



## Barnfields Primary School Catch-Up Premium Plan

Summary information					
<b>School</b>	Barnfields Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£34,160	<b>Number of pupils</b>	427
Context					
<p>Due to the forced closure of schools for a substantial part of the 2019-20 academic year, there has been a significant disruption to the education of children across the UK. In light of this, the Government has allocated money to schools in ratio to numbers on role. All schools in the country have been allocated £80 per child attending. At present, it is a grant only available for this academic year.</p> <p>This money should be used to ensure that all children have the best opportunity to catch up with their learning within the current academic year. Although it is envisaged that children from disadvantaged and vulnerable backgrounds are likely to have been hit the hardest, it is important to identify all children and groups of children affected.</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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>- Supporting great teaching</li> <li>- Pupil assessment and feedback</li> <li>- Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>- One to one and small group tuition</li> <li>- Intervention programmes</li> <li>- Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>- Supporting parent and carers</li> <li>- Access to technology</li> <li>- Summer support</li> </ul>				



### Identified impact of lockdown at Barnfields Primary School

<b>Maths</b>	A lack of quality first teaching throughout the lockdown period means that within year groups key concepts may have been missed by children. The greatest impact on those children who have fallen behind is on the recall of basic skills– some children are not able to recall times tables and have forgotten once taught calculation strategies. These must be identified and taught before introducing teaching and learning that will build upon these.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families (partly due to Accelerated Reader) and required less teacher input. However, some children are less fluent in their reading and the gap between those children that read widely and those children who don't has increased. The bottom 20% of readers have been disproportionately affected.
<b>Writing</b>	Of all core areas, the consensus of teachers is that writing has been the hardest to keep a grip on over the lockdown period. 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. This forms an area of priority, as well as children taking a responsibility for cutting out careless errors in the 'non-negotiables', such as basic grammar.
<b>The Curriculum</b>	Our curriculum has been designed so that knowledge and skills will be built over time, with links continuously made to prior learning. Knowledge and skills that should have been introduced but were missed due to lockdown must be identified and adapted to fit within the new learning.
<b>Physical Activity</b>	Through family circumstances and restrictions on physical activities such as weekend football clubs and Scouts, fitness levels and enthusiasm for physical activity may have dropped with individual children. These children and groups of children must be identified and impacted.
<b>Wellbeing</b>	It is important to be prepared for all eventualities regarding the wellbeing of the children. Experiences will be very different for the individuals. As well as lack of social interaction, children may have had experience of family bereavement or splits in relationships.

### Areas Recommended by Education Endowment Foundation Identified as Applicable to Barnfields

<p><b>i. Teaching and whole-school strategies:</b></p> <ul style="list-style-type: none"> <li>. Quality-first teaching.</li> <li>. Peer-support based model</li> <li>. Providing rigorous CPD to staff.</li> <li>. A broad and relevant curriculum that builds knowledge and skills over time.</li> <li>. A rigorous Remote Learning Plan built upon knowledge gained from Lockdown.</li> <li>. Supporting transition with a new, digital prospectus.</li> <li>. Effective use of early summative assessment to impact teaching and learning.</li> <li>. Investment in additional manipulatives.</li> </ul>	<p><b>ii. Targeted Support:</b></p> <ul style="list-style-type: none"> <li>. Use of phonic-based books (Big Cat Collins) to support the phases currently taught (KS1).</li> <li>. Use of 'Morning Club' for identified children where pre-teaching is implemented.</li> <li>. Phase data meetings used to identify groups applicable to phase for intervention.</li> <li>. Access to school library books on a fortnightly basis.</li> <li>. 1:1 tuition support where needed.</li> <li>. Investment in intervention packages to support Catch-Up+ children.</li> </ul>	<p><b>iii. Wider Strategies:</b></p> <ul style="list-style-type: none"> <li>. PE clubs for identified children to impact fitness and wellbeing.</li> <li>. Investment in technology used to consolidate learning and to provide targeted intervention support.</li> <li>. Build an understanding with parents of where their children are and what they can do to support them outside of school.</li> <li>. Use of initiatives such as HOPE to support children regarding wellbeing.</li> <li>. Delivery of the Jigsaw PSHE Curriculum.</li> </ul>
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**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting great teaching:</u></p> <p>Improve teaching and learning strategies to deliver greater impact in the classroom and improve quality-first teaching.</p> <p>Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths, supporting the mastery approach.</p>	<p><i>Subscribe to The Training Space, providing access to quality CPD based on Jane Constantine's approach to improving and transforming writing.</i></p> <p style="text-align: right;"><b>(£1,300)</b></p> <p><i>White Rose Premium Resources Subscription</i></p> <p style="text-align: right;"><b>(£100)</b></p> <p><i>Invest in a Mastery Mathematics Curriculum (Power Maths), enabling the children to develop a deeper understanding of mathematical concepts by building upon knowledge and skills.</i></p> <p style="text-align: right;"><b>(£3,900)</b></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;"><b>(£1,000)</b></p>		<p>English Leader</p> <p>Maths Leader</p>	<p>Feb 21</p> <p>Ongoing</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at Barnfields have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>An interactive virtual tour of Barnfields Primary School through professional prospectus shared with all new-starters.</i></p> <p style="text-align: right;"><b>(£2, 150)</b></p>		DHT	Ongoing
<b>Total budgeted cost</b>				<b>£8, 450</b>



<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. 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.</p>	<p><i>Additional teaching hours to support small group intervention.</i></p> <p><b>(£5,000)</b></p>		HT/ SESCO	Feb 21
<p><u>Intervention programme</u></p> <p>Appropriate intervention support those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>Third Space Learning (x 10 Catch-Up+ children in Yr6)</i></p> <p><b>(£3,800)</b></p> <p><i>WordShark for Reading and Spelling</i></p> <p><b>(£550)</b></p>		Maths Leader  SESCO	July 21  Feb 21
<p><u>Fitness and Wellbeing</u></p> <p>Identified children whose fitness levels have dropped over the lockdown period receive additional physical sessions through PE clubs.</p>	<p><i>Additional teaching hours to support small group fitness classes.</i></p> <p><b>(£930)</b></p>		DHT	April 21
<p><u>Support for Yr6 Learners</u></p> <p>Children in Year 6 will be provided with additional study resources to support their transition to secondary education.</p>	<p><i>Purchase study books for children in Yr6 to allow the children to consolidate their learning.</i></p> <p><b>(£750)</b></p>		UKS2 Phase Leader	Feb 21
			<b>Total budgeted cost</b>	<b>£11, 030</b>



iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Home Learning</u></p> <p>Children will have greater opportunities to access learning at home, These will not always require parents to engage with the activities, affording children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children will have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Accelerated Reader Subscription for KS2 children</i> <b>(£2400)</b></p> <p><i>Collins Big Cat Ebook Library for EYFS/KS1 children</i> <b>(£1000)</b></p> <p><i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> <b>(£500)</b></p>		DHT	Feb 21
<p><u>Access to technology</u></p> <p>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.</p>	<p><i>Purchase 16 Dynabooks + 1 trolley and amend SLA to include management of these. Additional Acers will be leant to parents to support home-learning if needed (informed level of need based on the Barnfields Primary School Home Learning Survey, Autumn 2020- see Appendix 2).</i> <b>(£6,900)</b></p> <p><i>Purchase 20 Amazon Fire Tablets to support learning in the classroom.</i> <b>(£3,580)</b></p> <p><i>Invest in Microsoft Teams to develop the remote learning offer, ensuring that the platform is accessible to the children. Teaching staff to receive additional CPD to support this transition.</i> <b>(£300)</b></p>		DHT  DHT  HT	Ongoing   Autumn 20
			<b>Total budgeted cost</b>	<b>£14, 680</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£34, 160</b>