



| Summary information |                               |                         |         |                   |     |
|---------------------|-------------------------------|-------------------------|---------|-------------------|-----|
| School:             | Blakeley Heath Primary School |                         |         |                   |     |
| Academic Year:      | 2020-2021                     | Total Catch-Up Premium: | £25,200 | Number of pupils: | 315 |

| Guidance   |
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| <p><b>Rationale:</b></p> <p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Many pupils have missed at least a term of school learning and may lose more due to future closures or the need to self isolate.</p> <p>It is predicted that those children from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. Research suggests that school closures are likely to reverse progress made to narrow the gap between disadvantaged pupils and their peers. Estimates range from the gap widening from 11% to 75% (EEF).</p> <p>Schools' catch up allocation will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to year 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.</p> <p>We will avoid putting pupils under pressure to 'catch up' by consolidating fundamental knowledge through focused teaching and prioritising and reinforcing content which will increase pupil confidence and ensure new learning can be built on firm foundations. We know and understand that it is not possible to re-teach every lesson that pupils missed as a result of school closure or future closures and as a school we have identified those key skills which are required to be successful in future learning. Smartly planned curriculum coverage and high-quality teaching will be the basis of our catch up plans to ensure pupil progress. CPD, including staff meetings, will ensure every teacher is prepared and focused on how to achieve the best outcomes for pupils. Targeted assessment and feedback will aid teachers to determine how to effectively support their pupils the most.</p> <p>In order to support pupils who have fallen behind furthest, structured interventions are likely to be necessary; this may be an extension of our current provision or new and additional interventions. Our curriculum is designed so that pupils are constantly revisiting and revising concepts, however we acknowledge that some children require additional support to retain or apply information. We recognise pupils are entitled to a broad and balanced curriculum and teaching all subjects will have a positive impact on learning so foundation subjects will not be sacrificed to prioritise core ones.</p> <p>We recognise that parents have a key role to play in supporting children's learning and it will be essential that we work together and communicate effectively with parents about their child's progress and attainment as well as any changes being made in school to support their provision.</p> |

| Key aims:   | Use of funds:   | EEF Recommendations:   |
|---|---|--|
| <ul style="list-style-type: none"> <li>To provide structured support for pupils whose learning has been impacted by reduced time at school.</li> <li>To ensure our most vulnerable groups are not disadvantaged further and have the opportunity to narrow the gap with age related expectations where they aren't being met.</li> <li>To make effective use of the Catch-Up Premium in increasing the number of children working at age related expectations.</li> </ul> | <p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching, 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 |   |
|-------------------------------|---|
| Maths                         | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall once known facts and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Some children who have continued to use Timestables rockstars during lockdown have actually increased the speed of their recall. Many parents stated they found it difficult to support their child with remote learning maths tasks due to their lack of knowledge or confidence with the subject. |
| 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. We have also noticed some younger children have returned with incorrect letter formation and generally handwriting presentation has slipped across school.   |
| Reading                       | Some 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 didn't is now increasingly wide. The bottom 20% of readers have been disproportionately affected. Even those children who read regularly did not discuss the texts and few completed AR quizzes so reading skills have been greatly impacted. Some younger children have returned pronouncing sounds incorrectly.  |
| 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. Cultural capital has been impacted as children have missed opportunities in and out of school.

| Phase                                 | Actions taken to ensure catch up plan is effective  |
|---------------------------------------|---|
| Phase 1<br>Identification             | The identification phase recognises that all children will have some gaps and many pupils will get back on track after a period of consolidation. Effective curriculum planning, high quality teaching, CPD, training and effective, timely feedback are active steps we can take to accelerate learning. Incisive, 'low-stake' assessment will be used to identify subject specific areas where pupils have forgotten or misunderstood key concepts and ensure new material being covered builds on secure foundations. During this phase, we will identify our most vulnerable pupils who, as a result of classroom monitoring and informal assessments, are deemed to be significantly behind their peers at this stage and unlikely to catch up with the consolidation lessons planned for all pupils. We will also look at pupils who may not have actively engaged in remote learning and/or have experienced significant difficulty, such as bereavement, that may be a barrier to learning. |
| Phase 2 –<br>Planning                 | The planning phase is based on education research (e.g. through the EEF) in order to inform best practice. During this phase, we will consider which parts of the curriculum are non-negotiable (concepts, knowledge and skills that all pupils need to understand), which parts are 'deeper concepts' that we'd like pupils to learn and which ones will have a 'light touch', as they do not impact pupils' level of understanding of a concept. Our curriculum is regularly evaluated and tailored to meet the needs of our pupils. Staff will continue to receive regular CPD on planning a smart curriculum, for all, as we know this will have a positive impact on progress. We will make decisions about how to deliver catch up interventions. Subject leaders will consider curriculum maps to identify where missed units could be linked to future units and where key individuals and knowledge can be covered.  |
| Phase 3 –<br>Delivery                 | Delivery of catch up should be time limited because we want to fill gaps as quickly as possible so that pupils who have fallen behind can start doing the same work as their peers. Teaching should be targeted in order to fill pupils' specific gaps and staff delivering the catch up should be well-trained as high-quality teaching and modelling is key. Effective high-quality teaching involves: clear explanations, scaffolding and feedback. The use of knowledge organisers will allow staff and pupils to see exactly what they need to know. Resources need to be appropriate and ensure effective pace of the intervention.   |
| Phase 4 –<br>Review                   | This phase ensures constant review of the interventions and catch up taking place. We must endeavour to make sure pupils experience success and know that what they are doing is making a difference as this will motivate them to continue and improve outcomes. Pupils need to be given the opportunity to practise and apply what they have learnt. The review phase should monitor teacher workload and well-being, so staff voice is essential to be collated.   |
| Phase 5 –<br>Assessment<br>and Impact | When pupils have finished catch up, the impact will be assessed by comparing data from baseline and summative assessments. Staff will also consider if the child can access the catch up for all children or whether further intervention (and it's specific focus) is still required. School leaders will need to use monitoring systems and assessment data to measure the impact of catch up on pupil progress and outcomes.   |

**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   | Cost   | Staff lead  | Review date   | Review and Impact |
|--|---|--|---|---|-------------------|
| <p><b><u>Supporting great teaching:</u></b></p> <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.</p> | <p>Medium term planning grid will be altered to show sequencing of lessons and links to previous content allowing staff to see possible gaps in knowledge.<br/>Staff development time provided to review curriculum maps and progression sheets to allow planning of essential key concepts impacted by lockdown.</p> | <p>Leadership time</p> <p>Directed time</p>                                  | <p>HB</p> <p>All staff</p>                          | <p>Aut 2020</p> <p>Termly</p>                                   |                   |
| <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports our schools CPA approach.</p>  | <p>Purchase additional manipulatives for EYFS/KS1 initially.<br/>Maths coordinator to discuss with pupils and staff resources they feel confident using.<br/>Audit current resources in school.<br/>Discuss consistency of resources e.g. numicon/base 10/cuisenaire etc.</p>   | <p>£2000</p> <p>Release £100</p> <p>Release £100</p> <p>Staff devel time</p> | <p>NW</p> <p>NW/SH</p> <p>NW/SH</p> <p>NW + SLT</p> | <p>Aut 2020</p> <p>Aut 2020</p> <p>Aut 2020</p> <p>Aut 2020</p> |                   |
| <p>Incorrect pronunciation of phonic sounds is corrected and children develop the ability to apply known sounds to appropriately matched reading books and activities.</p>   | <p>Purchase phonic decodable books for home reading.<br/>Purchase phonic resources for EYFS/KS1 and intervention groups.<br/>Purchase phonicsplay subscription to support teaching in school and to allow parents to have access if required for home learning.</p>   | <p>£1500</p> <p>£500</p> <p>£50</p>  | <p>LT / LR</p> <p>LT / LR</p> <p>LT / LR</p>        | <p>Aut 2020</p> <p>Aut 2020</p> <p>Aut 2020</p>                 |                   |
| <p>Staff are aware of Rosenshine's principles in actions and how</p>   | <p>Staff development meetings to study the principles of Rosenshine and complete</p>  | <p>£15</p>   | <p>LR/SH</p>  | <p>Spr 2021</p>   |                   |

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| <p>they can be implemented to develop quality first teaching.</p> <p>Children develop key skills required to succeed beyond school, including if there is another lockdown.</p>  | <p>activities to develop knowledge of how they can be implemented effectively in class.</p> <p>Learning behaviours are developed, linked to school's values.<br/>Characters are developed to support children with recognising skills and behaviours.<br/>Stickers to be purchased to reward children who demonstrate behaviours, informing parents of keeping the behaviours high profile.<br/>Assemblies used to introduce new behaviour each half term.</p>   | <p>N/A</p> <p>N/A</p> <p>£250</p> <p>N/A</p>  | <p>LR/SH</p> <p>VC</p> <p>SH</p> <p>LR/SH</p>   | <p>Aut 2020</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>   |  |
| <p><b><u>Pupil assessment and feedback</u></b></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>Accurate phonic assessment is used to ensure reading books are accurately matched to children's phonic knowledge.</p> <p>Governors are aware of standards in school allowing them to challenge and support</p> | <p>Purchase NTS reading tests which are national test-style standardised assessments. Complete termly tests and question level analysis to identify gaps.<br/>Include standardised test data on Insight to track performance and identify further actions required.<br/>Purchase White Rose maths, print and implement end of unit assessment.<br/>Office staff to complete question level analysis for staff to interpret during raising attainment plan reviews.</p> <p>Individual phonic assessment is linked to reading record.<br/>Whole class phonic assessment tracker linked to insight tracker.</p> <p>Governors provided with access to insight tracker.</p> | <p>£2500</p> <p>£1468</p> <p>£200<br/>£500<br/>Directed time</p> <p>Release time<br/>Leadership time</p> <p>Cost included above</p> | <p>SH/SJ</p> <p>SH/SJ</p> <p>NW/SJ/SH<br/>SJ/TW/SH</p> <p>LT<br/>SH/LT</p> <p>SJ/LR</p> | <p>Termly</p> <p>Termly</p> <p>Sept 2020<br/>Termly<br/>Termly</p> <p>Sept 2020<br/>Termly</p> <p>Sept 2020</p> |  |

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| school effectively to raise standards.  | Training for governors on interpreting data.   | Leadership time   | SH   | Aut 2020   |  |
| <p><b>Transition support</b></p> <p>All children are confident to attend school and feel safe returning. Children feel they can discuss their feelings and have belief school can support them.</p> | <p>Transition sessions moved from July to September to allow all children to attend (staggered sessions in bubbles). All about me information sheets for all adults included with reports in July. Wellbeing sessions planned for all children through PSHE curriculum. CT support staff and families with wellbeing suggestions and referrals to agencies where required.</p> | <p>Inset days</p> <p>£200</p> <p>Directed time</p> <p>£6500 additional day</p>        | <p>All Staff</p> <p>All Staff</p> <p>KW/CT</p> <p>CT</p> | <p>Sept 2020</p> <p>July 2020</p> <p>Throughout year</p> <p>Sept 2020 – July 21</p>                      |  |
| <p>Children new to school provided with information to support transition and have the opportunity to meet teachers and pupils prior to starting.</p>   | <p>Tours provided for prospective parents and children after school hours. EYFS handbook updated and printed for all new starter. School prospectus updated. Taster sessions offered for those children confirmed as joining Blakeley heath. All about me sheets shared with children prior to starting.</p>   | <p>Leadership time</p> <p>Leadership time £500</p> <p>£500</p> <p>N/A</p> <p>£100</p> | <p>LR</p> <p>RC</p> <p>LR</p> <p>LR</p> <p>All staff</p> | <p>Throughout year</p> <p>Sept 2020</p> <p>Spring 2021</p> <p>Throughout year</p> <p>Throughout year</p> |  |
| <b>Total budgeted cost for teaching and whole school strategies:</b>  |  | <b>£ 16983</b>  |  |  |  |

| ii. Targeted approaches   |  |   |   |   |                   |
|---|--|---|---|---|-------------------|
| Desired outcome   | Chosen approach  | Cost  | Staff lead  | Review date   | Review and Impact |
| <p><b><u>1-to-1 and small group tuition</u></b></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>Raising attainment plans and intervention maps accurately reflect provision and actions taken to impact progress.</p> <p>Staff have confidence with implementing precision teaching and records show it is effective in supporting children's progress towards specific barriers of learning.</p> | <p>Release time and training to support the delivery of the reading fluency project. Continued assessment of children's reading fluency.</p> <p>Raising attainment plans and intervention maps are streamlined into one document to reduce staff workload and ensure purposeful document. Key information is easy to access and impact of actions is evidenced.</p> <p>Support staff have training from Educational Psychologist service to develop knowledge of baseline assessment, method and review. Leader for inclusion monitors provision and its impact.</p> | <p>£100</p> <p>N/A</p> <p>Leadership time<br/>Directed time</p> <p>£100 release time<br/>£2000 EP service</p> | <p>FG/CT</p> <p>FG/CT</p> <p>SH/CT</p> <p>All staff</p> <p>Support Staffs<br/>Ed Psych<br/>CT</p> | <p>Half termly</p> <p>Termly</p> <p>Termly</p> <p>Spring 2021</p> <p>Termly</p> |                   |

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| <p><b><u>Intervention programme</u></b></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 appropriate phonic intervention, such as truggs, supports those identified children in reinforcing their understanding of phonics and application when decoding and blending.</p> <p>Intervention is effective and impact can be evidenced by children's progress from baseline data. Staff feel confident in leading interventions and know expectations. Staff and children feel positive about the impact intervention has.</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>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>An audit of intervention resources is completed. Additional resources required are purchased. Staff receive training on specific interventions.</p> | <p>£150<br/>Inset day</p> <p>£1000</p> <p>Leadership team<br/>£500</p> <p>Inset day</p> | <p>Support Staff<br/>CT</p> <p>Support Staff<br/>CT</p> <p>CT</p> <p>CT</p> <p>Support staff CT and Ed Pysch</p> | <p>Spring 2021</p> <p>Spring 2021</p> <p>Spring 2021</p> <p>Spring 2021</p> <p>Spring 2021</p> |  |
| <p><b><u>Extended school time</u></b></p> <p>Identified children are able to access a weekly catch-up club (45 minutes). The attainment of those identified children improves and the effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>   | <p>Baseline information is sought in maths to identify those children with misconceptions or gaps in their knowledge – initially focus on the four operations and improving arithmetic paper scores.</p>   | <p>Leadership team<br/>£50 snacks and refreshments</p>                                  | <p>LR/SH</p>   | <p>Throughout year</p>   |  |
| <p><b>Total budgeted cost for targeted approaches:</b></p>  |  | <p><b>£ 3900</b></p>  |  |  |  |

| iii. Wider Strategies   |  |  |            |                 |                   |
|---|--|--|------------|-----------------|-------------------|
| Desired outcome   | Chosen approach  | Cost   | Staff lead | Review date     | Review and Impact |
| <b><u>Supporting parents and carers</u></b>   |  |  |            |                 |                   |
| 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. | Online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.  | Continue previous subscriptions<br>£300<br>spelling shed | CD         | Summer 2021     |                   |
| 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.   | Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are set aside for children where required.  | £500   | SH         | Summer 2021     |                   |
| Parents feel supported during difficult situation with both school and non-school related issues.   | School has three members of staff level 3 safeguarding trained who can refer for family support at tier 2,3 and 4. Leader for inclusion to collate agencies who can support a wide range of needs both inside and outside of school. | £100   | LR/RC/SH   | Summer 2021     |                   |
|   |  | Leadership team  | CT         | Throughout year |                   |

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| <p><b><u>Access to technology</u></b></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> | <p>Purchase 25 Chromebooks and licences. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.</p> <p>Training planned for staff to ensure confidence with new technology.</p> | <p>£5250</p> <p>£200</p> | <p>LR/SJ</p> <p>LR</p> | <p>Spring 2021</p> <p>Sept 2021</p>      |  |
| <p><b><u>Summer Support</u></b></p> <p>N/A</p>   |   |                          |                        |  |  |
| <p><b>Total budgeted cost for wider strategies:</b></p>  |   | <p><b>£ 6350</b></p>     |                        |  |  |
| <p><b>Total of Catch up plan</b></p>   |   | <p><b>£27233</b></p>     |                        | <p><b>(£2033 from school budget)</b></p> |  |