



Catch-Up Premium Plan Beech Hill School



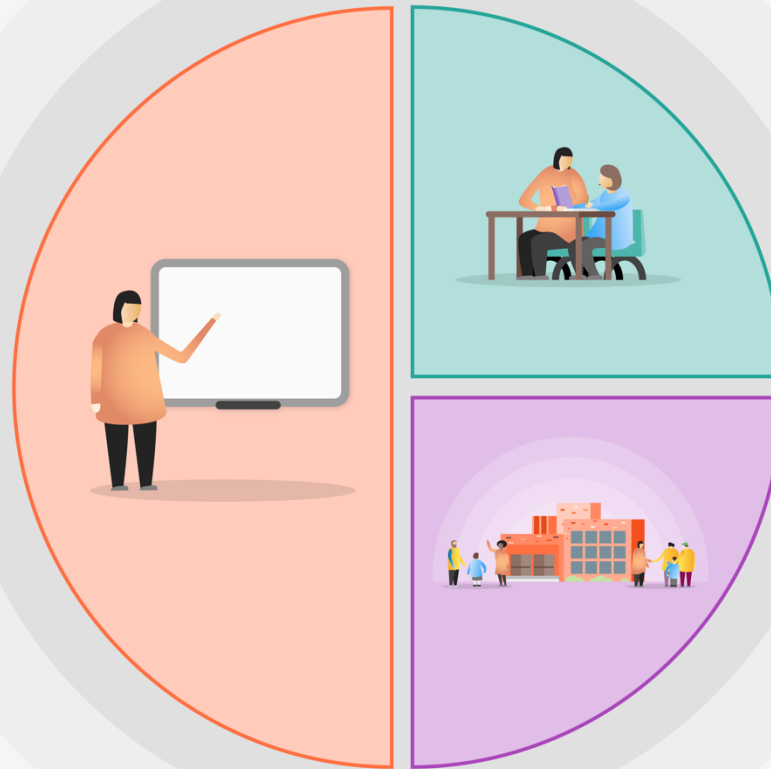
Summary information					
School	Beech Hill School				
Academic Year	2020-21	Total Catch-Up Premium	£ 38,160	Number of pupils	527

Guidance
<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>

Use of Funds	EEF Recommendations
<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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">➤ Supporting great teaching➤ Pupil assessment and feedback➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">➤ One to one and small group tuition➤ Intervention programmes➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none">➤ Supporting parent and carers➤ Access to technology

1 Teaching

- Quality First Teaching supported by evidence-informed CPD for teachers and support staff.
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Knowledge and skills rich curriculum with teachers building on previous learning.
- Whole-class reading approach
- Focus on key essentials for reading, writing and maths –online learning packages to support at home (e.g. TT Rockstars, My Maths, Phonics Play, Reading Plus).
- Regular staff CPD on mental health and wellbeing.
- Provide a suite of home learning activities to support parents and children: online through Seesaw or printed packs delivered home.
- A Growth Mindset approach.
- EYFS focus on oracy.



2 Targeted academic support

- Teacher led targeted group teaching for Year 6.
- Pupil progress meetings involving parents.
- Pastoral support provide 1:1 support and assist children.
- Targeted support and deployment of TAs.
- Interventions/catch up sessions led by teachers.

3 Wider strategies

- Forest School provision.
- Specialist teachers enhancing the curriculum.
- Workshops to enhance curriculum and build on Culture Capital.
- Pastoral support/counselling.
- Staff wellbeing council.
- Jigsaw PSHE lessons.

Identified impact of lockdown

Maths	<p>Specific content has been missed that would have been covered in the summer term, such as the geometry, measurement and statistics part of the maths curriculum, leading to gaps in learning and stalled sequencing of the progression of skills. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. This has been identified in our Gap Strength Analysis.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Many pupils still accessed some form of maths via Seesaw through lockdown as well as using TTRS.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills, including basic sentence punctuation and use of capital letters. GAPS specific knowledge has suffered, leading to lack of fluency in writing as well as general handwriting presentation. 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.</p>
Reading	<p>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 don't is now increasingly wide. RWI Phonic videos, Oxford Owl, Accelerated Reader and Reading Plus were used to ensure as many pupils as possible children continued to read or access phonic sounds in EYFS and year 1.</p>
Non-core	<p>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.</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and comprehension. 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. If the school had to set up remote learning in a whole school lockdown, pupils would have online access to a bank of texts.</p> <p>The vast majority of pupils in Year 1 and 2 will successfully pass the phonics check.</p> <p>Pupils in upper key stage two receive targeted support to plug gaps in learning with a particular focus on writing to ensure standards at the end of KS2 do not drop.</p>	<p><i>Reading Plus</i></p> <p><i>Oxford Owl</i></p> <p><i>Purple Mash</i></p> <p><i>Accelerated Reader</i></p> <p><i>Extra phonics sessions in the afternoon for pupils who require additional phonics support in Year 1, 2 and 3- Existing staff to deliver additional sessions</i></p> <p><i>An additional teacher to focus on raising attainment and plugging gaps in lost learning in year 2 and year 6 throughout the spring and summer terms for the mornings (£24,000)</i></p>		<p>NG</p> <p>NG</p> <p>SB/NG</p> <p>SH</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Jun 21</p> <p>July 21</p>
<p><u>Maths Catch-up</u></p> <p>Majority of pupils in EYFS and Year 1 will achieve the expected standard for Maths</p>	<p><i>New staff are trained and they are able to deliver the intervention confidently.</i></p> <p>An appropriate numeracy intervention, is used as a whole phase teaching strategy in EYFS and Year 1 -<i>School already purchased Ten Town</i></p> <p>Maths catch-up built into the afternoon through use of online resources <i>My Maths, Purple Mash, TTRS</i> and teacher led intervention.</p>		<p>BJ/EH</p>	<p>July 21</p>
<p><u>Extended school time</u></p>				

through discrete teaching, reading fluency and independent online activities. Teachers have webcams in classrooms to be able to teach remotely if isolating. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Purchase of webcams</i>	<i>(£75)</i>	RH	Feb 21
Each year group to look at planning and organise school based or online workshops to ensure pupils experienced are being enhanced in the absence of external visits and to build on culture capital.	<i>Workshops booked to replace visits that would be normal booked e.g. WW2 workshop – using existing visits money and curriculum budgets.</i>		Teachers	March 21
Forest School planned initially for all year groups to support pupil wellbeing and develop pupils' confidence, self-esteem and resilience.	<i>First half autumn term – for all classes</i> <i>Second half autumn term – EYFS, lower school and targeted pupils in Upper school</i>		SB	Feb 21
		Total budgeted cost		£3275
			Total cost	£45,666
			Cost paid through Covid Catch-Up	£38,160
			Cost paid through school budget	7,506