

Catch-Up Premium Plan Bedford Drive Primary School



Summary information				
School	Bedford Drive Primary School			
Academic Year	2020-21	Total Catch-Up Premium	£ 30,960 - April	Number of pupils
				422 (394)

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 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.

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 curriculum expectations for the next academic year.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of learning Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>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 assessments and NFER tests.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Mathematics, however they have lost essential practising of writing skills. Letter formation, GPAS (grammar, punctuation and spelling) specific knowledge has suffered, leading to lack of fluency in writing. Children in EYFS and KS1 have reduced fine motor control and pencil grip strength. Children have displayed a significant regression in stamina for writing. Therefore, children are having to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Reading 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 has been a drop in comprehension and ability to engage with the text. The bottom 20% of readers have been disproportionately affected. Phonics knowledge has also been affected and children have forgotten previously taught phonemes. This is reflected in assessments and NFER tests.</p>
Spoken Language	<p>In EYFS the children have limited expressive language. Overall ,the children have reduced listening skills and are finding it more challenging to articulate ideas.</p>
Non-core	<p>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 memorable curriculum moments.</p>
Social and Emotional	<p>Teachers have seen a regression in resilience. Previously good peer relationships in upper KS2 have declined due to overuse and inappropriate use of social media and technology Good routines, such as bedtime, have lapsed and children are tired when in school. Teachers have seen an increase in oppositional and defiant behaviour, particularly in KS2.</p>

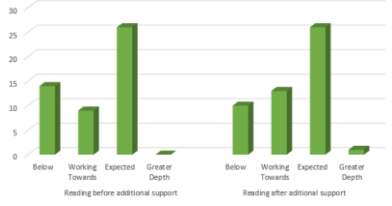
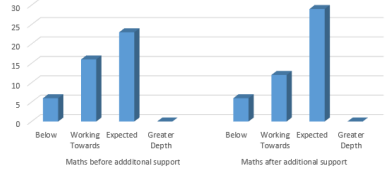
Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)



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>Staff will be confident to incorporate the elements of Voice 21 Project into classrooms practice and embed the principles from EYFS – Y6.</p>	<p><i>Voice 21 project with 13 other Wirral schools.</i> <i>Oracy Champion, Laura Callanan.</i> £3600</p>	<p>The Voice 21 project is beginning to be embedded within school. L. Callanan led a successful training session for all staff on the importance of oracy and suggested strategies for encouraging good practice within the classroom. Following this, children in all year groups are taking part in games and activities to incorporate and develop oracy. This will be an ongoing project into the next academic year. L Hoyle will lead on this supported by L Gordan.</p>	LC & RB	May 21																																								
<p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Introduction of 'drop down days' to focus on pre-requisite knowledge and skills.</p>	<p><i>Additional time for subject leaders alongside Curriculum Leader to research and plan non-core subjects to ensure 'sticky Knowledge' is revisited and taught throughout 2021, as we move from recovery curriculum back to a full curriculum. Release time and additional cover will be required to facilitate the additional staff time.</i> £2000</p>	<p>L Quinlan led several meetings on the curriculum. Teachers identified on curriculum maps the areas that had been covered and those areas that had been missed due to the pandemic. Subject leaders then worked to identify how these areas could be covered in the Summer Term of 2021 and the following academic year. The whole school conservation project was a good opportunity for many year groups to achieve art objectives. When planning the 2021/22 curriculum teachers are aware of gaps in previous knowledge and are working to address this as part of their teaching practice.</p>	LQ	March 21																																								
<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><i>Purchase and utilise the MNP(Maths No Problem!) unit assessments.</i> £1890</p> <p><i>Accelerated Reader STAR tests completed half termly</i></p> <p><i>Phonics Tracker purchased for staff to upload ongoing phonic assessments.</i> £648</p> <p><i>Complete termly tests and record assessments to identify gaps on Insight to track performance.</i> £ 5000</p>	<p>MNP, AR, NFER and SAT assessment tests enabled staff to be teach specifically to the classes needs as planning was tailored based upon the assessment results. The use of NCTEM Ready to Progress documents meant staff could map out the planning of maths to ensure all areas of learning were covered before the end of the year. Staff feedback was this all had a positive effect particularly on improvements in mental maths and the four basic operations. Teachers also tailored the reading and writing curriculum to ensure that all areas and key skills were covered. Attainment increased significantly in all areas as a result.</p> <p>March – Reading, Writing and Maths</p> <table border="1"> <caption>March – Reading, Writing and Maths</caption> <thead> <tr> <th>Subject</th> <th>Red</th> <th>Orange</th> <th>Green</th> <th>Blue</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>47%</td> <td>24%</td> <td>27%</td> <td>2%</td> </tr> <tr> <td>Writing</td> <td>37%</td> <td>33%</td> <td>29%</td> <td>1%</td> </tr> <tr> <td>Maths</td> <td>48%</td> <td>31%</td> <td>19%</td> <td>2%</td> </tr> </tbody> </table> <p>June – Reading, Writing and Maths</p> <table border="1"> <caption>June – Reading, Writing and Maths</caption> <thead> <tr> <th>Subject</th> <th>Red</th> <th>Orange</th> <th>Green</th> <th>Blue</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>34%</td> <td>46%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>43%</td> <td>41%</td> <td>2%</td> </tr> <tr> <td>Maths</td> <td>12%</td> <td>36%</td> <td>48%</td> <td>4%</td> </tr> </tbody> </table>	Subject	Red	Orange	Green	Blue	Reading	47%	24%	27%	2%	Writing	37%	33%	29%	1%	Maths	48%	31%	19%	2%	Subject	Red	Orange	Green	Blue	Reading	13%	34%	46%	7%	Writing	14%	43%	41%	2%	Maths	12%	36%	48%	4%	JLC SMc	Dec 20 March 21 July 21
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<p><u>Transition support</u></p>	<p><i>Teaching assistant in F2 each morning and F1 in the afternoon.</i></p>	<p>As these year groups had children with specific needs, the extra TA support resulted in the cohort receiving a higher quality of education with little</p>																																										

<p>Additional Teaching assistant support in F1 and F2 to enable staff to baseline the pupils and ensure a smooth transition. Also, to ensure routines and expectations are established so that staff can focus on PSED, phonics, reading, writing and mathematics.</p>	<p>Teacher x 2 TAs am in F2 Teacher X 2 TAS pm in F1 15 weeks Sept to Jan AM £550 per week PM £450 per week This continued throughout Sprig AM £8250 PM £6750 Total £15000</p>	<p>disruption to the learning. TAs assisted in Leuven scale assessment and supported children who required PSED support. The additional adults meant the children could read more often, have higher quality small groups teaching on phonics, reading, writing and maths, plus specific interventions enabling a 'keep up' rather than catch-up approach. However, the F2 children were impacted significantly and only a very low proportions were assessed as achieving GLD. The basic skills and securing phonic knowledge will be a focus for Y1 alongside PSED.</p>	<p>JLC & JH</p>	<p>Dec 21 July 21</p>
Total budgeted cost				£28, 138

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group tuition own staff</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>Identified children will have significantly increased their mathematical fluency and understanding of basic concepts. As a result, they will be able to access the MNP age related lessons.</p>	<p>Teacher will work with identified Y3 pupils to support their transition into KS2 in a structured and time limited support session focussing on reading and mathematics.</p> <p style="text-align: right;">£13,496</p>	<p>Teachers reported that the identified children did improve their reading fluency and as a result increased their confidence in reading. This had a marginal impact on attainment with fewer children working Below; these children are now Working Towards in Reading.</p> <p style="text-align: center;">Year 3 attainment before and after additional Reading support.</p>  <p>Identified children increased their fluency and understanding of mathematical concepts. This had a significant impact on attainment with fewer children Working Towards and more children working at the Expected standard.</p> <p style="text-align: center;">Year 3 attainment before and after additional Maths support.</p> 	<p>JB</p>	<p>Dec 20</p>
<p><u>Small group tuition own staff</u></p> <p>Identified children will have increased their mathematical fluency and their ability to apply this knowledge to SATs style questions. As a result, the children will have improved their</p>	<p>Teacher will work with identified Y6 pupils in mathematics. The support sessions will happen twice a week in a structured and time limited way. The children will work in small groups of 1:3 and focus on gaps in knowledge and understanding and</p>	<p>Following the return to school on March 8th 2021, all children completed assessments. These assessments highlighted 12 Year 6 children requiring immediate mathematics intervention. These children had fallen significantly behind where they were at KS1 and were deemed to be working Below by their NFER result.</p> <p>Of the 12 children that attended the sessions, all improved and none were working below at the end of the summer term. In June 2021, 2 (17%) of the</p>	<p>SL</p>	<p>July 21</p>

<p>standardised score in their Summer assessment. None of the children identified should be working below, many should achieve the expected standard.</p>	<p>applying this knowledge to reasoning and problem solving questions.</p> <p style="text-align: right;">£13,496</p>	<p>children were working towards and 10 (83%) of the children achieved the expected standard. The average standardised score for the group before the intervention was 79.75. The average standardised score for the group in the following the intervention was 101.58.</p> 		
<p><u>1-to-1 and small group tuition NTP</u> Identified SEND pupils will work with tutors to support their basic skills and increase progress.</p>	<p>Tutors will work with identified pupils to support reading, writing and mathematics development in 1:1 or 1:2/3 maximum sessions over the Spring term. <i>*started in the Summer due to lockdown January</i></p> <p style="text-align: right;">£2340</p>	<p>A small group of SEND children in Year 4 were identified to take part in NTP tutoring sessions. These sessions took place virtually with a NTP tutor in groups of 1:2 or 1:3. The intervention focused on maths. Teachers reported an increase in confidence and understanding of basic skills. There was also a small increase in attainment with fewer children working Below after the sessions.</p> <p>March – before the NTP intervention</p>  <p>June – after the NTP intervention</p>  <p>A group of Year 4 children were identified to work with an academic mentor. The children were selected because they had fallen behind where they were at KS1 and were deemed to be working Below by their NFER result. After the sessions, only one child - of the children taking part - was working Below. Two children were Working Towards and three achieved the Expected standard.</p> <p>Year 4 Maths attainment before and after NTP</p> 	SMc	July 21
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as ‘Number Stacks’ supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>An 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).</p> <p style="text-align: right;">£300</p>	<p>Internal data shows improvements in maths progress. When the children returned to school in March 2021 a significant number were working Below or Towards the expected standard and only 21% working at or above the expected. After targeted support and curriculum prioritisation 50% of children were working at or above the expected standard.</p> <p>March</p>  <p>June</p> 	JLC	Feb 21 July 21
Total budgeted cost				£29, 632

iii Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p>Additional online learning resources will be purchased, such as Spelling Shed, will be purchased so that children can practise spellings at home.</p> <p>£5500</p>	<p>Online learning and blended learning has been embedded as a part of teaching practice at Bedford Drive. All children have access to and are confident using either SeeSaw or Google Classroom. Since returning to school in March, teachers have continued to use these platforms to support learning in class.</p> <p>Reading is a whole school priority. All children now have access to Collins eBooks or MyOn to read books at home. Teachers are working to encourage the children to read regularly at home and are using these platforms to monitor what, how often and for how long the children are reading. Paper book packs are available for families that cannot access reading online.</p> <p>Other online platforms including Spelling Shed, Times Tables Rock Stars and SPAG.com are being used to support learning at home. Embedding these platforms and establishing blended learning is something that will continue into the next academic year.</p>	RS	Feb 21
<p><u>Access to technology</u></p> <p>To enable online learning to be accessed at home as part of wider ‘blended learning plan’ purchase chromebooks that can be utilised in school and/or for when a ‘bubble’ closes.</p> <p>Utilise the DFE allocation of laptops for families without technology plus 4G routers.</p> <p>Computing lead given time to research and advise staff re blended learning, so ultimately it becomes part of daily teaching.</p>	<p>Purchase 30 Chromebooks, 2 trolleys. Chromebooks can now be used by the children to support the curriculum. They can also be issued to parents to support home-learning if needed.</p> <p>DFE Chromebooks – no cost implication- aside from technician time to set up licenses etc</p> <p>£9120 (£4294 paid through CC-UP + £4826 from budget)</p>	<p>During lockdown and bubble closures, Chromebooks were provided for children that could not access online learning. Families were also supported to access wifi and mobile data where required.</p> <p>To enable successful online learning, staff spent time working closely with families troubleshooting technical issues to ensure that children were able to access the work that was being provided.</p> <p>Staff members R. Stewart and C. Smith worked to gain qualifications in Google Classroom. All staff took part in training on Google Classroom or SeeSaw as part of their professional development.</p> <p>The Chromebooks have since been returned to school and are now used as part of our computing resources for KS2.</p>	RS/SA RS	March 21 March 21 July 21
			Total budgeted cost	£ 9794
			Cost paid through Covid Catch-Up	£30,960
			Cost paid through school budget	£36,604