



COVID-19 Catch-Up Premium Plan

Boorley Park Primary School

Summary information

School	Boorley Park Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£1920	Number of pupils	73

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) 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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	Specific content has been missed from the EYFS curriculum – opportunities for consolidating and reinforcing concepts were missed meaning although pupils covered most of the content (including through home learning activities) their grasp of key mathematical concepts is not as secure as it should be.
Writing	School closures occurred just at the time that the Year R pupils had acquired the fine and gross motor skills to be ready to write. This meant that during the period of closures, children did not have the expert teaching they needed to begin writing correctly. Uploads of pictures from parents of home learning, showed that many pupils regressed in their pencil grips and writing positions while at home and so handwriting, spelling and writing are all 'behind' where we would expect them to be. Although most pupils returned to school in June 2020, they had lost their stamina for writing and had not had as many opportunities for guided and independent writing they would have had in school.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
Non-core	The nature of the EYFS curriculum meant that teachers were able to set a range of activities matched to the continuous provision that would have been available in the classroom Teachers adapted the home learning themes to match resources that would have been available at home and a broad range of skills were developed. Most pupils achieved well in the 'Understanding the World' and 'Expressive Arts and Design' strands at the end of the year. The main gaps emerged in personal, social and emotional development (PSED) where children did not have the opportunities to interact with other children and play collaboratively. Their attention spans also shortened.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Pupils in Year 1 need time to consolidate their skills from Year R and so continuous provision (independent learning time) will need to continue for at least the Autumn term of 2020.</p>	<p><i>Purchase additional resources for continuous provision (e.g. building blocks, manipulatives, resources for outdoor provision) for Year 1 initially.</i></p> <p style="text-align: right;">(£600)</p>		SO/MB	Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Use of standardised assessment and benchmarking tools to accurately and quickly identify gaps in reading and writing.</p>	<p><i>Purchase of benchmarking assessment tools – PM Benchmark Literacy – to support accurate assessment.</i></p> <p style="text-align: right;">(£325)</p>		TS	July 21
<p><u>Transition support</u></p> <p>Pupils needed additional support to move to Year 1 as they had been separated from friends and did not have a chance to meet their new teacher. Welcome packs and resources were prepared.</p>	<p><i>Welcome packs and printed resources to provide transition support into Year 1.</i></p> <p style="text-align: right;">(£60)</p>		TS	Ongoing
Total budgeted cost				£ 995

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Small group tuition, particularly for those pupils who did not return to school in June 2020 or who did not engage in much home learning, to close gaps in learning. Focused on key phonics and handwriting skills.	<i>Additional HLTA support time for 1:1 and small group tuition sessions, linked to gaps in missed learning.</i> <i>(£1000 – initial cost, to be reviewed)</i>		SR	Feb 21
			SR	Feb 21
<u>Intervention programme</u> Use of Maths fluency programme to practice and consolidate key skills in number and calculation (to be used in school and at home).	<i>Purchase of ‘Numbots’ interactive Maths practice tool</i> <i>(£94.90)</i>		TS	July 21
<u>Extended school time</u> N/A	N/A			
			Total budgeted cost	£1094.90

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<i>Additional online learning resources will be purchased, such as Numbots and Phonics Play to support children with reading and maths at home.</i> <i>(Numbots costed above + £60 for Phonics Play)</i>		SO	Jun 21
<u>Access to technology</u> Parent feedback showed that Tapestry was an effective and easy tool to support parents with home learning as it could be accessed from any device and uploads were simple and easy for parents and teachers. The school did not plan to use Tapestry in Year 1 but a subscription has been purchased to continue to use if for home learning support in Year 1.	Renewed subscription to Tapestry for online learning <i>(£213.60)</i>		TS	Ongoing
<u>Summer Support</u> NA				
			Total budgeted cost	£ 273.60
			Total Cost Paid	£2,363.50
			Cost paid through Covid Catch-Up	£1920.00
			Cost paid through school budget	£443.50