

Beechwood Primary Pupil Catch-Up Strategy

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.

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.

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.

School overview

Metric	Data
School name	Beechwood Primary School
Pupils in school	368
Catch Up premium allocation	£28,320
Academic year or years covered by statement	2020- 2021
Publish date	November 2020
Review date	September 2021
Statement authorised by	Sally Hunter

Baseline attainment- At expectation	Reading	Writing	Maths	Combined
Year 2	41%	43%	47%	39%
Year 6	36%	33%	31%	24%

Use of Funds

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes. 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.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS 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.
Reading	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.
Non-core	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, visitors and powerful curriculum moments.

Strategy aims for all pupils

Measure	Activity
Priority 1	<p>All children (100%) will make more than expected progress to enable them to catch up in Reading, Writing and Maths.</p> <p>Quality first teaching- vocabulary, scaffolding, modelling, progressive, hands on, paced</p> <p>Identify gaps in knowledge by formal assessment and use of feedforward sheets.</p> <p>Use effective questioning, modelling and AfL for all children</p> <p>Focus on six core pedagogical principles</p> <p>FS style learning in first half of year 1</p> <p>Provide effective verbal feedback</p> <p>Conferencing with PP children and those that need to make accelerated progress</p> <p>Strong ongoing CPD for all staff (£5000)</p> <p>Individual support for teachers through check-in and coaching strategies</p>
Barriers to learning these priorities address	<p>Children have missed out on being in school for 6 months and potentially will have fallen 3 months behind in their learning.</p> <p>Mental health of children may have suffered due to isolation and lack of challenge.</p>

Projected spending	£14,160
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Any child who is below expected standard will make at least six steps of progress from October 2020	July 21
Phonics	Expected level of phonics check is above national for Year 1 children	July 21
Other	Attendance remains above 95% as an average for the whole school	July 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>By July 2021, 85% of Year 2 children will achieve the expected level in the phonics check</p> <p>By July 2021, 85% of Year 1 children will achieve the expected level in the phonics check</p> <p>RWI training for all Teachers and TAs (£3420) RWI taught with consistency and fidelity in small ability groupings. Regular assessment of children so that they can move quickly through the programme. Catch-up - 1:1 support for children 'at risk' of not achieving the expected level at the phonics check every afternoon. (£1560) 'Pinny time' throughout the day in every classroom</p>
Priority 2	<p>Pupils fluency in reading will improve and as a result their attainment in reading will increase. Pupils will read regularly and enjoyment of reading will improve.</p> <p>Pupils will be exposed to a wide variety of challenging texts across the curriculum.</p> <p>Providing high quality texts for all children Provide CPD support for identified teachers to ensure that the teaching of reading promotes rapid progress.</p> <p>Targeting support for children that achieved 95-100 standardised score in Autumn 1 assessments.</p> <ul style="list-style-type: none"> - 1:1 catch up (£3120) - Fresh Start for older children (£1560) - Targeted approach - More TA time in order to provide after school and lunchtime support (£840)

	- High quality checks on the impact of the work being carried out
Barriers to learning these priorities address	6 months of missing school due to lockdown has led to: Weak language skills (phonics and reading) Under-developed positive learning behaviours including listening skills; readiness to learn; lack of growth mindset; challenge themselves
Projected spending	£7080

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To provide remote learning for children at home so that isolation doesn't negatively affect progress.</p> <p>Setting up Google Classroom so that children can access work and teachers can upload work easily and feedback. (£1670) Remote learning guidance for all staff whether whole classes or individuals are isolating (£790)</p>
Priority 2	<p>To improve the mental health of children</p> <p>Mindfulness sessions on a daily basis introduced to the classroom (£500) Getting children moving – walking around the school grounds P.E. sessions to support active minds and mental health Getting children outside whatever the weather Additional nurture sessions for children affected the most. (£3120)</p>
Priority 3	<p>To improve the attendance of all children so that it lies above 96.5%.</p> <p>Work closely with parents and children Purchase increased EWO time to support strong attendance (£1000)</p>
Barriers to learning these priorities address	<p>Children isolating due to waiting for Covid test or positive case in school or at home.</p> <p>Children isolating during lockdown – not having access to friends or social situations.</p>
Projected spending	£7080

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>Monitoring through book looks, learning walks and pupil voice</p>	<p>Use of INSET day to train all staff (Teachers and TAs) in RWI.</p> <p>Effective Questioning training</p> <p>Feedforward and verbal feedback training</p> <p>Regular learning walks, pupil voice and book looks through monitoring timetable</p>
Targeted support	<p>Ensuring there is enough time for TAs to individually support children every day.</p>	<p>Phonics Catch-up 1:1 support every afternoon x 3 TAs</p> <p>Increased capacity for KS1</p> <p>Additional books for children over the holidays</p>
Wider strategies	<p>Technology issues – setting up Google Classrooms</p> <p>Providing blended learning and feedback when work is uploaded.</p>	<p>Supporting families with attendance and engagement – parent partnership strategy.</p> <p>EWO involvement</p>