

# 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 14.9.2021	£33,600

## 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

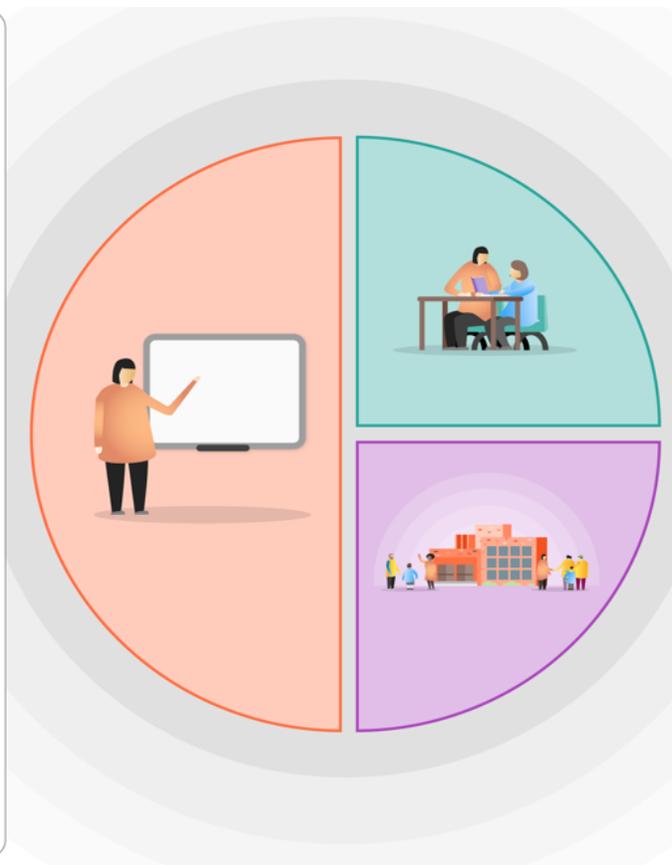
Ensure that every child is fully equipped for virtual, paperless teaching and learning: Microsoft Teams & SeeSaw used as remote platforms. Use of TT Rock stars and Power Maths/ White Rose

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

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?	Evaluation/Impact
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><b>October 2020</b></p> <p>Work produced by the end of the two week unit will inform any further need/input</p> <p><b>March 2021</b> following return to school after national lockdown</p>	<p>The focus on wellbeing has had a positive impact on pupil's general wellbeing and attitude/stamina for learning. This work will continue.</p> <p>AM</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><b>January 2021</b></p> <p><b>April 2021</b></p> <p><b>July 2021</b></p> <p>Termly work on curriculum to review and adjust</p> <p>Termly data/ pupil progress meetings to discuss writing standards</p>	<p>The Badgerbrook curriculum continues to be relevant and engaging. Based on building knowledge by the use of sticky words.</p> <p>Termly data input from assessment of pupils and Termly Progress meetings to continue.</p> <p>Subject Leads more confident and competent in leading their area of the curriculum.</p> <p>Ongoing CPD</p> <p>AM</p>

<p>To ensure that every child has access to a package of remote learning, including remote teaching, live lessons and support when not able to be in school</p>	<p>That every child can access remote learning when needed and upload work to SeeSaw or Teams</p>	<p>Access to technology EEF - 'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.</p> <p>A lack of appropriate technology and home supports may continue to prove a challenge for many disadvantaged pupils</p> <p>Due to Covid 19 pupils need to be fully equipped to access home learning when self-isolating.</p>	<p>Microsoft Teams and SeeSaw to be used as remote learning platforms as well as TT Rock stars and Power Maths/ White Rose</p> <p>Upskilling of teachers and classroom support staff in delivering remote learning, including access to school laptops for support staff</p> <p>Identification of IT requirements through contact between teachers &amp; parents</p> <p>Ordering of laptops from DfE scheme</p> <p>Asking for donations of unwanted laptops etc</p> <p>Effective distribution of laptops to parents of pupils who need the IT support to access remote learning and homework.</p> <p>Loan agreements with families</p> <p>Class teachers monitoring of engagement with remote learning –Live lessons &amp; work uploaded by pupils and</p> <p>Liaison with parents to provide support where needed (see Remote Learning policy)</p>	<p>VT/SLT</p> <p>Class teachers</p>	<p><b>January 2021</b></p> <p><b>April 2021</b></p> <p><b>July 2021</b></p> <p>On-going monitoring by class teachers of pupil participation in remote learning – live lessons &amp; work uploaded</p>	<p>Every child has access to a laptop.</p> <p>All staff confident and competent in delivering remote lessons.</p> <p>AM</p>
<p>Total budgeted cost:</p>					<p>£8,000</p>	

Targeted support						
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?	
Use LSA time to support phonics interventions in Year 1	To ensure gaps from lockdown in phonics are closed and all pupils catch up	Gaps/ the need for more practice for some pupils identified All pupils need access to high quality phonics teaching and expectations for all should be high. Intervention Programmes EEF - 'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'	All LSAs in Year 1 to have access to high quality phonics support and regular phonics intervention groups to run Extra time for more practice to be provided – afternoons, short inputs	VT and Year 1 staff team	<b>December 2020</b> <b>April 2021</b>  Termly phonics assessments	Statutory Phonics screening didn't take place but internal phonics screening showed a drop in our phonics standards.  External review highlighted an urgent need for an early reading scheme to match phonic knowledge.  Plus, more specific/targeted intervention needed to make more impact.  This academic year 21/22 we appointed a PT teacher who is expert in leading phonics and leads the interventions a day a week.  AM
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	<b>December 2020</b> <b>April 2021</b>  Termly impact discussions and pupils identified through pupil progress meetings	Interventions have begun to make a positive impact. These will continue with a teacher on our staff, with year 5 and 6 as the target pupils.  AM

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	<b>December 2020</b> <b>April 2021</b>  Termly impact discussions and pupils identified through pupil progress meetings	2 Additional learning support assistant's contracts ended at the end of the academic year with the funding.  1-1 interventions being continued through staff reorganization. A PT 3-day teacher is undertaking the year 5/6 interventions one day a week. LSAs in 1,2,3,4 undertaking interventions also. AM
Total budgeted cost:					13,000	
<b>Other approaches</b>						
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>	
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	<b>October 2020</b> <b>December 2020</b> <b>February 2021</b> <b>March 2021</b> <b>May 2021</b>	Behaviour incidents monitored half termly but on-going liaison with midday team regarding support needed/ which pupils  AM
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	<b>January 2021</b> <b>April 2021</b>	We recruited a qualified counsellor.  An ELSA was appointed but left after a short time.  One of our STAs has taken on this role.
Total budgeted cost:					£12,600	