



THE BAY CE SCHOOL

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The Bay Church of England School – Primary Site COVID-19 Catch-up Premium Statement

SUMMARY INFORMATION			
Total number of pupils:	416	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£33,280	Statement Committed Spend £32,348	Contingency £932.00

STRATEGY STATEMENT / AIMS

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from our 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.

Schools' allocations is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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.

Aims

The overall aims of our catch-up premium strategy:

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

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.

The EEF advises the following:

Teaching and whole school strategies

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

Targeted approaches

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

Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of lockdown

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 recent assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS 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 either by live learning or blended learning tasks. Stories read by staff were also available to support our younger year groups. Recent assessments have shown that children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. Disadvantaged pupils dominate the bottom 20% of readers in each year group.
Non-core	There are now significant gaps in knowledge and skill progression development – 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.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	The need to isolate bubbles due to cases of COVID 19 in the community resulting in a lack of continuity in learning
B	Less physical writing taking place during periods of lockdown/isolation (using online platforms) has a negative impact on handwriting, spelling and sentence structure
C	Gap between vulnerable learners and those on track is larger due to lack of engagement in home learning

ADDITIONAL BARRIERS

External barriers:

D	Home Learning Environment - access to computing hardware/internet at home for pupils and parents to support blended learning
E	Parent/Pupil anxiety impacting on school attendance and, in turn, causing larger gaps in knowledge and understanding
F	Impact on well-being for vulnerable learners and families

Planned expenditure for current academic year

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Quality First Inclusive Teaching

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge/skills will be taught alongside new learning so that gaps can be reduced.</p> <p>As a result of the restrictions placed on schools, ensure pupils in Reception and Year 1 have access to resources that support continuous provision</p>	<p>Release time for Assistant Headteacher (Curriculum Lead) to work with the Senior Team to review curriculum model and plan next steps in order to reduce gaps in learning (£420)</p> <p>Purchase additional resources for EYFS/KS1 to support continuous provision. (£300)</p>		<p>KP/NL/DM</p> <p>RB</p>	<p>April 21</p> <p>Oct 20</p>
<p>Additional reading resources are available to support the HIAS English Catch up plans</p> <p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning and planning</p>	<p>Purchase additional reading books to support catch up programme (£1,200)</p> <p>Purchase Pixl to support staff with accurate assessment at milestone data points and therapies to support misconceptions (£2,700)</p>		<p>DM</p>	<p>Sept 20 Milestone data points</p>
<p><u>Transition support</u></p> <p>Children joining the school have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A 360 interactive virtual tour of The Bay CE Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining TBP</p>		<p>DM/NT</p>	<p>Ongoing</p>

		(£350)		
Total budgeted cost				£4,970

i. Targeted Supported				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>In lesson 1-to-1 and small group tuition</u></p> <p>Identified children make better than expected progress in reading, writing and maths to close gaps to age related expectations</p> <p>In addition:</p> <p>Reading: Identified pupils complete reading fluency programme – impact shows pupils are able to comprehend better as a result of them being able to read a pace. Dips in reading attainment will be negated.</p> <p>Writing: Identified pupils demonstrate greater stamina when writing. GPS gaps in learning are addressed</p> <p>Maths: Identified pupils complete place value computation interventions and as a result close the gap to age related expectations</p>	<p>Target children identified following milestone 1</p> <p>1:2:1 and small group interventions planned and delivered by additional adults</p> <p>(£1,000)</p>		NL/SW/ KP	April 21

<u>Extended Day Intervention programme</u>				
Identified children are able to access a weekly catch-up programme supported by year group teachers and support staff	After-school intervention programme planned and costed – supported by year group teachers and additional staff Spring / Summer Terms 2021 (£15,250)		DM/NL	Apr 21
<u>Summer School</u>				
Identified pupils in Year 6 access targeted support in reading and maths over the Summer holiday period	Summer programme planned – pupil participation promoted particularly disadvantaged (£1,000)		DM/NL	July 21
Total budgeted cost				£17,250

Wider Strategies				
Desired Outcome	Chosen action/approach	Impact (Once reviewed)	Staff lead	Review Date
<u>Supporting Parents/Carers - Blended Learning</u>				
SEESAW is available for Key Stage 1 pupils to use to ensure a successful blended learning offer is available in the event of children/staff having to self-isolate	Purchase SEESAW learning platform. Provide tutorials to staff and parents to ensure effective use of resource. Communication strategy in place in the event of a class/year having to self-isolate (£528)		VP	Oct 20
Children have access to appropriate stationery and paper-based home-learning if required so that all can	2-day home-learning paper packs are printed and ready to distribute for all children.		NL	March 21

access learning irrespective of ability of child/parent to navigate the online learning.	Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. <p style="text-align: right;">(£500)</p>			
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	Purchase of 30 chrome books, 2 trolleys to support access to learning both at school and home <p style="text-align: right;">£7,000</p>		PG	April 2021
	Purchase of 4 new laptops to enable teachers to support live learning as part of our approach to blended learning. <p style="text-align: right;">£2,100</p>		PG	April 2021
Total budgeted cost				£10,128

ADDITIONAL INFORMATION

- Linked to School Improvement Priority 1
- Key Staffing:
Duncan Mills Executive Headteacher (DM)
Nina Lawrence Head of School (NL)
Karla Potts Assistant Headteacher Curriculum Lead Maths Subject Leader (KP)
Sarah Wilson English Subject Leader (SW)
Nicola Taylor Early Years Leader (NT)
Rachel Birch Year 1 Year Group Leader (RB)

Paul Gerfen Network Manager (PG)

- Governor monitoring – Termly Richard Wade (RW)