

# 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	342
Catch Up premium allocation	£23,285
Academic year or years covered by statement	2021- 2022
Publish date	November 2021
Review date	September 2022
Statement authorised by	Sally Hunter

## 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 lockdowns

<b>Maths</b>	Specific content has been missed, leading to gaps in learning. Children still have a positive attitude towards maths and the lockdowns do not seem to have affected these. Recall of basic skills however have suffered – children are not able to recall addition facts, times tables and have forgotten some once taught calculation strategies.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Extended writing opportunities following modelling, scaffolding and the sharing of ideas and high quality vocabulary is not as effective remotely. GPS specific knowledge has suffered, leading to lack of fluency in writing. Children who 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.
<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. There are significant gaps in phonics and some children in Year 2, 3 and 4 have not yet completed the Read Write Inc programme.
<b>Non-core</b>	There are now significant gaps in knowledge – whole units of work have been taught remotely 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><b>All children (100%) will make at least expected progress (6 steps) from July 2021 to July 2022 in Reading and Writing. Any child that is not currently at age related expectation will make accelerated progress (7 steps +) in Reading and Writing.</b></p> <p>Quality first teaching            Identify gaps in knowledge by formal assessment and use of feedforward sheets.            Effective questioning, modelling and challenge for all children            FS style learning in first half of year 1            Effective verbal feedback and marking            Conferencing with PP children and those that need to make accelerated progress            Strong ongoing CPD for all staff – six pedagogical principles            Individual support for teachers through phase meetings, 1:1 meetings and coaching strategies.            Lead practitioner to provide coaching and mentoring support in Year 6 and Year 3</p>

Barriers to learning these priorities address	Children have missed out on time in school and engaged in remote learning in varying capacities, and potentially will have fallen at least 3 months behind in their learning. Mental health of children may have suffered due to isolation and lack of challenge.
Projected spending	£9, 289

### 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 July 2021 to July 2022	July 22
Phonics	Expected level of phonics check is above national for Year 1 and Year 2 children	July 22
Other	Attendance remains above 95% as an average for the whole school	July 22

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p><b>On average the Year 2 children will achieve above the national expected level in the phonics check</b></p> <p><b>On average the Year 1 children will achieve above the national expected level in the phonics check</b></p> <p>Regular RWI training/input for all Teachers and TAs RWI taught with consistency and fidelity in small ability groupings. Monitored by RWI leader. 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. 'Pinny time' throughout the day in every classroom</p>
Priority 2	<p><b>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.</b></p> <p><b>Pupils will be exposed to a wide variety of challenging texts across the curriculum.</b></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"> <li>- 1:1 catch up</li> <li>- Fresh Start for older children</li> <li>- Phonics catch up tutoring for targeted Year 3 and Year 4 pupils</li> <li>- Targeted approach</li> <li>- Increased TA time in order to provide after school and lunchtime support</li> <li>- High quality checks on the impact of the work being carried out</li> </ul>
Barriers to learning these priorities address	<p>Missing school due to lockdowns has led to:</p> <p>Weak language skills (phonics and reading)</p> <p>Under-developed positive learning behaviours including listening skills; readiness to learn; lack of growth mindset; challenge themselves</p> <p>Reduced time in early years and pre school settings</p>
Projected spending	£10,200

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p><b>To provide remote learning for children at home so that isolation doesn't negatively affect progress.</b></p> <p>Continuing to use Google Classroom so that children can access work and teachers can upload work easily and feedback.</p> <p>Remote learning guidance for all staff for all individuals who are isolating or awaiting PCR results</p>
Priority 2	<p><b>To improve the mental health of children</b></p> <p>Mindfulness sessions on a daily basis introduced to the classroom</p> <p>Getting children moving – walking around the school grounds</p> <p>PE sessions</p> <p>Getting children outside whatever the weather</p> <p>Increased nurture provision for children affected the most and most in need of support</p>
Priority 3	<p><b>To improve the attendance of all children so that it lies above 95%.</b></p>

	<p>Work closely with parents and children</p> <p>EWO time to support strong attendance</p> <p>Reinforcing strong attendance in the weekly newsletter and Celebration Assemblies</p>
Barriers to learning these priorities address	Children isolating due to waiting for Covid test results or as a result of being positive case
Projected spending	£3,796

### 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 teaching of reading and phonics-particular focus on SEND and PPG children</p> <p>Effective modelling, questioning, AfL, talk partner training</p> <p>Feedforward and verbal feedback training</p> <p>Review of marking and feedback policy and practice</p> <p>Regular learning walks, pupil voice and book looks through monitoring timetable</p>
Targeted support	Ensuring there is enough time for TAs to individually support children every day.	<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 – keeping Google Classroom up to date</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>