



# Berwick Hills Primary School

## Covid-19 Catch Up Premium Funding (2020-21)

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

**“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”**  
(Covid-19 Support Guide for Schools – June 2020)

### Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

### Targeted Academic Support

**There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.**

### Pupil Assessment and Feedback

**Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.**

### Wider Support

**Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learn**

<b>Total number of pupils</b>	<b>352</b>
<b>Total number of disadvantaged pupils</b>	<b>185</b>
<b>Total number of vulnerable pupils</b>	<b>138</b>
<b>Total Covid Catch up Funding 2020-21</b>	<b>£23,040</b>

Baseline Assessments end of Autumn 1 half term October 2020

% Meeting age related expectations at Oct 20	Y2	Y3	Y4	Y5	Y6	OVERALL AVERAGE:
<b>READING</b>	<b>13%</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>3.6%</b>
<b>WRITING</b>	<b>8%</b>	<b>9%</b>	<b>5%</b>	<b>9%</b>	<b>2%</b>	<b>6.6%</b>
<b>MATHS</b>	<b>8%</b>	<b>4%</b>	<b>7%</b>	<b>12%</b>	<b>9%</b>	<b>8%</b>

Prediction ranges for secure age related expectations by July 2021	READING	WRITING	MATHS
<b>Y6</b>	20/45 = 40% 33/45 = 73%	21/45 = 47% 30/45 = 67%	23/45 = 51% 31/45 = 69%
<b>Y5</b>	27/42 = 64% 30/42 = 71%	23/42 = 55% 27/42 = 66%	25/42 = 59% 32/42 = 71%
<b>Y4</b>	25/44 = 57% 29/44 = 66%	25/44 = 57% 28/44 = 64%	25/44 = 57% 32/44 = 66%
<b>Y3</b>	20/45 = 45% 32/45 = 71%	18/45 = 40% 24/45 = 53%	20/45 = 44% 27/45 = 60%
<b>Y2</b>	19/39 = 49% 29/39 = 74%	18/39 = 46% 28/39 = 72%	22/39 = 56% 29/39 = 74%
<b>Y1</b>	19/44 = 43% 30/44 = 68%	21/44 = 48% 30/44 = 68%	20/44 = 45% 31/44 = 70%
<b>RECEPTION GLD TARGET</b>	21/36 = 58% 24/36 = 67%	Phonics Y1 82% Phonics Y2 48-77% (December) 95% (July)	

**Considerations for future attainment and catch up:**

	Outcomes	Success Criteria
Teaching	<ul style="list-style-type: none"> <li>• Baseline assessments, formative assessment sheets and PIXL assessments to identify gaps in learning.</li> <li>• Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum.</li> <li>• PIXL assessments uploaded to enable national comparison</li> <li>• Feedback used to make next steps explicit to children.</li> <li>• On arrival baseline assessments are carried out and areas identified for intervention.</li> <li>• Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need?</li> <li>• Improve quality of teaching and learning of early reading and writing in EYFS and KS2 through Sounds Write CPD Summer Term</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis will show that whole class gaps have been filled</li> <li>• Analysis of individual data (tests, pupil conference, book looks) will show that gaps have been filled and progress is being made.</li> <li>• Measurement tool to show improvement in learning behaviour – metacognition checklist</li> <li>• Improved outcomes in early reading and writing</li> </ul>
Targeted academic support	<ul style="list-style-type: none"> <li>• Ensure catch up for all children and ensure children who are disadvantaged, vulnerable and/or who are particularly behind due for example to prolonged periods of absence are identified for targeted support</li> <li>• Parents informed about their child’s next steps and how to support at home.</li> <li>• Y1 –Y6 use of PIXL assessments and therapies to identify gaps and addressing misconceptions.</li> <li>• Pre-teaching established to make curriculum access more equitable.</li> <li>• Teacher led interventions – content determined by analysis of baseline assessments. After school, teacher led booster sessions targeted at PP/V children</li> <li>• Targeted use of National Tutoring Programme to support KS2 reading comprehension,</li> </ul>	
Wider strategies		

	<ul style="list-style-type: none"> <li>• Classroom environments developed to be comforting and promote wellbeing.</li> <li>• Daily reflection and opportunities for discussion and mindfulness.</li> <li>• individualised SEMH support for pupils who require it through CATS, Emotional support (SD) ELSA (EYFS)</li> <li>• FSL to liaise and support parents with any attendance issues.</li> <li>• Informing and including parents in their child's next steps via telephone based PPTs</li> <li>• Class worry boxes to support children to share concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Children will feel supported and calm in school.</li> <li>• Parents will feel supported and engaged</li> </ul>
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#### Planned Expenditure 2020-2021

Action	Outcome	Rationale	Monitoring	Cost	Review
<b>Teaching</b>					
Targeted academic support:  <b>A:</b> Weekly catch up booster session informed by Baseline assessments.	Gaps to be closed. Children back on track	Evidence from EEF and Sutton trust for teacher to lead interventions groups.	Teacher moderation Work scrutiny/pupil interviews for transfer of knowledge/skill in dependently.	£0	October 2020 - interim December 2020 Spring 1 21

<b>B. Nuffield Early Language Intervention Programme (NELI)</b>	On average 3 months additional progress in 20 week targeted programme for Reception children.	EEF recommended intervention programme to improve oral language and early literacy skills of children aged 4-5	EEXAT Tracker window one and Two from baseline assessment	£0 – funded by DFE due to school being in top 10% of deprivation levels	Half termly progress review
<b>C. National Tutoring Programme</b>	Improved outcomes in reading for KS2 PP/V groups	EEF recommended intervention significantly subsidised. Qualified teacher 39 blocks of 15 hours 3:1 2:1 or 1:1	SLT	Costs range according to Provider from: £146.25 -1:3 (£48.75 per pupil) £483.75 -1:3 (£161.25 per pupil)	Begin Spring Term Half termly progress review. Schools provided with weekly quantitative reports and qualitative reports for each pupil.
<b>D Sounds Write Programme training 8 x staff</b>	Improved teaching and learning of early reading and writing	A structured, cumulative & multisensory phonic programme	Training Summer term, implement 2021-2022	£450 x 8 = £3600	Summer term training review Autumn 21
<b>E. Other costs</b>	Improved outcomes	A proportion of the total funding to allocate in Summer Term	Monitor impact Spring Term and evaluate new resources and effectiveness of providers/adjust accordingly	£6,000	
<b>Wider strategies:</b> Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health.	Children will have strategies to regulate their emotions and be in a better position to learn.	EEF moderate impact for moderate cost	Pupil voice	£0	Safeguarding and behaviour reviews Care Team SLT