



RCSAT COVID-19 Catch-Up Premium Spending Summary:

Bunbury Aldersey CE Primary School

| SUMMARY INFORMATION | | | |
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| Total number of pupils: | 162 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £12,960 | | |

Covid-19 has impacted on all our lives. There are many positive stories coming from lockdown and we need to celebrate these with our children and families. We also need to be mindful that many pupils have not been in school since March and the impact that this has had on both their education, emotional wellbeing and readiness to learn. The majority of our children engaged with our remote schooling provision during lockdown.

Bunbury Aldersey CE Primary also provided lessons through paper packs where needed.

Our school utilised many online platforms including Google Classroom, Timestables Rockstars, Mathletics, Purple Mash, Oxford reading BBC Bitesize, Oak Academy to name but a few. It is important to acknowledge that many children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time. Illness and anxieties about catching the virus is an on-going worry. Supporting families with this in September was naturally a key focus alongside ensuring all risk assessments and procedures were in place to mitigate the risk of Covid.

From March to June 1st, CPS was open to key worker and vulnerable children only and for this period, 24 keyworkers accommodated in total. When, Reception, Year 1 and Year 6 pupils were invited back from 1st June, we additionally had the following attendance:

- YR: 20/25 pupils attended (80% of cohort)
- Y1: 26/28 pupils attended (93% of cohort)
- Y6: 20/21 pupils attended (95% of cohort)

The statistics for Reception, Year 1 and Year 6 show confidence on Bunbury Aldersey Primary, these children are now our Year 1 and 2 cohorts and we are aware that the provision they experience contrasts significantly across each cohort with those who did not attend who have over a terms worth of learning to catch up on during these vital school years. We are also mindful of the change for those children who attended in small bubbles would be returning to large classes and those returning from remote learning may have experienced few opportunities to socialise throughout lockdown. Current years 3 - 6 only had remote learning provision during lockdown so there will be challenges in supporting these children to 'catch up' with missed learning.

USE OF FUNDS

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 (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.

Education Endowment Foundation's 'School Planning Guide 2020-21'

The EEF advises the following:

1. Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

2. Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

3. Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

How will Catch-up Fund be communicated to parents and stakeholders?

- Website will share this document with all stakeholders.
- Newsletters will provide updates on a regular basis as will year group termly updates.
- Parent Council will be involved in various discussion points and report back updates to wider group.
- Governor monitoring through link governor plus Principal/ EHT Reports will ensure all governors are updated regularly.

IDENTIFIED IMPACT OF LOCKDOWN

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| Well being | Children were unable to access the support of the wider school community and the support programmes and therapies offered. Lockdown also impacted on our enrichment program which focuses on pupil physical and mental well-being. |
| Maths | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. 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 and pre-teaching activities. |
| Writing | Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. 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. |
| Reading | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Some children were keen to access accelerated reader, whilst others were impacted by lack of motivation and resources. School had a library of phonetically decodable texts available to younger children throughout lockdown and older children through the use of Oxford Owl. However early assessments showed that many children had not yet mastered the phonic code and lack segmenting and blending skills which is impacting on all aspects of learning. The use of RWINc in school has helped support pupils with its consistent, daily systematic approach. |
| Non core | Whilst all curriculum areas continued to be taught via our weekly plans, we acknowledge that the depth of learning was not possible and both gaps in skills and knowledge have been identified. This means 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. |

Planned expenditure for current academic year

| Teaching and whole school strategies | | | | |
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| Action | Intended outcome and estimated impact | Cost from Catch-up premium | Staff lead | Impact |
| Curriculum Leads to support teachers to ensure the CORE subjects are planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced | Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA when needed. | Supply cover as and when needed £400 | CH – Maths NM – English (reading and writing) EA - Phonics | |
| Broker moderation support from Literacy Company advisor for all year groups to ensure quality first writing teaching for all | All year groups have high quality moderation in place to support development of writing. Teachers able to identify next steps in writing More pupils make accelerated progress and pupils previously not on track to meet expected standard now meet this standard | Virtual training for whole school £200 | NM – English lead | |

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| Due to Covid, new restrictions in place in terms of sharing physical resources. Purchase additional manipulatives for EYFS/KS1 initially. | Manipulatives are essential in teaching and learning of Maths concepts: children have access to cubes, number lines etc | £200 | CH – maths lead | |
| Due to tighter sharing of resources within bubbles. Purchase additional stock, phonetically decodable and lower bands | There is a wider range of stock to engage readers and sufficient to meet capacity | £1000 | EA – Early years and phonics | |
| Google classrooms in place for all pupils in the school | Pupils use Google classrooms at home to access remote learning | £3000 (grant accessed to help with set up and training for staff) | NB | |
| Mental health and well being support provided by external sessions | Weekly full day input for small groups and 1:1 sessions with A Kirk Patrick. | £170 per day (£2040 one term) | NB | |
| Purchase a kit bag of play equipment for bubble use at break times and lunchtimes | Pupils engage in meaningful play, fitness levels improve | £50 per class | JG | |

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| | | Total budgeted cost: £4190 excluding (£3000 from DFE grant to set up google classrooms) |
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| Targeted support | | | | | |
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| Action | Intended outcome and success criteria | How will you make sure it's implemented well? | Cost | Staff lead | When will you review this? |
| Small group tuition for targeted pupils in Maths, reading and writing at KS2 delivered by teachers and TA's | Small gaps in core subjects are addressed and quickly closed. Outcomes for these targeted pupils rise and more pupils make accelerated progress. End of KS2 progress & attainment data shows a rise in % pupils meeting expected standards | Pupil progress meetings and regular monitoring of provision. Children identified and tracked. Additional class teacher employed to deliver across KS2 | £6000 per term (2 Terms) | NB | |
| Small group tuition for targeted pupils in Maths, reading and writing at KS1 delivered by teachers and TA's | Small gaps in core subjects are addressed and quickly closed. Outcomes for these targeted pupils rise and more pupils make accelerated progress. End of KS1 progress & attainment data shows a rise in % pupils meeting expected standards | Pupil progress meetings and regular monitoring of provision. Children identified and tracked. | £0 | NB | |

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| <p>Pre-teaching support and DFE maths units used on identified children in reinforcing their understanding of basic maths skills and application of number</p> | <p>Gaps in Maths knowledge will be quickly addressed and closed. Concepts will be revisited or 'pre-taught' to ensure accelerated progress in the classroom. More pupils will reach expected standard in Maths at the end of their respective key stages</p> | <p>Pupil progress meetings and regular monitoring of provision.</p> <p>Children identified and tracked.</p> <p>Regular assessment</p> | <p>£0</p> | <p>CH – maths lead</p> | |
| <p>Small group phonics tuition for targeted Y1 & Y2 pupils</p> | <p>Gaps in phonological knowledge are quickly identified and addressed. More pupils will reach automaticity and will read at the expected standard by the end of Year 2 (evidenced through phonics screening check results and KS1 assessment data). Higher levels of proficiency in reading will impact positively on all subject areas</p> | <p>Pupil progress meetings and regular monitoring of provision.</p> <p>Children identified and tracked.</p> <p>Regular assessment</p> | <p>3 x 1/2 hr sessions p/w 3 terms</p> <p>£645</p> | <p>EA</p> <p>KS1 support staff team</p> | |
| <p>Pathways to Progress material purchased to support teaching of literacy</p> | <p>Gaps in Writing will be quickly addressed and closed. Concepts will be revisited or 'pre-taught' to ensure accelerated progress in the classroom. More pupils will reach expected standard in writing at the end of their respective key stages</p> | <p>Pupil progress meetings and regular monitoring of provision.</p> <p>Children identified and tracked.</p> <p>Regular assessment</p> | <p>£400</p> | <p>NB NM</p> | |

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| | Total budgeted cost: | £17,235 |
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ADDITIONAL INFORMATION

Me and My feelings questionnaire conducted. Autumn 2020