

Bluecoat Primary Catch-Up Premium Plan

Summary information							
School	Bluecoat Primary Academy						
Academic Year	2020-21	Number of pupils on role	411	Number of pupils eligible for funding Disadvantaged	358 157 (38%)	Total Catch-Up Premium	£28,640

Guidance	
<p>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.</p> <p>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.</p> <p>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.</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.</p> <p>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 (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.</p>	<p>The EEF advises the following:</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"> One to one and small group tuition Intervention programmes Extended school time <p>Wider strategies</p>

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

Identified impact of school closures

Pastoral / behaviour	<p>Most children adapted to life back in school very well. Behaviour across school continues to be very good and climate for learning has been identified as a strength during Autumn term QA and supported by behaviour tracking data. 90% of our pupils have stayed within green and amber on our traffic light system. This means that they follow the school rules and do not cause disruption to learning. In general, children were happy to be back at school as they missed their friends, teachers and the routines of the school day. However, there are a small but significant group across school who have found this transition difficult; for these children we have seen an increase in red session an increase in repeat incidents. Concentration, motivation and learning behaviours for some children has been noticeably weaker than before school closures – particularly for those who did not access in school provision and had limited engagement with home learning.</p> <p>In addition, there is significant hardship amongst our families, including many who have not faced financial hardship before lockdown. Students who live in disadvantaged situations have been particularly affected and have become more vulnerable.</p>
Maths	<p>Specific content has been missed (identified on Long Term Curriculum Maps), leading to stalled learning sequences and significant gaps in learning. Based on Autumn assessments (prior to further school closures in Spring term) all year group's attainment is below their Autumn 19 baseline which illustrates the impact of school closures; this appears to have adversely impacted KS1 children more who are at the early stages of their maths development.</p> <p>Recall of basic skills has suffered; children are less fluent in the recall of addition / subtraction facts, times-tables and lack confidence and fluency in written calculation strategies. This has been reflected in recent arithmetic assessments. Furthermore, children have struggled with answering reasoning questions and understanding how to approach these.</p>
Writing	<p>Due to the nature of Writing, it is less easy to pin-point to the exact knowledge that children will have missed within the subject. Whilst we can identify what English units were not taught in Spring and Summer last year, ultimately children have lost essential practising and application of writing knowledge and skills. GPS specific knowledge has also suffered, leading to lack of fluency in writing. This has been compounded by weaker transcription skills due to the limited practice of spelling and handwriting that would usually happen in school. Whilst English work was set daily during school closures, children evidently didn't write as much, were not receiving effective teacher modelling nor receiving feedback on their work. Since returning, we have identified that many children lack stamina and speed when writing. It would appear that the gaps between the highest and lowest attainers has widened.</p>

Reading	<p>Reading appears to be an area which has been hit hardest due to children's time away from school. Many children have missed opportunities to read regularly with an adult and to receive explicit teaching of essential fluency and comprehension skills. Whilst all children took books home over lockdown, they were unable to change these regularly and reading content relied on web based platforms – limiting the regularity that children were reading high quality texts at their exact level. Since returning, 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.</p> <p>Again, school closures appear to have adversely impacted KS1 children more who are at the early and fundamental stages of their reading development. A contributing factor towards this will be that children have also missed out on a significant proportion of high quality phonics teaching last academic year. This is compounded by the fact that, due to restrictions of class bubbles, we are currently unable to 'stream' children across the key stage by incremental phonic phases.</p>
Wider Curriculum	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum enrichment.</p>

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>Assessment & Feedback</u></p> <p>To fully utilise a robust and reflective model of assessment that identifies learning gaps and drives progress forward.</p> <p>A focus on diagnostic assessment and teaching approaches to support our most vulnerable learners to make progress. Improve the identification of specific misconceptions, barriers and areas of development for individual children so that it results in personalised intervention for children.</p> <p>Maximise the effectiveness of ongoing assessment and feedback to bring about an improvement in children's learning. This will be achieved by the</p>	<p>Enrolment onto Evidence Based Education 'Assessment Essentials' course. Disseminate and personalise content to wider staff team as a series of CPL sessions.</p> <p>£280</p> <p>Purchase NFER standardised assessments.</p> <p>£4,419</p> <p>Gap analysis using the NFER assessment hub. INSET day training staff to use gap analysis and QLA to identify specific areas of difficulty with target children.</p> <p>Accounted for in cost above</p> <p>Build on existing good practice with whole class feedback. Ensure that there is dedicated lesson time</p>	<p>Evidence from QA: learning walks & books looks.</p>	<p>CS / SES</p> <p>CS</p> <p>CS</p> <p>CS / BS / LC</p>	<p>Spring 2</p> <p>Summer 1</p> <p>Summer</p>

<p>identification of misconceptions of trends at whole class level which leads to adaptation to the planned sequence of learning and meaningful feedback given to the children.</p> <p>Teachers to have a clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of writing assessments.</p>	<p>to review learning and provide meaningful feedback. Purchase visualizers for KS1&2 so that teachers can better explore exact misconceptions or difficulties 'live' with the class.</p> <p>£515.40</p> <p>Purchase comparative judgement software and subscription to nomoremarking.com</p> <p>£595</p>	<p>QA has identified the 'feedback' section of lesson has become more embedded into lesson structure.</p> <p>N/A</p>	CS / LC	Summer 2
<p><u>Teaching and learning</u></p> <p>Phonics and reading will be prioritised across the curriculum to ensure strong pupil outcomes and to address the gap left by school closures. There will be a consistent and comprehensive approach to the teaching of reading which meets the needs of all pupils.</p> <p>Develop an evidence-rich approach to improve standards of teaching and learning and outcomes in English. Use evidence based approaches to update and amend our curriculum response to close gaps created by school closures.</p>	<p>INSET day & CPL to focus on the reading curriculum with training provided for whole class reading lesson structure.</p> <p>Eng leader release time</p> <p>Early Impact Phase 1 phonics training & online resources.</p> <p>£297</p> <p>English leader to attend 'How to Improve Literacy Across the Primary Phase' project led by Derby Research School accompanied by key members of staff each week. Disseminate through CPL.</p> <p>£595</p> <p>A lesson study model will be implemented to support the implementation of direct vocabulary instruction and whole class reading. Increased opportunity to collaborate, observe colleagues and engage in best practice. Findings and impact shared through CPL.</p> <p><i>Additional teacher release time costed</i></p>	<p>Strong impact from QA & lesson study. Now consistent approach to explicitly teach comp from EYFS – Y6. Raised profile of reading and reading is taught at whole class level more often through the week. Summer will give early indication of impact</p> <p>Increased capacity and improved pedagogy. Impact to be seen next year when fully implemented.</p> <p>Strong impact from QA & lesson study. Now consistent approach to explicitly teach vocab from EYFS – Y6. Raised profile of vocab across curriculum and reading.</p>	<p>CS / LC</p> <p>KB / SB</p> <p>LC</p> <p>CS</p>	<p>Summer</p> <p>Termly</p> <p>Summer</p> <p>Summer 1</p>

		Summer assessments will give early indication of impact.		
<u>Teaching resources</u> Apps and subscriptions to increase fluency and motivation in core skills. Ensure consistent whole school approach and successful implementation. These resources will be used to supplement teaching and will also be utilised for home learning. <ul style="list-style-type: none"> Improved Transcription skills <ul style="list-style-type: none"> Handwriting Spelling Phonics Improved number fluency Online and physical resources to support the delivery of whole class reading. These resources will be used to support teaching to enhance the reading curriculum and thus increase attainment, enhance vocabulary and increase motivation to read.	Letter Join full school subscription £556.80 Spelling Shed subscription £225 Phonics play £60 Purchase whole school subscription to Numbots & Times-Tables Rockstars £189.80 Literacy Shed+ full school subscription £163.80 CGP targeted comprehension £36.00 Brilliant Publications Activities for Reading £95.00	Improved transcription seen in through QA. Also indication of stronger writing forecast data. Currently being deployed as a targeted intervention in LSK2. Good impact so far. Data and feedback provided to track progress. Due to be launched whole school by the end of the year.	LC LC BS	Summer Summer Summer
Total budgeted cost				£4419 £ 3,268.80

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have access to high quality, evidence based targeted English intervention:</p> <p>Communication & Language: Identified children will have access to targeted teaching to develop and bring improvement in their oral language skills.</p> <p>Reading Identified children will have increased rates of reading fluency and comprehension. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Train EYFS / KS1 staff to implement the Reception Nuffield Early Language Intervention Programme (NELI). Trained staff to deliver 20-week targeted programme to improve the oral language skills of selected pupils.</p> <p style="color: red;">NELI programme fully funded</p> <p style="color: green;">Additional release time for staff training.</p>	<p>Incidental evidence so far from classroom observation. Data is tracked through the programme. Chn progressing well. Interested to see impact on Comm & Lang ELG at sum assessment point.</p>	BJ	Half termly
	<p>Train TAs in 'Switch-on' reading intervention.</p> <p style="color: red;">£650</p>	<p>Switch on being consistently used and targeted for most vulnerable chn identified.</p>	SB	Half termly
	<p>Provide existing TAs with Switch On Reading continued development (refresher course)</p> <p style="color: red;">£135</p>	<p>Impact through progress in book bands and assessments at EoY.</p>	SB	Half termly
	<p>Train / re-train TAs in 'Switch-on' Writing intervention.</p> <p style="color: red;">£800</p>		SB	
	<p>1:1 reading tutor 5 days a week supplied by Connex Education (NTP)</p> <p style="color: red;">£4,685.54</p>	<p>Strong and significant positive impact seen so far from trackers (books bands) and impact seen in classroom. Chn monitored and tracked. Sum assessment will show if learning has transferred.</p>	CS	Half termly
	<p>Early appointment in EYFS to allow additional capacity to provide 1:1 support reading support in LKS2.</p> <p style="color: red;">£800</p>	<p>Hard to measure impact of this as limited time.</p>	SES	Summer

An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.	Year 6 & Y5 children identified to access 1:1 online maths tuition via Third Space Learning. (NTP) £2059.26	Session reports & diagnostic summary sent through to DHT & Maths lead to monitor progress. Early signs are positive and worthwhile intervention. Still early to see long term impact. Impact in Y1 but not yet fully embedded in Y2.	BS	Summer 2
	Maths leader release time to implement and oversee the introduction of maths fluency materials. Relevant staff within each KS are trained and they are able to deliver the intervention confidently. Maths leader release time		BS	Summer
Children with SEND are assessed effectively and appropriate next steps identified. Targets and assessment will support staff in writing IEPs for children.	Purchase B-Squared materials: Primary core package: English, maths & Science £400	Needs to see impact once implemented.	MP	Summer
	Primary Plus: PSHE, citizenship, PE, computing & E-safety. £300		MP	
	Primary Foundation: Art, DT, Geography, History, MfL, Music & RE. £300		MP	
Total budgeted cost				£10,130

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Resources</u> Children will have greater opportunities to access learning at home and familiarity with classroom resources they can use to support their learning.		Uptake and engagement in home learning was high.	CS / AS	Ongoing

Children will have greater opportunities to access to high quality reading books (banded and reading for pleasure) to inspire, motivate & support teaching of reading in school and at home. Increase quantity of books to overcome current requirement to keep resources as class sets and quarantine books when returned from home so that all children have access to plentiful and varied texts.	<p>Purchase additional stationery packs and resources (including maths manipulatives) for home learning.</p> <p>£200.00</p> <p>Purchase phonically decodable books, additional banded books for KS2 and high interest reading for pleasure texts. PM scheme (RR& switch on).</p> <p>£13,000</p>	Teaching of reading is matched to needs.	SB	Summer 1
<p><u>Supporting parents and carers</u></p> <p>Provide extensive pastoral support to pupils and families to help reduce anxiety and absence.</p>	Provide regular and supportive communications with parents, to increase attendance and engagement with learning. Providing additional books and educational resources to families, with support and guidance, including strategies for reading with children.		KB / SES	Termly
<p><u>Access to technology</u></p> <p>Ensure all pupils have access to technology to support learning effectively at home. Reduce the impact of lack of access to technology as a barrier for disadvantaged children. Providing support and guidance on how to use technology effectively</p> <p>Maintain familiar routines, structures and consistency in spite of local lockdowns, requirement for staff or children to isolate.</p> <p>Ensure all pupils have access to technology to support learning effectively at home. Reduce the impact of lack</p>	<p>Invest in additional technology, by providing pupils with devices in the event of additional lockdowns.</p> <p>£5000</p> <p>Training of all pupils to access online provision through the See-saw app by embedding this into lessons regularly.</p> <p>Purchase 360 degree webcams to allow class teacher to teach remotely & connect with the class if required to isolate and well enough to work.</p> <p>£63.00</p> <p>Invest in additional technology, by providing pupils with devices in the event of additional lockdowns.</p>		<p>CS</p> <p>BJ</p> <p>CS</p> <p>SES / CS</p>	<p>Summer</p> <p>Ongoing</p> <p>Spring</p> <p>Summer</p>

of access to technology as a barrier for disadvantaged children.	Tender			
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with BPA have an opportunity to become familiar and confident with the setting before they arrive.	Welcome videos created, virtual events and a 360 virtual tour of Bluecoat Primary is arranged and shared with all new-starters. <i>(£600)</i> Bluecoat Primary children moving to an Archway school experience a superior transition experience within the current restrictions. Close communication with Archway transition leads and Science project led by Archway science lead.		SES CS	Summer Ongoing
				£19,358 Total budgeted cost £1,013
		Cost paid through Covid Catch-Up		£14,176
		Cost paid through school budget		£23,777
		Cost paid through ALT budget		£280