



Beckstone Primary School Catch Up Premium Statement

School Overview

School name	Beckstone Primary School
No. pupils in school	372 (whole school) 323 equivalent (part time Nursery)
Catch Up Premium allocation this academic year:	£25, 840 (323 x £80)
Academic year or years covered by statement	2020/2021
Publish date	December 2020
Review date	September 2021

Background

- It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged.
- This school closed to pupils on 23rd March 2020. Remote learning was provided on a daily basis via Tapestry/Seesaw and on average over 92% of the pupils worked daily from home. The Education Support Manager kept in touch with the non-remote interacting children and provided paper workbooks. An audit trail of all interactions during this period is kept in school. From 1st June the school opened to key worker children, vulnerable children and targeted year groups, Nursery, Reception, Year 1 and Year 6. Around 100 attended and online learning continued for the rest of the school population.
- The funding is paid in 3 tranches - Autumn 20 - Initial payment. Spring 1 - Top up to equal £46.67 per pupil including Autumn completing 20/21 financial year. Then in Summer 21 - an additional £33.33 per pupil

Expenditure Rules:

- 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 has published a support guide for schools with evidence-based approaches to catch up for all students.
- Effective strategies evaluated by the EEF have been identified within this plan to inform strategic spending (see bullet point 3 above) in addition to the detailed knowledge and analysis of the progress of our pupils and where the gaps in learning and emotional needs are.

Impact of school closures on our pupils

- Gaps in academic knowledge and skills:
 - EYFS and KS1: Communication and language skills(Oracy), phonics and early reading
 - KS2: Oracy, reading, writing and maths (particularly basic skills)
- Increased emotional wellbeing/mental concerns
- Entry in to school well below previous are related expectations
- Increase in safeguarding concerns
- Increase in behaviour concerns
- Behaviour for learning concerns: decline in resilience, stamina and work ethic
- School readiness concerns resulting from lack of routines and norms

Intended outcome of Catch Up Premium spending

This funding will be used for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). This will include ensuring our school returns to the normal curriculum in all subjects by summer term 2021 and standards are maintained.

How we will allocate and monitor Catch Up Premium Funding

EEF Focus Area	Activity
<p>Teaching and whole school strategies</p>	<ul style="list-style-type: none"> • Whole staff training in the planning and implementation of the school's Recovery Curriculum including planning and delivering 1:1 and small group tuition • Whole School CPD on cognitive load, recall and retention using Unity Membership • Whole Staff CPD in No Nonsense phonics • Oracy CPD for all staff to ensure securely taught from Early Years to Y6 with identified children receiving targeted interventions • Focus on Maths CPD to target basic skills and to introduce daily skills based sessions and monitor the effectiveness of this strategy • Whole staff IT training (including TAs to cover teacher illness) to enhance provision for online learning. • Focus on Mental Health Activities – Wellbeing Wednesdays, Circle Times, whole school 'fun' events • Reading enhancements to bridge gap, particularly Reading Plus in upper school and additions to reading scheme across school • TAs within each bubble to support teaching and learning and run interventions outside class time e.g.in Fitness/Computing sessions • Ongoing assessment to inform planning and feedback to children and parents via new ongoing report system • Release time for leaders for ongoing support and development of teaching and learning and curriculum planning- SLT QA days and Stage planning days

	<ul style="list-style-type: none"> • Socially distanced transition meetings and activities for Nursery children • Enriching and enhancing the curriculum offer without the usual trips/visitors etc to be planned for in a Covid secure way and securing effective use of new technology e.g. zooming an Antarctic station!
Projected spending	<p>Unity Membership post lockdown - £1,400 No Nonsense Resource enhancement - £764.34 Reading Plus - £3,975 Reading Stock Enhancement– £4777.97 – ORT enhancement subsidised by WELL (£5, 535 as additional expenditure) Further reading resources supported by WELL project Enhancement of Maths concrete Maths resources - £663.67</p>
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Planned activities and approaches to address wellbeing and issues arising from lockdown e.g Wellbeing Wednesday, Care Audits for Vulnerability, Half Term celebrations planned by School Council, Debbie’s Circle Time (planned PSHE story) • Build on Alex Bedford training - recall, retrieval techniques in planning and teaching and pupil book studies to monitor impact • Monitor progress and teaching of Phonics in EYFS and KS1 using Stage Leader observation, feedback in Pupil Progress meetings and peer teaching paired work. • Oracy – <ul style="list-style-type: none"> ○ Spring and Summer term – review the teaching of Oracy. ○ Whole school audit of need - teacher knowledge and children’s understanding in Oracy ○ Identify strategies that will address the issues highlighted in the audit - learning to talk, as well as learning through talk. • Regular agenda item for SLT and C&P Committee • Regular analysis of data / tracking • In school formal monitoring programme • Key Stage Outcomes compared to historical

EEF Focus Area	Activity
Targeted support	<ul style="list-style-type: none"> • Effective delivery of Voice 21, Talk Boost and Nuffield Oracy interventions in 2020/21 • Speech and language intervention support for identified children • Targeted support in reading, writing and maths in each class bubble

	<ul style="list-style-type: none"> • Emotional wellbeing support for children: within school and outside agencies when required • Additional support in Nursery due to unpreparedness for starting school in terms of social development and toileting • Planned regular nurture time for children identified as being at risk of poor mental well-being • Support for the development of learning behaviours • Behaviour support for children who struggle with returning to school: in school and outside agencies
Projected spending	Additional Nursery support - £9,982
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular agenda item for SLT • Focus of pupil progress meetings • Regular analysis of data / tracking from Jan 21 onwards • Regular identification of pupils at risk of poor mental well-being

EEF Focus Area	Activity
Wider strategies	<ul style="list-style-type: none"> • Regular communication to support parents and carers: <ul style="list-style-type: none"> ○ with children's learning ○ to promote good attendance ○ to alleviate fears and anxiety around school attendance • Update technology in the classroom <ul style="list-style-type: none"> ○ Enhance personalised learning for children ○ Enabling isolating staff to still teach children in the classroom (provide each teacher with an iPad) ○ Renewal of programmes (Tapestry/Seesaw) to increase parental engagement with remote learning at home and increase home to school communication links. In addition to use these platforms for weekly homework to ensure school and home continue to use them effectively. • Additional support <ul style="list-style-type: none"> ○ Provide lunchtime, before and after school learning activities targeting emotional support and learning at specific cohorts. ○ Provide home learning during isolation and holiday periods
Projected spending	iPads - £2,319 Tapestry/Seesaw - £1,224.72 Stationery – books, pens etc/Home Learning Paper Packs all earmarked for isolation activities - £733.30
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular agenda item for SLT • Regular analysis of data / tracking

'Catch Up' Premium Tiered Summary

1 Teaching

- Whole staff training in the planning and implementation of the school's Recovery Curriculum including planning and delivering 1:1 and small group tuition
- Whole School CPD using Unity Membership
- Whole Staff CPD in No Nonsense phonics
- Oracy CPD for all staff to ensure securely taught from Early Years to Y6 with identified children receiving targeted interventions
- Focus on Maths CPD to target basic skills and to introduce daily skills based sessions and monitor the effectiveness of this strategy
- Whole staff IT training (including TAs to cover teacher illness) to enhance provision for online learning.
- Focus on Mental Health Activities – Wellbeing Wednesdays, Circle Times, whole school 'fun' events
- Reading enhancements to bridge gap, particularly Reading Plus in upper school and additions to reading scheme across school
- TAs within each bubble to support teaching and learning and run interventions outside class time e.g. in Fitness/Computing sessions
- Ongoing assessment to inform planning and feedback to children and parents via new ongoing report system
- Release time for leaders for ongoing support and development of teaching and learning and curriculum planning- SLT QA days and Stage planning days
- Socially distanced transition meetings and activities for Nursery children
- Enriching and enhancing the curriculum offer without the usual trips/visitors etc to be planned for in a Covid secure way and securing effective use of new technology e.g. zooming an Antarctic station!



2 Targeted academic support

- Effective delivery of Voice 21, Talk Boost and Nuffield Oracy interventions in 2020/21
- Speech and language intervention support for identified children
- Targeted support in reading, writing and maths in each class bubble
- Emotional wellbeing support for children: within school and outside agencies when required
- Additional support in Nursery due to unpreparedness for starting school in terms of social development and toileting
- Planned regular nurture time for children identified as being at risk of poor mental well-being
- Support for the development of learning behaviours
- Behaviour support for children who struggle with returning to school: in school and outside agencies

3 Wider strategies

- Regular communication to support parents and carers:
 - with children's learning
 - to promote good attendance
 - to alleviate fears and anxiety around school attendance
- Update technology in the classroom
 - Enhance personalised learning for children
 - Enabling isolating staff to still teach children in the classroom (provide each teacher with an iPad)
- Renewal of programmes (Tapestry/Seesaw) to increase parental engagement with remote learning at home and increase home to school communication links. In addition to use these platforms for weekly homework to ensure school and home continue to use them effectively.
- Additional support
 - Provide lunchtime, before and after school learning activities targeting emotional support and learning at specific cohorts.
 - Provide home learning during isolation and holiday periods