



## Catch-Up Premium Plan Boothville Primary School

Summary information					
<b>School</b>	Boothville Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	50,400	<b>Number of pupils</b>	630

## Guidance

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 impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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.

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 <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 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"> <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>➤ Extended 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>

**Identified impact of lockdown**

<b>Maths</b>	Specific maths content has been missed, leading to gaps in learning and broken sequencing.. Children are not where they should be in their own mathematical learning journeys. Use of the 'ready-to-progress' guidance to be used as a resource by all teaching staff. Recall of basic skills and fluency has suffered – children are not able to recall number facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments taken as a baseline upon full return in September.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, but have lost essential practising of writing skills. Specific knowledge in spelling, punctuation and grammar has suffered, leading to a lack of fluency in writing. Those who have maintained 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.
<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 don't is now increasingly wide.
<b>Non-core</b>	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. Children have also missed out on the curriculum experiences e.g. trips and visitors
<b>Mental Health</b>	Unlike academic subjects which can be measured, there is no hard data for this area. However. It is acknowledged that children have been affected by the lockdown period and will be experiencing a range of emotions and feelings. Personal development and coping strategies will need to be addressed.

**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 great teaching:</u></p> <p>The foundation subjects will be revisited and 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><b><i>Additional time for subject leads to research, review and replan units of work. Ensure that prior learning and knowledge is being covered</i></b></p> <p><b>Cover cost £632.50</b></p>		JD/ KMcT	June 2021
<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.</p>	<p><b><i>Baseline assessments to be used to inform planning and intervention, followed by assessment points at the end of the autumn and spring terms. Final assessment point in the summer term.</i></b></p>	<p>In the autumn term, an initial baseline assessment was used to inform year group curriculum recovery plans.</p> <p>In the spring term, ongoing formative assessment has been used to identify what has been taught and achieved, what has been taught but is not embedded and what has not been covered due to the nature of remote learning. This assessment will inform summer planning.</p>	Teachers PL SLT	July 2021
<p><u>Transition support</u></p> <p>Parents whose children are joining school from different settings or who are beginning their</p>	<p><b><i>Additional time is made to cover the Early Years leader and reception teacher so that they can have a virtual meeting with parents</i></b></p>		KF/CL	July 21

schooling with Boothville Primary School have an opportunity to become familiar and confident with the setting before they arrive.	<i>to ensure that the child is confident in joining the school. Cost £640</i> <i>Forest School sessions/Stay and Play sessions organised</i> <i>Staff cover – Cost £640</i>			
<b>Total budgeted cost</b>				<b>£1912.50</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date</b>
<u>Small group tuition</u>  Identified pupils will benefit from additional practice and feedback in English and maths from high-quality small group tuition by teachers who currently deliver lessons to them  Small group or 1 to 1 emotional literacy work to take place.	<i><b>Class/set teachers will identify priority areas in English and maths.</b></i> <i><b>See Recovery timetable and additional staff costings</b></i> <i><b>Support staff will deliver small group intervention outside lesson time.</b></i>  <p style="text-align: right;"><i><b>(£3885.63/term)</b></i> <i><b>Total cost £23.313.78</b></i></p>		CM	June 2021

<u>Intervention programme</u>  Pupils from Year 2 and above will close the identified gaps in reading in the areas of accuracy, fluency and comprehension.	<b><i>A reading intervention 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></b> <b>£250</b>	Shine has been purchased. Impact: <ul style="list-style-type: none"> <li>•</li> </ul>	MA NF JF	July 2021
Total budgeted cost				<b>£23,563.78</b>

### iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting parents and carers</u> School attendance for each pupil is maximised.</p> <p>Engagement with education at home is at an optimum in order to prevent any further gaps in learning increasing when children are in isolation.</p> <p>Home-learning opportunities will not always require parents to engage with the activities, but to support and supervise their child's access. This will afford the children greater independence and increase the likelihood that parents can sustain home-learning.</p> <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>	<p><b><i>Additional support for attendance and parental engagement</i></b> <b>£500</b></p> <p><b><i>Additional resources purchased</i></b> <b>£500</b></p>	<p>All children received packs at the start of the national lockdown which supported and facilitated learning remotely.</p>	<p>BL LT</p>	<p>June 2021</p>
<p><u>Access to technology</u> During periods of isolation, pupils can access additional devices so that they can rotate through live teaching, reading fluency and independent online activities.</p> <p>All pupils have access to technology in classes in order to practise the necessary skills and familiarise themselves with the learning platforms which will be expected with remote learning. Effective home learning will be facilitated.</p>	<p><b><i>Additional devices to be purchased</i></b> <b>£4500</b></p>	<p>Impact:</p> <ul style="list-style-type: none"> <li>School has been able to loan out laptops when pupils have been in isolation and/or during the third national lockdown</li> <li>Families have been supported financially as a device has been loaned and the cost of purchasing a device for their child(ren) has been avoided</li> <li>Pupils have been able to learn remotely through engaging with the live lessons and online</li> </ul>	<p>KH/AE</p>	<p>March 2021</p>

		<p>activities/platforms. This access helps to replicate the time spent in a classroom as closely as possible</p> <ul style="list-style-type: none"> <li>• Pupils in class were able to familiarise themselves with the online learning platform and acquire skills which have supported remote learning.</li> </ul>		
<p>Well being To identify pupils attitude to school and self</p>	PASS survey purchased – cost £2/pupil £1200	Used to aid transition	RP	

<u>Summer Support</u> Summer programme to benefit pupils socially and academically, helping to ensure that they return to school ready to learn.  Summer Schemes identified and paid for	<i><b>Family support worker to maintain weekly contact with some families and to liaise with Senior Leadership Team.</b></i> <i><b>Cost – additional week salary for FSW – £356.10</b></i>  <i><b>Summer Schemes paid for £500</b></i>		BL	Sept 2021
Total budgeted cost				£7556.10
		Cost paid through Covid Catch-Up	£33032.38	
		Cost paid through charitable donations	N/A	
		Cost paid through school budget		