



Primary Catch-up Grant Plan

School	Bell Lane Primary School	Allocated Grant funding	£29,270
Number of pupils	401	% Pupil Premium pupils	134 pupils
Proportion of SEND	60 10 EHCP	Amount of catch up premium received per pupil	£80:00
Guidance			
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of COVID-19. Those from the most vulnerable and disadvantaged backgrounds will be among that hardest hit, The aggregate impact of lost time in education will be substantial and the scale of the response must match the scale of challenge.</p> <p>Schools allocations will be calculated on a per pupil basis providing each mainstream school with a total of £80 per pupil in years from Reception through to 11.</p> <p>As the catch up premium has been designed to mitigate the unique disruption caused by COVID-19 the grant will only be available for the 2020-2021 academic year. It will not be added to schools' baselines in calculating years funding allocations.</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 curriculum expectations for the next academic year. However, 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 has published a support guide for schools 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 followings:</p> <p>Teaching and whole school strategies.</p> <ul style="list-style-type: none"> ○ Supporting great teaching ○ Pupil assessment and feedback ○ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ○ 1:1 or small group ○ Interventions programme ○ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ○ Supporting parents & carers ○ Assess to technology ○ Summer support 	
Context and Background			
Reading	The pupils are relatively below with the expected standard in most year groups. Pupils accessed reading while on lockdown so their decoding is still relatively strong, however their comprehension skills, retrieving information, are not as developed in some cases as we would have expected at this stage.		
Writing	The pupils are relatively below with the expected standard in most year groups and if not are borderline. Grammatical accuracy and handwriting have not developed as much as they would have without lock down, along with spelling and phonics. The children need to build up their stamina for writing at length.		
Mathematics	The pupils are relatively in line with the expected standard in some year groups and if not well below. Basic number work and multiplication tables need reinforcing.		
Non-Core	<p>We focused, during the first few weeks of term, on core skills using topics as a stimulus and well-being. The full curriculum was then re-introduced.</p> <p>Pupils have missed parts units of learning and the children have missed out on trips and visitors that broaden and deepen their learning.</p> <p>Some pupils have come back less independent than when they have left.</p> <p>Some pupils are anxious about things that are happening around them. They are happy to be back in school and the fact they were all back before summer really helped. Reception baseline lower than normal PSED in particular.</p>		



Mental Health and Wellbeing	The pupils in all years except Y3, Y4 really benefited from returning before the summer holidays. However, there were still a few children who were anxious generally. The school has worked, via the Inclusion Team, putting in place mental health strategies in school. All classes have benefited from our Mindfulness Mindup programme across the school that was a main focus from the first day of return.
<p>This is an additional assessment point for this academic year. The main reason for collecting data at this time is to find out which pupils who have fallen behind in their learning due to the school closure during the COVID -19 pandemic.</p> <p>Teachers in Years 2, 4 5 & 6 have administered PIXL tests in reading and mathematics and assessed pupils against the age-related expectations (ARE) in writing. Progress has been measured from the following starting points: Year 1 & 2 at the end of EYFS; Years 4, 5 & 6 at the end of key stage 1.</p> <p>Teachers in Year 1 have used teacher assessment for reading, writing and maths.</p> <p>Teachers in Year 3 have used PIXL assessment for reading and maths and teacher assessment for writing.</p> <p>Teachers in Reception and Nursery have completed a baseline, assessed against the Early Years Foundation Stage Framework.</p> <p>In Years R, 1 and 2 we have also assessed the stages pupils are at in phonics. This has been compared to expected stages as per our phonics map.</p>	
Identified key barriers to future attainment:	
Tier 1 Universal	<p>Phonics teaching and teacher expertise in Reception to Year 2</p> <ul style="list-style-type: none"> o Professional development for teachers and other adults teaching phonics o Additional book stock to ensure there are enough decodable books in each year group at all levels <p>Year 2 and 3, reading, writing and maths</p> <ul style="list-style-type: none"> o Teacher subject knowledge, professional development and impact cycles o Boost reading stock, guided reading books and recommended reading books o Professional development regarding identified SEND needs o Support for teachers at the early stage of their career, coaching and modelling <p>Remote education. Teachers to be able to remotely teach those who are self-isolating with no break in learning.</p> <ul style="list-style-type: none"> o Hardware to ensure teachers can work efficiently o Software to better support teaching and learning within school and at home.
Tier 2 Tailored	<p>Disadvantaged pupils</p> <ul style="list-style-type: none"> o Small group teaching and 1:1 tutoring for identified pupils <p>Behaviour support for teachers in year groups where the pupils are less settled on their return to school</p> <ul style="list-style-type: none"> o Modelling and coaching o Key texts to support teacher's knowledge and skills
<p>A lower proportion of pupils are working at the expected stage of phonics. This is nearly every child in reception, around % in Year 1 and around 35 in Year 2. In Year 1 around % in Year 2.</p> <ul style="list-style-type: none"> • Increase phonics teaching to twice per day in Reception • Increase time on phonics to 40 minutes per session in Year 1 and 2 plus 20 minutes in afternoon • Implement 1:1 catch-up programme for those who have the most catching up to do (Red, Green & PP) during 20 min afternoon session • Training for staff, including cover supervisors (use of catch-up premium) • Fortnightly monitoring and evaluation by phonics lead, with a focus on books matched to sounds and teacher expertise. Clear action plan with next steps to include modelled teaching where needed. • Teachers to use PPA each week to discuss grouping, who isn't keeping up? Fluid groups. • 	



Teaching and Whole School Strategies QUALITY EDUCATION FOR ALL				
Actions	Intended impact	Monitoring	Staff lead	Cost
Phonics to be delivered regularly Daily reading lessons A focus on handwriting Writing to be regular Maths to focus on number work with a daily arithmetic session. PE curriculum to focus on fitness Creative use of outdoor space to support learning.	Basic core skills are secure for all children in all year groups	Curriculum leaders and subject leaders	DHT academics	£2800
Focus on basic core skills in R, W and M	The gaps are closed as quickly as possible to allow access to main class teaching	Class provision maps Additional hrs for LPs+ HLTAs	DHT pastoral and Inclusion	£8000
As a result of the COVID 19 pandemic and closure in 2021 pupils' gaps in learning are evident and their attainment is not in line with average outcomes PIXL diagnostic and impact assessments with adult intervention groups. Additional HLTA/ LP / National Tutors hrs prioritised to address needs. Phonics catch up	Pupil progress meeting and tracking impact of provision data will demonstrate an increase in outcomes.	PIXL – assessment.	DHT Inclusion and Pastoral and Inclusion	£7000
Access to remote learning As a result of self-isolation learning (4 hrs daily) needs to be in place for all children in all year groups.	All children able to access google / paper copies.	Chromebooks Classroom secrets.	DHT Academics	£2000



Votes for schools: To raise the profile of issues faced by children and young people. For children and young people to have a voice in everyday issues.	Assembly programme designed for school pupils to tackle some of the biggest issues faced today.	Global learning team	HT	£500
Total Cost				£20,800
Allocated cost from catch up Grant				

Teaching and Whole School Strategies Tailored				
Actions	Intended impact	Monitoring	Staff lead	Cost
To develop Forest schools' sessions for EYFS and Y1 pupils to support in building self-esteem and independence through exploring of the natural world.	To meet the needs of individuals, in the group and is continuously developed as pupils grow in confidence, skills and understanding. Enjoying themselves and learning some valuable life skills as well as a respect for nature and the elements, self-reliance, self-esteem, problem solving, social communication, and resilience which will have a positive impact on their learning and life skills.	Curriculum leaders and subject leaders	DHT pastoral and Inclusion	£4500
To ensure that all children understand expectations and relationships between adults and children across school.	To maintain the high / positive levels of behaviour that we expect from our children. Boxhall assessments	Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.	DHT pastoral and Inclusion	£1500
To ensure children struggling with settling back into school, class routines and may have a limited concentration are given the support they need.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.	Class based ongoing teacher assessments of children's emotional and behavioural needs during Autumn 2020 and beyond.	DHT pastoral and Inclusion	£2800



To ensure children/families have access to external services of required	All pupils and families are well supported in SEMH	External agency support in or out of school, family or individual basis, run by school staff under guidance or by external staff remotely or in person	DHT pastoral and Inclusion	£1500
			Total Cost	£10,300
			Allocated cost from catch up Grant	

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£20,800
Targeted	£10,300
Total	£31,100
Allocation	-£1830