

BY BROOK VALLEY CE PRIMARY SCHOOL COVID CATCH UP PREMIUM STATEMENT 2020- 2021

SUMMARY INFORMATION

In July 2020, the government announced a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. The coronavirus (COVID-19) catch-up premium funding is available for all state-funded mainstream and special schools, and alternative provision. The Education and Skills Funding Authority has published details of the provisional allocation of the coronavirus (COVID-19) catch-up premium and the conditions of the grant for the academic year 2020 to 2021. The school has now received confirmation that our funding for the year will be £15360. The DfE has produced some guidance on how the money should be spent: coronavirus (COVID-19) catch-up premium guidance: "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 and trustees 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. **It is not expected, however, that there will be a spend of £80 on each and every pupil in schools. The government has made it clear that the spending of this money will be down to schools to allocate as they see fit.**

Total number of pupils:	192	Amount of catch-up premium received per pupil:	£80
		Total catch-up premium budget:	£15360

Identified impact of Lockdown and School Closure:

Reading: Decrease in attainment but not as significant as seen in Writing and Maths. This is something that was more accessible for families and required less teacher input though reading for meaning and comprehension are areas EYFS & KS1 Phonics - specific content not taught due to lockdown meaning an interrupted programme. On the full return to school in September, it has been evident that some of the taught content needs to be revised and consolidated in Years 1 & 2.

Writing: Children have lost essential practising of writing skills. Baseline assessment showed a significant decrease in the expected standard of writing, especially in Years 5&6. Analysis of writing highlighted a lack of fluency and writing stamina, with understanding of punctuation, spelling and grammar rules needing revising with a significant number of pupils.

Maths: Specific content from the previous year was not taught, leading to gaps in learning. 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 reasoning assessments through the poor application of knowledge to problem solving and use of subject specific vocabulary when explaining their reasoning.

Non- core: There are now significant gaps in knowledge – whole units of work have not been taught resulting in pupils being less able to access pre-requisite knowledge. They are less likely to make connections between concepts and themes within subject areas and across the curriculum. Pupils have also missed a variety of enrichment opportunities e.g. trips, visitors and powerful curriculum moments.

Additional:

In September, it was observed that a number of children in EYFS found social skills and communication with their peers a challenge due to not being able to attend pre-school settings. Overall, pupils have returned to school full of positivity and the lockdown has not had an adverse effect on their well-being. The pupils of BBV school are keen to attend and overall attendance is high and above the National and Wiltshire Averages.

However, there are some individual pupils who have need additional support being back in school full time. Some are also struggling to focus on their learning for a sustained period.

Aims of the catch- up funding:

- To close identified gaps in learning in Reading, Writing and Maths.
- All groups of pupils make at least expected/ good progress from their starting points in Reading, Writing and Maths
- Year 1 & Year 2 phonics screening results are at least in line with the Year 1 National Average 2019.
- Pupils in Year 6 are 'secondary ready'

These aims will be achieved:

For all pupils through:

- **Quality first teaching** in all year groups so that children are supported and challenged to make good/ accelerated progress from their starting points
- **Working through well sequenced, purposeful planning.** For example, teachers have adapted planning in order to focus on missed objectives and to consolidate the basics.
- **Focus on consolidation of basic skills.** The core skills, which enable successful learning, will require increased focus across all year groups. These include: handwriting, writing stamina, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills. Learning will also focus on the application of knowledge and skills
- **Particular focus on early reading and phonics.** This is always a focus and will continue to be so in order to develop reading ability, comprehension and vocabulary. Year 2 will continue with daily phonics lessons during the autumn term to ensure all children are confident with their phonic sounds.
- **Assessment of learning and of basic skills to identify gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. Groupings will be fluid to target individual or groups of pupils.
- **Access to forest schools and yoga sessions** for all year groups

For some Pupils:

- **Additional support and focus on basic core skills.** This will be dependent on need as identified through ongoing assessment. This will take place in class and/or as additional intervention.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics). This will take place in class and/or as additional intervention.
- **Additional targeted language support for Foundation children.** Small and one-to-one language support will be provided for identified pupils This will be delivered over a 20 week period as part of the Nuffield Early Language Intervention which is an evidenced- based oral language programme
- **Targeted intervention** for those pupils who do not pass the phonics screening in the autumn term in Year 2 and for those who need to make accelerated progress in Year 1
- **Targeted support** through ELSA sessions for those who need additional 1:1 or group support.

Spending of Catch Up Funding at BBV:

- For the purchase of curriculum resources, training and materials that support "catch up" including for phonics and reading comprehension.
- For the Employment of experienced teachers (two days a week) so that class teachers & HLTA in Year 5&6 can work with targeted children who have been identified as needing "catch up" in their learning in Reading, writing and maths
- For additional TA hours to support pupils within class and through targeted intervention, such as ELSA
- To fund the participation in the DfE's Nuffield Early Language Intervention in Foundation Stage. first year of primary school who may need additional support in developing their oral language skills

Impact of Catch up Funding:

The impact of the Catch up Funding will be monitored and evaluated by Mrs Deb Henshall (Deputy Head) and reported to the Head and Governing Body of BBV.