

Bradleys Both Community Primary School
Coronavirus Covid 19 Catch up Premium Plan Report

School Information			
Total numbers of pupils:	128	Amount of catch up premium received per pupil: <small>(received in two amounts £46.67 (Sept 20-March 21 and £33.33 April-July21)</small>	£80.00 in total Sept20-July 21
Total catch up premium budget	£10,240.00		

<p>Catch up Strategy Statement</p>	<p>Overall aims:</p> <ul style="list-style-type: none"> To assess and evaluate learning and teaching loss following Covid 19 school closure from March 2020 - March 2021 To increase the attainment of all pupils to close the gap created from school closures between March 2020 and March 2021 To reduce any attainment gap with disadvantaged pupils and their pupils in their year groups To support the wellbeing of our children in returning to school after school closures during Covid 19 and consider the social and emotional impact to our pupils <p>How will needs be identified?</p> <ul style="list-style-type: none"> Knowledge of any challenges for individuals during school closure and initial assessment of children’s social and emotional needs when returning to school Series of ongoing assessment of essential knowledge to identify gaps in learning created by school closures Assessment of teaching loss of essential knowledge Identification of vulnerable groups and individuals from assessment analysis requiring targeted support <p>Tier of support and provision</p> <p>Tier 1 support – Whole school</p> <p>All children were affected by school closures between March 2020 and March 2021 during the Covid-19 pandemic. This was something that was unprecedented and impacted children’s learning as well as their mental health and wellbeing. Our whole school daily approaches are key to reducing the potential long term impact on our children. Access to high quality teaching and learning resources, through the implementation of our recovery curriculum for core subjects has been prioritized. Through this our school is focusing learning on basic skills in the first instance, but continuing to provide the wider curriculum through a broad and balanced curriculum offer. Our recovery extends to longer term plans to ensure coverage of all National Curriculum subjects over each key stage.</p> <p>Tier 2 support – targeted support</p> <p>Individual and small groups of children are identified to benefit from more targeted teaching approaches. Pre-teaching and differentiated planned learning within classes will be in place to support and develop identified children who will work with additional adult support. Teacher / ATA led intervention groups, booster groups or 1:1 support sessions are planned to help children.</p> <p>Tier 3 support – wider support</p>
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Additional provision is made for additional bespoke pastoral support based on individual children's needs or situations, re-establishing routines, building resilience and supporting social skills. The continuation of the loan of IT devices to individuals following school closure and remote learning use, to use devices within school and / or continue to use to reinforce learning further in school and at home. To access IT resources to practice and embed core skill essential knowledge. Provision for extended opportunities and wider experiences for children in the absence of experiences that are not currently possible to participate in due to ongoing Covid 19 constraints within school.

Planned expenditure for 2020-2021

Tier 1 support - whole school 'Quality first curriculum implementation'					
Catch up Priority	Actions for implementation	Who? / When?	How will progress be assessed?	Costs	Impact and progress
EYFS & KS1 & LPA in KS2 Phonics assessment and focused teaching for all.	<ul style="list-style-type: none"> Assessment of individuals and teaching phase groups across both classes Revision of phase teaching and essential knowledge of phonics Daily phonics teaching targeting gaps 	DB - on return to school Daily teaching sessions Daily teaching sessions	DB - Regular assessment intervals in line with school phonics assessment cycle Staff - On return Staff - ongoing	Phonics Leader time Staff costs	<ul style="list-style-type: none"> Progress evidenced in regular assessment checks Children received targeted teaching at assessed phase Deployment of KS1 staff to support individuals and groups 85% of Yr2 children achieved at least 32 marks in phonics check (December 2020) 90% of Yr1 children achieved at least 32 marks in phonics check (July 2021) Positive % of EYFS children already achieved at least 32 marks in phonics check (July 2021)
Establish regular reading routines to broaden reading experience and develop	<ul style="list-style-type: none"> Class reading routines re-established Promotion of regular reading to gain pace and 	Class staff - on return to school Class staff - daily	Monitor of timetable of reading by SLT Ongoing monitoring and sharing	Staff costs	<ul style="list-style-type: none"> Regular reading time timetabled into class time Reinforcement of regular

<p>pace and stamina in reading and understanding</p>	<p>stamina for reading</p> <ul style="list-style-type: none"> Guided reading groups timetabled within class provision Individual readers sharing reading with adult to discuss and discuss understanding 	<p>Teacher & ATA through weekly timetable</p> <p>Class staff - daily</p>	<p>Ongoing assessment records and monitoring of progress</p> <p>Reading record books and teacher records</p>		<p>reading outside of school and encouragement through class challenges and awards</p> <ul style="list-style-type: none"> Guided group ongoing assessments evidence targeted teaching
<p>Reinforcement of basic core skills in Mathematics</p>	<ul style="list-style-type: none"> IT subscription to ixl resource for all children to practise and reinforce learning within school at home using online resource Reinforce essential knowledge of Year group concepts taught within school Assess children's grasp of year group concepts through online learning Ongoing use within school and at home 	<p>HT - Spring 2021</p> <p>Class teachers & ATAs ongoing</p> <p>Class teachers & ATAs intervals of Summer 1 & Summer 2 half terms (2021)</p>	<p>Ongoing assessment feedback from ixl resource with teacher emailed outcomes and level of engagement</p>	<p>Subscription costs - annual</p>	<ul style="list-style-type: none"> Research and investigation into the online subscription led to school subscribing and rolling provision out to ALL children Initially introduced within class and children 'taught' how to access and use Evidence of reinforcement of use within Friday News to support, reinforce and embed concepts taught within the week at school Children's individual tracking and monitoring of participation and achievements Whole class tracking of participation and achievement through class certificates and awards Being used in class for practise and reinforcement

<p>Reinforcement of basic core skills in English</p>	<ul style="list-style-type: none"> IT subscription to ixl resource for all children to practise and reinforce learning within school at home using online resource Reinforce essential knowledge of Year group concepts taught within school Assess children's grasp of year group concepts through online learning Ongoing use within school and at home 	<p>HT - Spring 2021</p> <p>Class teachers & ATAs ongoing</p> <p>Class teachers & ATAs intervals of Summer 1 & Summer 2 half terms (2021)</p>	<p>Ongoing assessment feedback from ixl resource with teacher emailed outcomes and level of engagement</p>	<p>Subscription costs - annual</p>	<ul style="list-style-type: none"> Research and investigation into the online subscription led to school subscribing and rolling provision out to ALL children Initially introduced within class and children 'taught' how to access and use Evidence of reinforcement of use within Friday News to support, reinforce and embed concepts taught within the week at school Children's individual tracking and monitoring of participation and achievements Whole class tracking of participation and achievement through class certificates and awards Being used in class for practise and reinforcement
<p>Quality first teaching within classes with core skills and basic skills in English and Mathematics being targeted, reviewed, assessed and developed essential knowledge.</p>	<ul style="list-style-type: none"> Assessment of core skills from previous year group and then within current year group Check-up assessments tasks to review units of work and concepts 	<p>Class teachers - ongoing daily / weekly lessons</p> <p>Regular intervals (week / fortnightly checks)</p>	<p>Ongoing assessment within class teaching</p> <p>Assessment intervals</p> <ul style="list-style-type: none"> Check up / quizzes / questioning Ixl outcomes 	<p>Staff costs</p>	<ul style="list-style-type: none"> Assessment informing teacher's planning and next steps Progress seen in progression of planning and work within class Check-up informal assessments informing

					<p>next step and clarifying grasp</p> <ul style="list-style-type: none"> • Ixl achievements provide evidence of secure grasp
<p>Classroom differentiation intervention within planned lessons to target gaps in teaching and learning</p>	<ul style="list-style-type: none"> • Planning adapted to target gaps and misconceptions within class • Guided group work within class targeting gaps • Differentiated planned tasks 	<p>Class teachers - ongoing</p>	<p>Weekly evaluation of class planning and next steps for forthcoming work</p>	<p>Staff costs and deployment of support staff</p>	<ul style="list-style-type: none"> • Class planning demonstrates progression and targeting of gaps and misconceptions • Deployment of ATAs within class bubble groups • Improvements seen with individuals through work evidenced
<p>Pastoral wellbeing support for all children</p>	<ul style="list-style-type: none"> • Whole class wellbeing classroom activities • Whole class discussions to gain greater understanding and share worries • Discussions around current affairs and learning focused on Covid developments • Weekly whole school affirmation developing positivity within our school 	<p>Class teachers and ATAs within Class bubbles ongoing</p> <p>Daily and weekly</p>	<p>Whole school ethos and practise monitored by SLT</p> <p>PSHCE tasks to reinforce importance of wellbeing and approaches within school</p>	<p>Staff costs</p>	<ul style="list-style-type: none"> • Whole school 'tone' and emphasis on prioritising 'wellbeing' for ALL • Daily physical wellbeing time timetabled for each class • Children comfortable with sharing worries or upsets within school • Children have greater understanding of Covid matters within the news and our locality • Children secure and happy within school • Weekly affirmations displayed in all classrooms and around

					school to promote a happier ethos and outlook for ALL
Pastoral wellbeing support for identified groups within classes	<ul style="list-style-type: none"> Class wellbeing time timetabled into daily and weekly timetable Physical wellbeing time daily on timetable Promoting health and wellbeing 'Time to talk' in class to develop reassurances 	<p>Class teachers - timetabled weekly</p> <p>Class teachers - daily timetabled session</p> <p>Staff - Ongoing</p> <p>Staff - ongoing</p>	<p>Monitoring of class timetables</p> <p>Observation of children's approaches around school</p> <p>Discussion with children about their wellbeing</p>	<p>Specialist Pastoral ATA costs and time</p> <p>SLT / Gov time</p>	<ul style="list-style-type: none"> Small groups of children identified and supported Ongoing provision made for individuals as required Anxieties become less Regular timetabled support / check-in / talk time provided and evidenced through timetable and notes Whole class daily physical wellbeing session using outdoor facilities, daily mile track, exercising, team games, mindfulness time Whole class ethos of time to talk

Tier 2 support - Additional interventions for individuals or targeted groups

Catch up Priority	Actions for implementation	Who? / When?	How will progress be assessed?	Costs	Impact and progress
Targeted pastoral support one to one / small group with JM specialist ATA	<ul style="list-style-type: none"> Pastoral support and intervention working one to one with Pastoral ATA weekly Wellbeing 'triage' work with Pastoral ATA for identified children Meet & greet morning 	<p>JM (specialist Pastoral ATA)</p> <p>- Timetabled within bubble groups each week</p>	<p>Review of child's approach to school</p> <p>Child is less anxious or worried</p> <p>Discussion with child about feeling happier within school.</p>	ATA staff costs	<ul style="list-style-type: none"> Individual children identified either prior to school closure and also following school closure Parents have requested specific support for children following worries and engagement

	<p>sessions for individuals when arriving at school</p>				<ul style="list-style-type: none"> with school Use of Pastoral ATA to identify any matters arising, concerns or worries
<p>Interventions for Maths and English – reading / reading comprehension in class</p>	<ul style="list-style-type: none"> Additional teacher / ATA booster groups formed and working weekly Catch up / booster groups identified in UKS2 Additional timetabled weekly sessions Targeted reading comprehension groups Targeted Maths groups 	<p>Additional teacher (CK) funded who knows and understands our children's needs leading small group booster catch up sessions for Maths and English with UKS2 groups 2 x additional catch up sessions each week</p>	<p>UKS2 timetable of interventions, booster and catch-up focused tuition</p>	<p>ATA staff costs deployed within each class bubble</p>	<ul style="list-style-type: none"> Additional teacher used to target specific areas of learning and gaps in understanding Regular focused teaching timetabled Children confidence in own abilities seen Progress in children's understanding, outcomes and approach to 'difficulties' / 'missed teaching' seen
<p>Interventions Maths booster Year 6 – CK additional teacher targeting learning loss</p>	<ul style="list-style-type: none"> Identify children requiring catch up booster from assessments Reinforce gaps identified from assessments Re-teaching of concepts identified Using and applying concepts through problem related tasks 	<p>Supply teacher (CK) known to school and familiar with children - Spring 2 2021 and Summer 1 & 2 2021</p>	<p>Check-up assessments demonstrate improved grasp, use and understanding of Maths concepts</p> <p>Summer term assessment</p>	<p>Supply costs for additional teacher (CK) 2 x mornings a week Spring 2 & Summer 1 & 22021</p>	<ul style="list-style-type: none"> Additional teacher (CK) provided consistency for focused groups Regular timetabled sessions providing reassurances and confidence for individuals Progress with outcomes starting to be seen in 'check in' informal assessments
<p>Interventions with ATA</p>	<ul style="list-style-type: none"> In class target groups directed by class teacher ATA support for small groups / ability groups of children requiring reinforcement and 	<p>Class ATA deployed to each class - Summer 2021</p>	<p>Ongoing assessment of grasp, use and understanding</p> <p>Confidence in approaching tasks and in talking about</p>	<p>Staff costs</p>	<ul style="list-style-type: none"> Deployment of additional adult in classes providing greater staff / pupil ratio for learning Class planning evidences direction for ATA within

	additional practise.		strategies used		<ul style="list-style-type: none"> class teaching sessions Additional adult providing confidence and reassurance for individuals within class to ask for help and check their approach Additional adult enabling teacher to target individuals and groups within class lesson
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Tier 3 support - Additional interventions for individuals or targeted groups

Catch up Priority	Actions for implementation	Who? / When?	How will progress be assessed?	Costs	Impact and progress
Raise importance of being resilient in and out of school	Hold a whole school Resilience Celebration Day to celebrate a return to school following school closure and promote a resilient approach to school life	HT - October 2020	Participation in the day Reported to <i>Governors</i> Discuss outcomes of the day with children	Certificates and awards	<ul style="list-style-type: none"> Enabled our school to embed a resilient approach to school life Children use the word 'resilience' in their discussions Resilience Celebration Day provided an opportunity to promote being resilient and celebrate everyone's positive return to school Children see 'resilience' as an important factor in owning their own learning Children are becoming more resilient in their approaches within school
Promote personal goals and achievements made by our school community	<ul style="list-style-type: none"> Initiate our BB 100 Challenge in tribute to Captain Sir Tom Moore 	HT January 2021 - ongoing	Friday News to note achievements and	Minimal	<ul style="list-style-type: none"> Our school values achievements beyond

	<ul style="list-style-type: none"> • Set a personal challenge • Share achievement • Promote approaches to achieving goals • Display examples of children's successes 	Whole school celebration and awareness	<p>celebrate</p> <p>Display in school</p> <p>Social Media</p>		<p>those in the classroom</p> <ul style="list-style-type: none"> • Our school community has engaged in developing achievements outside of school • Children have been inspired by others, including Captain Sir Tom Moore and their peers within school. • Children are more prepared to tackle challenges • School has celebrated individual achievements
Extended use of IT devices targeted at identified children	<ul style="list-style-type: none"> • FREE devices for schools distributed during school closure • Individuals to retain devices when returned to school • Use of devices to continue to reinforce learning of core skills at home through use of ixl subscription • Re-designation of a device not being used at home to support a child working within school 	<p>HT - January 2021</p> <p>Spring 2021</p> <p>Spring - Summer 2021</p> <p>HT / SENCo April 2021</p>	<p>Monitoring of engagement in closure period</p> <p>Ixl engagement emails to teachers with outcomes</p> <p>Review for individual child</p>	<p>SLT time</p> <p>Minimal</p> <p>Time</p> <p>SLT time</p>	<ul style="list-style-type: none"> • Free devices have remained with the children at home and enabled them to access the IXL subscription from home • Two devices have now been returned to school (May 2021) as parents have said they are no longer required by children at home • A laptop has been designated to support another child's needs within school time • Devices to be collected in in July - September as the DFE secured filter ceases in September. School having the devices

					re-secured using Blue Box IT and then re-distributed as required to children again.
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<p>Dan the Skipping Man (Sports Premium Funding)</p>	<ul style="list-style-type: none"> • Skipping day for all children to participate in working with a n external coach • Reinforce group skipping games to engage with others • Target wellbeing and Health & fitness 	<p>HT - Summer 2021</p> <p>Class teachers</p> <p>Playtime staff</p>	<p>Children enjoy skipping</p> <p>Children choose to skip during break time activities</p> <p>Children develop fitness</p> <p>Children are active at physical wellbeing timetabled sessions</p>	<p>Cost of skipping ropes for each child</p> <p>Cost of day's workshop</p>	<ul style="list-style-type: none"> • A whole school skipping activity day has been booked for each class to take part in a workshop promoting physical wellbeing, resilience, competition and personal challenge • Skipping day booked for • ALL children have been bought a skipping rope to use on the day and take away with them to reinforce what they have learned, complete further personal challenges, develop a healthy lifestyle and enjoy sharing what they have learned during the workshop. • Further personal challenge and goal setting provided through workshop and continued use in and out of school
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