

## **Barrs Court Primary School**

### **Catch Up Premium Strategy 2020-21**

#### **Funding allocation (Mainstream Schools)**

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from FS2 (Reception) through to Year 11.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant is currently only available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

#### **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. (See also EEF - School Planning Guide 2021)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

#### **Accountability and monitoring**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

#### **School Overview**

Number of pupils in school YR – Y6	278
Catch-up Premium allocation (No. of pupils x £80)	£22,880 (based on October 2020 census number on roll)

#### **Context of the school and rationale for the strategy** (With specific reference to the impact of COVID 19)

Barrs Court Primary School is situated in Barrs Court, near Longwell Green on the outskirts of Bristol; the level of disadvantage in our school is low compared to national average- presently 10% children are in receipt of pupil premium funding. We strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Catch Up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning.

The vast majority of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and uploaded weekly to the school website. Children downloaded the work and uploaded photos of completed work to Google Classroom.

This medium was used to communicate daily with children and parents and continues to be used for weekly home learning tasks and for remote learning in case of class bubble closure due to Covid19. School also uses Times Table Rock Stars and White Rose Maths to supplement on-line provision. Parents/carers have also been signposted to Oak National Academy and BBC Bitesize to support their child's learning at home.

In line with DfE guidance, school re-opened to 41% of Reception and 56% of Year 1, along with 36 key worker children following the June re-opening. 68% of Y6 joined for the last 4 weeks of the school year. This equated to 153 children overall - 55% of the school role. 9 of our disadvantaged children attended school through the lockdown period.

Teachers carried out baseline assessments as children returned to school in order to determine how far learning had regressed

### Barriers to future attainment

		Barrier	Desired Outcome
Teaching Priorities	A	Home learning is continually being developed and updated in order to improve access to learning and ability to provide more individualised feedback at home for all learners. Develop learners' resilience in using online learning whilst ensuring they know how to stay safe online. Google Classroom will be used for home learning activities including homework.	A strong remote learning offer is in place involving use of Google Classroom and all staff are trained in its use. Weekly homework activities are uploaded and feedback to learners given accordingly.
Targeted academic support	B	Although online learning materials were provided during Lockdown; Maths attainment is lower than expected in terms of ARE	Learners make accelerated progress in Maths from their starting points at the beginning of the autumn term
	C	Although online learning materials provided for Reading during the summer term were accessed by the majority of pupils, baseline assessments indicate some learning loss and gaps in knowledge. This has resulted in some children in each class working below ARE. Poor Phonic knowledge of children in Y1 and 2	Reading skills are much improved and rapid progress in Reading ages are demonstrated on a termly basis.

	<b>D</b>	Due to the emphasis on on-line learning, standards in Writing, including handwriting and spelling are well below expected in terms of ARE.	Learners make accelerated progress in Writing and spelling skills from their starting points at the beginning of the Autumn Term.  Y2 will take their Phonics test before the end of Term 2 (Unable to do this in Y1 due to CV19)
<b>Wider Strategies</b>	<b>E</b>	A minority of learners are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020	All learners are able to focus on their learning during lessons and behaviour incidents are minimal.

<b>Barrier</b>	<b>Action</b>	<b>Desired outcome</b>	<b>Evidence</b>	<b>Cost</b>	<b>Baseline data</b>	<b>Responsible</b>
<b>A</b>	CPD provided for staff on effective use of Google Classroom Parents/carers provided with guidance to use of GC in order to provide effective support at home. Online safety links and information shared with learners and parents	GC in use. Staff, children and parents able to use it effectively. For children learning at home, there will be no loss of learning time Home learning (homework) and communication with parents is enhanced. Children remain safe online.	EEF teaching and learning toolkit: Parental engagement (+3 months)  GC as learning platform is effective and well-used. Effective parental engagement supports learning. Children demonstrate age appropriate understanding of how to stay safe online		Engagement levels with Google Classroom	Computing Subject Lead  Teaching staff
<b>B</b>	Maths assessments identify children in need of support Basic skills interventions for all identified learners SLs and PLs use the assessment to identify common gaps and ensure teachers plan to teach to the identified gaps	Progress is accelerated termly to ensure learners are able to access age appropriate learning materials	EEF teaching and learning toolkit: Small group tuition (+4 months)  Termly data drops	TA costs  CUP Teacher costs	Determined from baseline assessments	Maths Subject Leaders  Phase Leaders

	Pupil Progress Meetings (PPMs) identify children with higher starting points who are making slow progress					
<b>C</b>	<p>Reading assessments identify children in need of support</p> <p>Targeted interventions including Better Reading Partners and precision teaching.</p> <p>PPMs identify children with higher starting points who are making slow progress</p> <p>Ensure quality texts used including monitoring free readers</p> <p>In phonics, implement 1:1 Catch Up programme for identified children</p> <p>Daily reading session for identified children</p>	Progress is accelerated termly to ensure learners are able to access age appropriate learning materials	<p>EEF teaching and learning toolkit:</p> <p>1:1 Tuition (+5 months)</p> <p>Phonics (+4 months)</p> <p>Small group tuition (+4 months)</p> <p>Termly data drops</p>	<p>TA costs</p> <p>CUP Teacher costs</p>	Determined from baseline assessments	<p>English Subject Leaders</p> <p>Phase Leaders</p>
<b>D</b>	<p>Writing assessments identify children in need of support</p> <p>SLs and PLs use the assessment to identify common gaps and ensure teachers plan to teach to the identified gaps</p> <p>PPMs identify children with higher starting points who are making slow progress</p> <p>Teachers plan for opportunities to practice writing skills within the wider curriculum, including opportunities to write at length, independently</p> <p>Small group Writing Catch Up programme</p> <p>Focus on vocabulary. Ensure use of Tier 2 and 3 words across the curriculum</p> <p>School engages in South Glos Oracy Project</p>	Progress is accelerated termly to ensure learners are able to attain AREs	<p>EEF teaching and learning toolkit:</p> <p>1:1 Tuition (+5 months)</p> <p>Small group tuition (+4 months)</p> <p>Termly data drops</p> <p>Oral language interventions (+5 months)</p>	<p>TA costs</p> <p>CUP Teacher costs</p> <p>Descriptosaurus dictionary books £75</p> <p>£100</p>	Determined from baseline assessments	<p>English Subject Leaders</p> <p>Phase Leaders</p>

<b>E</b>	<p>The first few days of the school year will focus on children's wellbeing and establishing their starting points</p> <p>SG Recovery Curriculum resources used to support teachers in helping children to reconnect post-pandemic</p> <p>Ongoing - Ripple Kindness to help children develop the ability to perceive, process and regulate emotions to improve wellbeing</p> <p>Emotional Literacy Support Assistant (ELSA) time for identified children to provide emotional and social skills and support</p>	Positive impact on identified children's wellbeing	EEF teaching and learning toolkit: Social & Emotional Learning (+4 months)	ELSA time £		PSHCE Subject Leader
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