laptops through the Government scheme - Create a survey to evaluate need and plan resource accordingly - Create an 'activation' system for when pupils are isolating. - Create a 'Continuity' plan in case of staff absence; pupil absence; partial closure; full closure 	<p>SLT</p>	<p>October 22nd 2020</p>
<p>Total budgeted cost:</p>					

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