

	COVID-19 catch-up premium spending		
	SUMMARY INFORMATION	Total number of pupils: (Reception-Year6)	205
		Amount of catch-up premium received per pupil:	£80
		Total catch-up premium budget:	£16400

STRATEGY STATEMENT

The Education Endowment Foundation (EEF) expects the disadvantage gap to widen by 36% during school closure - this would undo the past 10 years of progress to close the gap.

Although the full impact of lockdown on reading isn't yet clear, it's a safe bet to prioritise reading to keep your disadvantaged pupils from falling behind. This is because pupils need strong reading skills to access other subjects.

The impact of the measures we introduced in the last 18 months have shown how we can as a school accelerate the progress children make in reading by implementing our carefully targeted programme of Read, Write Inc. By using up to date and accurate assessment data, we can track children carefully and ensure the teaching and learning they experience is appropriate to them and meets their needs. Regular re-assessment and a fluidity of groups will ensure that we are responsive to children who are progressing well, while ensuring a solid foundation is laid for those children who achieve at not quite as fast a rate.

Catch up provision, as recognised with the EEF's [best evidence report](#), will be essential- however it is clear that a single catch-up strategy will be unlikely to compensate for lost learning due to school closures.

The successful implementation of the INSPIRE maths programme means the children need to adhere strictly to the framework in each year group. Missed units of work will need to be addressed otherwise the fundamental principle of the programme will be undermined.

As a school we will have to undertake a review of the Maths curriculum with regard to the INSPIRE framework and we envisage at this stage we will have to implement a series of transition units to get the children back on track to pick up the programme at the appropriate for them in each year group.

This is not a simple exercise and will require a careful analysis of the point at which children were attaining at the point of lockdown, how many of the units they have missed and which units they should be undertaking if the lockdown hadn't occurred. From this information, a roadmap of transition units would have to be introduced- unique to each year group to ensure the framework will be covered in the most appropriate manner.

There will be a number of areas within different subjects that will not have been covered due to the lockdown. Schools will have to decide whether that it is feasible to try to catch up on these areas (particularly History or Geography topics which are knowledge based) or whether we should accept that some areas will not be covered and ensure that from the point of children re-entering the school system, the teaching and learning adheres to the curriculum as closely as possible.

The curriculum document for Beever is comprehensive and extensive. It has been developed to meet the needs of our children and save planning and preparation time for the teaching staff- therefore enabling them to focus properly on the quality of teaching and learning provision for the children.

We should therefore look to try to consolidate our curriculum in order to ensure that the children gain enough knowledge to ensure they are not disadvantaged in their next steps of learning.

- Focus on the most important, threshold concepts: pupils just need to understand enough of these concepts in order to access the next stage of their learning. Not knowing all the small details won't hold them back
- Pupils are entitled to a broad, balanced curriculum: teaching all subjects will help them get back on track (e.g. vocabulary they learned in history will impact overall)

STRATEGY STATEMENT

- learning), so don't sacrifice foundation subjects to prioritise core ones
- Allow teachers to focus on thoughtful lesson planning, and accurately assessing where pupils are - thus avoiding burn-out.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

- Pupils across the school often display a lack of resilience and a lack of self-confidence. This can inhibit their ability to produce their best work.
- Low levels of phonics knowledge impacting on progress in reading and writing. Year 1 Phonics performance below national average 73% (school) compared to 82% national average.
- Lost learning in reading (decoding and comprehension) due to little practice, little access to books and forgotten phonics skills
- Some pupils are not working at an age related level and have conceptual gaps or misconceptions.
- Some pupils may have limited speech and language skills which can impact upon learning.
- In some cases, learning behaviours may need developing, for example: organisation, commitment, resilience.

ADDITIONAL BARRIERS

External barriers:

76.8% of the school population live in areas in the bottom 1% of most deprived households nationally -National Index of multiple deprivation (IMD) profile (2019). These high levels of deprivation can lead to a large number of children

- needing pastoral intervention
- not having their basic needs met at home (food/clothes etc.)
- not having access to resources, such as books, libraries and life experiences.
- have limited space and facilities for home learning, including access to It facilities.
- lack engagement and support from parents when the children have to learn from home.
- not having experienced visits to places of interest such as museums, national parks or interest centres.
- enter the nursery and are not 'school ready'. These children often display a wide range of complex issues.
- having inconsistent levels of attendance and punctuality.
- not having the opportunity to participate in organised games or clubs outside of the school environment.
- lacking the cultural capital that will enable them to access a better quality of living once they leave school.
- having low levels of aspirations within the school community.

- having a lack of regular routines including home reading, homework, spellings and having correct equipment in school.
- having speech and language issues.
- historically failing to achieve GDS in writing at KS1 and KS2 .

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?
<p><u>To improve phonics standards across EYFS and KS1:</u> Embed the Read Write Inc. programme, building on the foundations of last year. (See separate phonics action plan) Assess all children (Rec-Year3) to understand their phonics level and plan from there. Weekly practise and coaching sessions with staff. Development days with a RWI consultant to improve practice Provide an additional teaching assistant to take a RWI group (Set1 7 Set 2 group)</p>	Improvement in phonics screening outcomes for children.	<p>It is essential children possess the necessary reading skills in order to access other subjects effectively and not hinder their potential attainment.</p> <p>(The Read, Write Inc phonics programme is currently part of the EEF efficacy trial and we are part of the TLIF programme providing data as part of this project.)</p>	The Read, Write, Inc programme is embedded into the school and we have been able to evidence the impact on accelerating progress for children. The comprehensive assessment, record keeping and coaching aspects of this programme will ensure it continues to be implemented well.	Nicola Edwards (DHT)	Reviewed on a half termly basis- this reflects the assessment milestones and the fluidity of the programme.
<p><u>To improve phonics standards in KS2:</u> Provide continued access to the Read, Write, Inc approach within Year 3. Class teacher will have those assessed at yellow or above and will follow our LT and MT plans, using the Y3 National Curriculum outcomes for speaking & listening, reading and writing.</p>	Improvement in phonics screening outcomes for children.	As above	Data is collected each half term and regular updates are gathered via discussions and observation with staff.	Nicola Edwards (DHT) & Paula Revill (Year 3 CT)	Reviewed on a half termly basis- this reflects the assessment milestones and the fluidity of the programme.
Total budgeted cost:					£4,830

Targeted support

Action	Intended outcome & success criteria	What's the evidence & rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p><u>Early Years interventions:</u> Additional interventions from a teacher for two afternoons per week and from a teaching assistant five afternoons per week. These interventions will be undertaken in small groups and cover areas of speaking & listening and early literacy skills.</p>	<p>Targeted children to close the gap in attainment with their peers and in relation to national expectations and milestones</p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. (EEF's COVID-19 support guide for schools)</p>	<p>Data is collected each half term and regular updates are gathered via discussions and observation with staff.</p>	<p>Emma Montgomery (Early Years leader)</p>	<p>Reviewed on a half termly basis to ensure provision meets the needs of the children targeted.</p>
<p><u>One to one tutoring (KS1):</u> An additional Teaching Assistant will target those children who need daily one to one tutoring (approx. 15 children each day). The TA has been given extensive coaching in order to be able to fulfil this role effectively.</p>	<p>Targeted children to close the gap in and ensure that they are able to maintain the pace of progress required to meet their targets.</p>	<p>As above</p>	<p>Data is collected each half term and regular updates are gathered via discussions and observation with staff. Discussions with the TLIF consultant to ensure that provision is as good as it can be.</p>	<p>Nicola Edwards (DHT)</p>	<p>Reviewed on a half termly basis to ensure provision meets the needs of the children targeted.</p>
<p><u>One to one tutoring (KS2):</u></p> <ul style="list-style-type: none"> • 4 x children to be taught at pink level by teaching assistant. • 3 x children to all be taught at red level by an additional teaching assistant. • Every afternoon, Teacher and TA will deliver a speed sound session: Teacher-set 2 group and TA - set 3 group. (The children who have completed the programme will take part in paired fluency activities). • 4 x children will each have a 1:1 session 	<p>Targeted children to close the gap in and ensure that they are able to maintain the pace of progress required to meet their targets.</p>	<p>As above</p>	<p>Data is collected each half term and regular updates are gathered via discussions and observation with staff.</p>	<p>Nicola Edwards (DHT)</p>	<p>Reviewed on a half termly basis to ensure provision meets the needs of the children targeted.</p>

<p>each day.</p> <ul style="list-style-type: none"> Ideally, the children at orange and yellow would access a 1:1 session also to work on developing their reading fluency (7 x children) 					
Total budgeted cost:					£14,085
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?
Invest in a new online Learning platform (dB Learning) for children across the school.	Provide an effective online learning platform that children are able to access for homework and extra curricular activities, but that also provides a vehicle for remote learning in the event of an unforeseen school closure.	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home.</p> <p>In particular, lack of access to technology has been a barrier for many disadvantaged children.</p> <p>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. (EEF's COVID-19 support guide for schools)</p>	Monitoring of its use, audits of provision and the use of staff, ppil and parent surveys.	Greg Oates (HT), Nicola Edwards (DHT) & Victoria Kindon (SENCo)	Ongoing
Total budgeted cost:					£1,200