

Badgerbrook Primary School: COVID-19 catch-up premium report

SUMMARY INFORMATION Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it.

Total number of pupils:	420	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,600	Amount received up to 4.2.2021	£8,380

STRATEGY STATEMENT

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

1 Teaching

Develop a whole school Social and Emotional Wellbeing focus

Appoint wellbeing lead. Participation the Leicestershire Wellbeing Return to Education sessions and dissemination of wellbeing ideas across school

Focus on our Route to Resilience character muscles and core values across the school and curriculum

Continue to deliver a broad and engaging curriculum with a focus on vocabulary acquisition and the improvement of writing across school

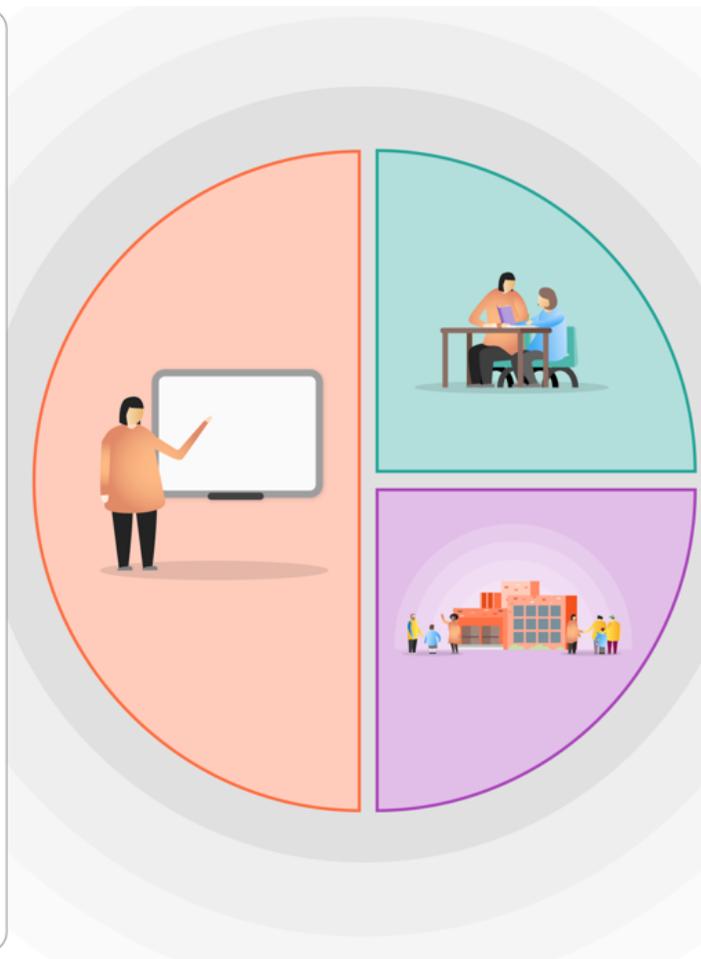
Ensure that every child is fully equipped for virtual, paperless teaching and learning: Microsoft Teams & SeeSaw used as remote platforms. Use of TT Rock stars and Power Maths/ White Rose

Frequent low-stakes testing/ assessment to ensure all pupils, and in particular disadvantaged pupils, experience success and continue to embed knowledge

Reduction of workload for marking and feedback and an assessment cycle that supports staff well-being and enables high quality responsive teaching

Resources & subscriptions: £3,000

IT Infrastructure £5,000



2 Targeted academic support

Deploy LSA time to promote phonics in Year 1 and interventions in Maths and Reading (Herts for Learning style) in Year 5 & Year 6

Ensure our most vulnerable pupils have access to classroom teaching, specific support and on-line materials – regular contact/ check ins if learning remotely

Education support staff: £ 13,000

3 Wider strategies

Pastoral 1:1 and small group support for emotional and behavioural needs identified, including at lunchtimes.

Whole school ELSA to be recruited and counselling sessions for those needing them

Safe spaces available to targeted children throughout the day.

ELSA & counselling: £8,000

Lunchtime support: £4,600

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Bubble closures and Remote learning
B	Attendance due to Covid 19 impact
C	Gaps created through lockdown and home schooling

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Home learning capacity/ home support capacity
E	Attendance due to Covid 19 impact eg self-isolation

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Develop a whole school social and emotional well-being programme	To identify and support emotional needs from lockdown and provide support for positive learning attitudes when back in a school setting	<p>Pupils have been out of the school environment for a long time.</p> <p>Prolonged time away from normal teaching routines</p> <p>Worries and anxieties reported by pupils and parents through lockdown communications</p>	<p>Wellbeing lead appointed</p> <p>Participation in Leicestershire Wellbeing Return to Education programme training then dissemination of wellbeing ideas across school</p> <p>Focus on Route to Resilience work – developing character muscles and core values</p> <p>Introduction to whole school return to school unit of work by English lead.</p> <p>Books purchased for each class</p> <p>Time to plan return to school units for positive impact</p>	CP/HK	<p>October 2020</p> <p>Work produced by the end of the two week unit will inform any further need/input</p> <p>March 2021 following return to school after national lockdown</p>
To continue to develop a broad and engaging curriculum with a focus on vocabulary acquisition and the improvement of writing across school	<p>To have in place a whole school engaging curriculum based on the challenge curriculum.</p> <p>For writing standards to improve across school and for writing across the curriculum to be better developed</p>	<p>Schools should have a curriculum that is purposeful, engaging and fit for their pupils and community.</p> <p>Baseline assessments after lockdown (Autumn 2020) show that writing has suffered the biggest negative impact</p> <p>Prolonged time away from normal teaching routines</p>	<p>On-going input from subject leads across the year to support each year group's curriculum development.</p> <p>On-going planning and developing big pictures by year groups</p> <p>Monitoring curriculum work through book sharing within and across year groups</p> <p>Writing input by English lead</p> <p>Sharing of good practice/ writing ideas across year groups</p>	<p>All staff/ SLT</p> <p>CP</p>	<p>January 2021</p> <p>April 2021</p> <p>July 2021</p> <p>Termly work on curriculum to review and adjust</p> <p>Termly data/ pupil progress meetings to discuss writing standards</p>

Teacher-led targeted group teaching for Year 5 & Year 6 pupils to provide Maths and English interventions during afternoon sessions	To accelerate progress/ close gaps identified in Reading/Writing/Maths from baselines after Covid 19 lockdown	High SEND need in Year 5 Secondary readiness for current Year 6 One to One & Small Group Tuition EEF - 'There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.'	Highly experienced teacher employed. Year 5 and 6 team liaising closely to identify need and input. Timetabled sessions – short bursts to ensure highest impact and least impact on wider curriculum lessons. Analysis of data	LJ and Year 5 and 6 teachers	December 2020 April 2021 Termly impact discussions and pupils identified through pupil progress meetings
Ensure our most vulnerable pupils have access to classroom teaching, specific support and online materials with regular contact/check ins if learning remotely		One to One & Small Group Tuition EEF - 'There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.'	Additional Learning Support Assistants employed to provide additional support	CP/VT	December 2020 April 2021 Termly impact discussions and pupils identified through pupil progress meetings
Total budgeted cost:					13,000
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide pastoral 1:1 and small group support for emotional and behavior needs identified including at lunchtimes – employ an extra midday team member	To reduce negative behavior incidents at lunchtimes and to support pupils with social understanding needs to have more positive lunchtimes	Pupils who were struggling with behavior and social understanding during unstructured times are finding these times even more challenging since the return to school from lockdown	Additional Midday supervisor appointed Liaison between class teachers and the midday manager to support where need is highest on a flexible basis.	VT/LD	October 2020 December 2020 February 2021 March 2021 May 2021 Behaviour incidents monitored half termly but on-going liaison with midday team regarding support needed/ which pupils

To recruit a qualified counsellor support vulnerable/ pupils in need and an whole school ELSA to support pupils with emotional well-being needs	To support individual pupils with specific needs	Specialist support required for vulnerable pupils	Counsellor appointed ELSA appointed SENDCo to liaise and work with counsellor and ELSA to ensure best impact	VT/ counsellor	<p>January 2021</p> <p>April 2021</p>
Total budgeted cost:					£12,600