

## Beecroft Primary School - Coronavirus (COVID-19) Catch-Up Premium 2020 – 2021

### Overview

Children at Beecroft Primary School have experienced unprecedented disruption to their education because of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The impact of lost time in education will be substantial, and the scale of our response at Beecroft must match the scale of the challenge faced.

Our school allocation of the Catch-Up Premium will be calculated on a per pupil basis, with a total of £80 for each pupil in years reception through to 6. The grant will only be available for the 2020 to 2021 academic year.

As a school we are using this funding for specific activities to support our pupils to catch up for lost teaching over the previous months.

This document outlines the support in place at Beecroft Primary to make best use of the funding. Provision is planned fairly to target as many children as possible, with particular attention to those that may have been disadvantaged most by school closure.

### The Education Endowment Fund

Research evidence by the Education Endowment Fund advises a three-tiered approach to ensuring that all pupils make good progress when they return to the classroom.

At Beecroft this looks like:

#### 1) Teaching

- High quality teaching for all pupils
- Clearly planned lessons
- Sequenced learning broken down into smaller steps and sequentially mastered.
- Focus on vocabulary in all lessons
- Additional time for reading
- Leadership support for planning
- Training on the effective use of technology
- Effective assessment of pupils' learning
- Providing pupils with high-quality feedback
- High expectations for behaviour in all classes

#### 2) Targeted academic support

- High quality one to one and small group work
- Focus for interventions to be on literacy and numeracy
- Reading before school – flexible school start
- Regular sustained reading sessions throughout the day

- Focus on particular groups of pupils with identified special educational needs
  - Providing technology to families
- 3) Wider strategies
- Support pupils' social, emotional and behavioural needs
  - Communicating with and supporting parents – telephone calls
  - Using Parentmail - providing regular and supportive communications with parents
  - High attendance 97%
  - Providing additional books and educational resources to families

### Possible Impacts Of Lockdown At Beecroft

#### Reading

Reading is likely to have been well supported by some parents during lockdown. However, this has potentially led to a widened gap between the more well supported and the less supported pupils. Returning pupils may have:

- significant gaps in phonics knowledge
- attitudes to reading may have deteriorated
- weaker reading stamina
- restricted fluency
- limited exposure to a full range of texts
- weaker reading comprehension skills, particularly inference

#### Writing

During lockdown it was challenging to provide meaningful and scaffolded writing tasks that could be supported by parents at home. Returning pupils may have:

- reluctance to write
- significant gaps in phonics knowledge / weaker spelling
- less writing stamina
- weaker handwriting
- significantly more basic errors, such as capital letters and full stops
- less secure sentence and paragraph structure

## Maths

Daily maths lessons were provided to all pupils during home learning. However, returning pupils may have:

- core mental arithmetic recall skills that are not sharp. These include times tables and addition/subtraction facts.
- limited confidence with the areas of number taught at home
- misunderstanding of place value

## Planned Expenditure

Teaching And Whole School Strategies				
Desired Outcome	Strategy	Impact	Staff	Review Date
Quality First Teaching across the curriculum ensuring broad and engaging learning experiences	<p>Remote meetings and INSET planning lessons for classes across the school with the headteacher and deputies.</p> <p>Use of Oak Academy reading lessons and purchase of whole class sets to use in class on return to school.</p> <p>Maths plans for whole school provided to address gaps in learning.</p> <p>Peer mentoring for RQTs and NQTs.</p>	<p>A clearly planned curriculum to ensure that gaps in learning have been addressed by the end of the year.</p> <p>The number of pupils working at the expected level increases when the whole school reopens.</p> <p>Pupil workbooks show a return to Beecroft standards of presentation and expected level of work.</p>	<p>All staff</p> <p>Lead by SLT</p>	<p>Ongoing across the terms.</p> <p>Reviewed by monitoring, workbook scrutiny and assessment.</p>
School and home-learning supported by technology.	<p>Purchase of Chromebooks to enable all pupils to access home learning during lockdown or in the event of a bubble bursting.</p> <p>Training about how to deliver quality teacher-led lessons using TEAMS.</p>	<p>Continuity of learning for pupils completing home-learning to reduce potential gaps emerging between groups of pupils.</p> <p>Broad curriculum using quality texts is maintained.</p>	<p>All staff</p> <p>Lead by SLT</p>	Ongoing

Targeted Approaches				
Desired Outcome	Strategy	Impact	Staff	Review Date
<p>Effective and carefully planned small intervention groups and 1:1 work reduces gaps in learning.</p> <p><i>“Research indicates that small group and one to one interventions can be a powerful tool for supporting pupils.”</i> EEF</p>	<p>High quality small group work with TAs.</p> <p>Pre-learning of concepts and vocabulary.</p> <p>Consolidating the content of lessons modelled by teachers.</p> <p>1:1 work with individual pupils. Retired headteacher and English specialist working with identified pupils.</p> <p>Reading before school – flexible school start allowing for additional 1:1 time.</p> <p>Regular sustained reading sessions throughout the day in addition to the main English lesson – exposing the pupils to high quality texts.</p>	<p>Gap between pupil groups rapidly reduced.</p> <p>The number of pupils working at the expected level increases when the whole school reopens.</p>	<p>All staff</p> <p>Lead by SLT</p>	<p>Ongoing across the terms.</p> <p>Reviewed by monitoring and assessment.</p>

Wider Strategies				
Desired Outcome	Strategy	Impact	Staff	Review Date
<p>Ensure there is frequent and clear communication with parents delivering key messages and the ethos of the school.</p>	<p>Use of Parentmail to deliver the school voice.</p> <p>Teacher and Headteacher calls to parents to reassure parents and to discuss the needs of individual pupils.</p> <p>Learning mentor liaison with parents – chasing up attendance.</p>	<p>Engagement with all parents to support pupil learning and re-establish school routines and systems.</p> <p>Parents are supported in getting pupils back to school - overcoming anxiety or apprehension when returning.</p>	<p>All staff</p> <p>Lead by SLT</p>	<p>Ongoing</p>