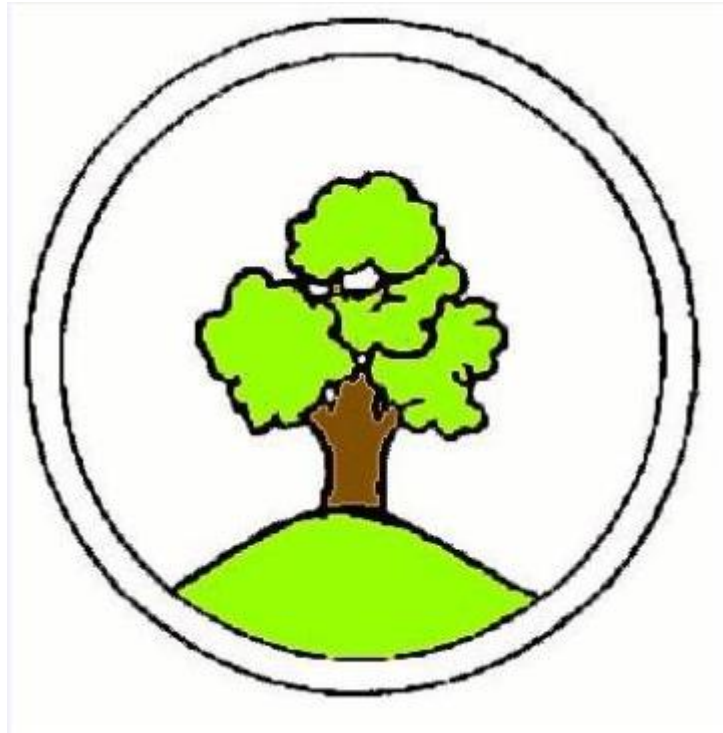


COVID-19 catch-up funding report



Bushbury Hill Primary School
Autumn 2020

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	277	Amount of catch-up premium received per pupil:	£22,160

Strategy Statement

Our Motto 'Be the best that you can be' provides the framework for education in our school. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

"Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged." (Covid-19 Support Guide for Schools – June 2020)

Our school's catch-up priorities

- Recovery curriculum in place to ensure that the children are keeping up whilst catching up. Core subject leaders will ensure that these areas are monitored and that the basic skills are a priority in classrooms.
- Ensure the positive mental health and well-being of both pupils and staff.

The core approaches we're implementing and how these will contribute to helping pupils catch up missed learning

- Baseline assessments carried out early Autumn term to identify gaps in learning.
- Reading, Writing and Maths interventions are guided by the Autumn Baseline assessments in Years 2 – 6. Teacher assessment in EYFS/KS1.
- High quality, first wave teaching is consistent in all classes.
- Use of Learning Mentors to address emotional and mental health issues.
- All Autumn 1 topics have PSHE a focus.
- Improve remote education opportunities
- Extra interventions to diminish the gap difference provided by TAs and Teachers.

The overall aims of your catch-up premium strategy

- To reduce the attainment gap between the disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

1.	Current low attainment in Reading, Writing and Maths.
2.	Poor retention of basic facts/key skills.
3.	Social and emotional well-being of some pupils

ADDITIONAL BARRIERS

External barriers:

	Limited access to technology in households.
	Low attendance of some children affecting attainment.
	Parental engagement and understanding of blended learning work from home
	High number of children on vulnerable children's list for safeguarding concerns
	High number of pupils on SEND register in all four areas of need

Planned expenditure for current academic year

Quality of teaching for all											
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Expenditure	When will you review this?						
Quality First Teaching supported by evidence-informed CPD for teachers and support staff – reducing working memory, use of knowledge organisers, developing metacognition etc.	Children are making accelerated progress.	<ul style="list-style-type: none"> EEF's COVID-19 support guide for schools 	Book trawls /lesson observation (when risk assessment allows). Termly test outcomes will show progress.	NIL	July 2021						
Baseline assessments – analysed to show gaps in learning and to inform future planning	Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.	Baseline assessments have been used and clearly analysed so that staff are aware of the gaps in understanding for each child in their class.	Book trawls /lesson observation (when risk assessment allows). Termly test outcomes will show 10% progress.	NIL - LA/QCA produced	July 2021						
Teachers paid 1 x hour per week to run after school catch up intervention group	Pupil outcomes in midline and endline assessments will show 10% more children move from WTS to EXP.	Pupils are best to learn with their own teacher who has identified the gaps and can plan interventions to address.	Midline and Endline assessments will show at least 10% improvement with results.	<table border="1"> <thead> <tr> <th>Year</th> <th>20/21</th> <th>21/22</th> </tr> </thead> <tbody> <tr> <td>Costings</td> <td>£3607</td> <td>£8411</td> </tr> </tbody> </table>	Year	20/21	21/22	Costings	£3607	£8411	March 2022
Year	20/21	21/22									
Costings	£3607	£8411									

TAs paid as HLTAs for an additional afternoon a week to cover class teacher. Class teacher to run interventions in school.	Pupil outcomes in midline and endline assessments will show 10% more children move from WTS to EXP.	Pupils are best to learn with their own teacher who has identified the gaps and can plan interventions to address.	Midline and Endline assessments will show at least 10% improvement with results.	<table border="1"> <thead> <tr> <th>Year</th> <th>20/21</th> <th>21/22</th> </tr> </thead> <tbody> <tr> <td>Costings</td> <td>£4,488</td> <td>£10,894</td> </tr> </tbody> </table>	Year	20/21	21/22	Costings	£4,488	£10,894	March 2022
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Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.	Basic skills/facts become embedded so further progress is made.	EEF Guide to supporting schools	Staff CPD in core subjects to ensure that essentials are embedded across the curriculum. Links to reading across the curriculum.	NIL	July 2021						
Curriculum leads to produce effective Knowledge Organisers.	To ensure that we are teacher a broad and engaging curriculum that focuses on vocabulary acquisition. Curriculum focus builds on children's knowledge to develop improved metacognition.	<ul style="list-style-type: none"> • EEF's COVID-19 support guide for schools 	Curriculum leads to be given time to produce Knowledge Organisers.	18 hours Inset time	July 21						
Frequent low stake testing.	To ensure all pupils, in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge.	EEF's COVID-19 support guide for schools	Book trawls /lesson observation (when risk assessment allows). Pupil voice meetings with Curriculum Leads to discuss 'quizzes'.	NIL	July 21						

Purchase new laptops to be used in case of bubble closure.	Improved remote learning offer to classes in 'bubble closures' as all children can access learning platform.	EEF's COVID-19 support guide for schools	All children have access to a device if a class bubble has to close.	DFE allocated laptops	July 21									
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