

Catch-up Funding																													
Bexton Primary School 2020-21		Total Catch-up Premium: 34,600 (£34,240)		Number of pupils: 433 (March update 428)																									
<p>Guidance</p> <p>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.</p> <p>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.</p> <p>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>Use of Funds</p> <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>EEF Recommendations</p> <p>The EEF advises the following:</p> <table border="1"> <thead> <tr> <th>Teaching and whole school strategies</th> <th>Wider strategies</th> </tr> </thead> <tbody> <tr> <td>Supporting great teaching</td> <td>Supporting parent and carers</td> </tr> <tr> <td>Pupil assessment and feedback</td> <td>Access to technology Summer support</td> </tr> <tr> <td>Transition support</td> <td></td> </tr> <tr> <th>Targeted approaches</th> <td></td> </tr> <tr> <td>One to one and small group tuition</td> <td></td> </tr> <tr> <td>Intervention programmes</td> <td></td> </tr> <tr> <td>Extended school time</td> <td></td> </tr> </tbody> </table>			Teaching and whole school strategies	Wider strategies	Supporting great teaching	Supporting parent and carers	Pupil assessment and feedback	Access to technology Summer support	Transition support		Targeted approaches		One to one and small group tuition		Intervention programmes		Extended school time										
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<p>Identified impact of lockdown</p>																													
<p>Reading</p> <p>In the September baseline assessment for reading 10% of children had dropped in attainment and were now working <i>below expectations</i>, 8% of children had dropped from <i>above</i> to <i>working at</i>. 27% of children have increased their attainment from 2019 to 2020.</p> <table border="1"> <thead> <tr> <th>Year 2 –Year 6 (excluding RP children)</th> <th>NRSS average</th> <th>Percentile Rank</th> <th>At expected standard</th> <th>Above standard</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>106</td> <td>62%</td> <td>66%</td> <td>23%</td> </tr> <tr> <td>End of autumn</td> <td>110</td> <td>70%</td> <td>84%</td> <td>32%</td> </tr> <tr> <td>End of spring</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>End of summer</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Our STAR data at end of the autumn term, attainment was back to the vast majority of children working at the expected standard. The proportion of children working at the expected standard increased by 18% and 9% above the expected standard, with an average increase of 8% in the reading percentile rank.</p> <p>Most children continued reading during both lockdowns. However, we did note a lack of access to physical books will have been a barrier, especially for younger children. Therefore we invested in an online reading provision for EYFS, KS1 and year 3 and provided a selection of physical books for children in KS2 during the second lockdown.</p>					Year 2 –Year 6 (excluding RP children)	NRSS average	Percentile Rank	At expected standard	Above standard	Baseline	106	62%	66%	23%	End of autumn	110	70%	84%	32%	End of spring					End of summer				
Year 2 –Year 6 (excluding RP children)	NRSS average	Percentile Rank	At expected standard	Above standard																									
Baseline	106	62%	66%	23%																									
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Phonics	The Y2 children sat their phonics assessment in November 2020 and 82% achieved a score of 32 or above. When the children sat their assessments in Spring 2019 only 41% of children achieved 32 or above.				
Writing	Children haven't missed unit of work, but have lost out on essential practising of writing skills. Children seem to have lost some of their stamina and some basic skills such as handwriting, spelling, grammar and punctuation are weaker.				
Maths	Children have missed content from the summer term. Recall of basic skills such as times tables, number bonds, addition facts has been affected. In the baseline assessment for maths, 12% of children have dropped in attainment and are now working <i>below expectations</i> , 16% of children have dropped from <i>above</i> to <i>working at</i> , 19% of children have increased their attainment from 2019 to 2020.				
	Year 2 –Year 6 (excluding RP children)	NRSS average	Percentile Rank	At expected standard	Above standard
	Baseline	107	64%	68%	23%
	End of autumn	111	74%	83%	43%
	End of spring				
	End of summer				
	Attainment in maths is lower than reading but has increased by an average of 15% at the expected standard and 20% above the expected standard by the end of the autumn term. The average percentile rank in maths increased by 10% by the end of the autumn term. Overall, we feel that maths has been more impacted by the first school closure, due to key content being missed and the opportunity to revise content from earlier in the year.				
Non-core	Children have missed face to face teaching of the wider curriculum in the summer term. Activities were set remotely but uptake of these were low. Teachers are aware what content in different subjects has been missed and will attempt to recover the key concepts. Children have also missed out on extra-curricular activities and visits. We are rescheduling the Year 5 residential for our current Year 6 cohort and hope that the Year 5 one will go ahead, but it may be delayed.				
Wellbeing	The vast majority of children seem unaffected by lockdown. Many of them had positive experiences and enjoyed quality time with their families. However, children do seem to have regressed in their independence and some social skills have been negatively affected. This is reflected in the way children play and work together. Some children seem anxious if there are any changes in routine. A small number have been negatively affected by circumstances at home. School maintained close contact with many of them during the school closure.				
Remote Learning Provision	During the first lockdown we used initially used our website as the main communication tool with families. Teachers recorded a weekly video to introduce their English & maths activities and uploaded these, alongside a weekly timetable to our website. We also set up year group email addresses so that parents could send children's work in for the teachers to see and ask any questions. Approximately 7% of children accessed our reduced provision in school. In the second lockdown, we used Microsoft Teams platform to provide our remote learning. Teachers provided a daily pre-recorded English and maths lesson, a daily live session and wider curriculum activities. Children uploaded their work each day and teachers were able to mark this and provide feedback. Teachers also made phone calls to support any children/ families who needed additional support. The engagement levels were very high throughout the national lockdown. Approximately 37% of children accessed our reduced provision in school.				

Quality of teaching for all				
Chosen action	Aim/Intended outcome	Impact:	Staff lead	Cost
White Rose Webinars	To further improve the quality of teaching in maths. Teachers to identify gaps in children's learning and address them. Pupil progress to increase to ensure children meet their aspirational targets in maths.	Bought 7 webinars @ £10 each. Teachers have improved understanding of catch-up support.	CB/JC	£70
Banded books for KS1	To increase the number of books available in EYFS/ KS1 to ensure quarantine periods do not negatively affect children's access to books.	Purchased and distributed between EYFS, KS1 & Year 3.	AD	£1900
Teaching resources linked to the Write Stuff Planning approach	To further improve the quality of teaching in reading and writing we have purchased interactive reading and writing resources to support teaching and assessment.	Improved quality of teaching in reading. Teachers improving questioning skills.	TL/AD	£600
Targeted support				
Chosen action	Aim/Intended outcome	Impact:	Staff lead	Cost
Employment of an additional teaching assistant in KS1	To increase the rate of progress for those children identified at risk of not passing the phonics screening check in Y1 and Y2. To also support children's reading development in KS1.	More intervention groups for phonics/ early reading have been provided.	AD	£13,008
Additional time provided for support in KS2.	To increase the rate of progress and to give additional support to children in KS2.	Measure impact through STAR assessments.	CB	£3000
Training for teaching assistants	To improve the progress of children having specific interventions delivered to them by teaching assistants.	To take place in the spring/ summer term.	AA/JS	£0
Dyslexia training for SENCO, who will then train teachers and support staff.	To further increase the progress of children who have dyslexia or we have identified dyslexic traits. These children will be effectively supported through interventions and the correct resources in school.	Whole school training has taken place in Spring 2 and further support/ focus on this will continue September 2021.	AA	£400
Other approaches				
Chosen action	Aim/ Intended outcome	Impact:	Staff lead	Cost

Invest in a whole school wellbeing programme that supports pupils and teachers	To support staff and pupils' wellbeing and give them effective strategies to support their own wellbeing.	This is 90% completed. Staff and pupils have been enjoyed the sessions. This needs evaluating in a survey.	EA	£1000
Providing IT resources to support our remote learning package	To ensure teachers have effective hardware to support them in delivering remote learning. This will ensure that learning can continue during any isolation periods.	The teachers now have new laptops and this has improved the quality of remote learning they are able to offer.	EA/MB/JG	£11,000
Recommission in school laptops to provide a bank of computers to load out in case of school closures.	To ensure all pupils have access to a device for remote learning if they don't have adequate resources at home. We have ordered 10 free wifi dongles.	We've provided laptops for children to access their remote learning at home.	JS/MB/JG	£0
Online subscriptions to support homework or remote learning.	Purchase online resources to improve the remote learning offer to families when their children have to self-isolate.	Variety of resources for children to access at home, supporting core skills.	JS	£3,940
Total				34,918
Initial plans for 2021-22 funding: Additional reading resources for KS2, additional adult support for UKS2 & KS1 (phonics) parent support programmes, e.g. information evenings, continuation of some online packages.				