



## Covid Catch-Up Premium Plan Bluebell Primary School

<b>School</b>	Bluebell Primary School	<b>Number on roll</b>	225
<b>Academic Year</b>	2020-21	<b>Covid Catch Up Fund Amount</b>	£16,800

### Guidance from DFE document "CATCH UP PREMIUM"

School allocations will be calculated on a per pupil basis. Mainstream school will get £80 for each pupil in from reception to year 11 inclusive.

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 curriculum expectations for the next academic year....While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

### EEF guidance recommends spending in these areas:

Tier 1:- High-quality teaching for all – Effective diagnostic assessment – Supporting remote learning – Focusing on professional development

Tier 2: High-quality one to one and small group tuition – Teaching Assistants and targeted support – Academic tutoring – Planning for pupils with Special Educational Needs and Disabilities (SEND)

Tier 3:- Supporting pupils' social, emotional and behavioural needs – Planning carefully for adopting a SEL curriculum – Communicating with and supporting parents – Supporting parents with pupils of different ages – Successful implementation in challenging times

### Identified impact of lockdown:

Resilience and stamina for learning - Pupils have lost some confidence in their abilities to learn. They have less stamina in terms of attending in lessons, or in writing, or reading at length.

Social and emotional impact - Some children are observed to be cautious to leave the family environment, particularly the main carer. In addition, they have lost some of the skills for playing and sharing.

Maths- Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.  
Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.

Reading- Some children read very little during lockdown. They missed out on a significant amount of RWI in EYFS and KS1. Some children in KS2 are still having phonics interventions too and missed out on this. This is our area of greatest need. Children need to get the stamina and confidence back for reading.

Writing- Pupils did not write at length during lockdown - a lot of the work they did as remote learning was on a device. Their motor skills for writing have missed out on some development. Spelling and grammar practice was not as thorough as it would have been in school. Children, particularly boys are reluctant to write at length on return to school.

Broader curriculum -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 moments.

**Planned expenditure:  
Tier 1- Teaching Strategies**

Desired outcome	Approach/actions chosen	Cost	Lead adult	Impact upon review (March 2020)	Impact upon review (July 2020)
<p>To provide quick, detailed and accurate feedback. To allow pupils to comment and peer-assess work based on success criteria without touching each other's books.</p>	<p>Purchase visualisers for each classroom  (Audit the equipment we have in school and decide on number needed)</p>	<p>£1017</p>	<p>ED</p>		
<p>To assess children accurately, aligned to age related expectations for their year group. To be able to create detailed QLAs for each class, which will subsequently inform the planning for Spring and Summer Terms.</p>	<p>NFER tests purchased for Autumn, Spring and Summer 2020-21</p>	<p>£2670</p>	<p>HP</p>		
<p>For pupils without devices to be able to access remote learning in the event of bubble closure</p>	<p>Purchase of Neverware licences to convert laptops to Chrome Books</p>	<p>£1000</p>	<p>ED/NCC technician.</p>		
<p>To improve the</p>	<p>Get advice from</p>	<p>£10,000</p>	<p>HP/RH</p>		

outdoor learning environment in EYFS, to encourage more opportunities for writing.	external consultants on how to spend the money to improve outdoor area.				
Pupils to be hooked in to reading a wide range of non-fiction, which will enhance their learning as well as their enjoyment of reading.	Purchase non-fiction books for the broader curriculum areas for each class.	£5000	EC/HP		
Pupils have the opportunity to increase their learning hours, and spend them on key skills.	Organise a study club before school, where pupils will have the opportunity to practise key skills such as times tables and spelling.	£2500 (TA hours)	HP		
To create enthusiasm and a buzz around reading by inviting in "celebrity" authors.	English subject leader to organise virtual or in-person author visits.	£2000	EC		
For teachers to develop their skills, to have the maximum impact on pupil outcomes.	Budget to release teachers for instructional coaching and other CPD opportunities	£5000	ED/HP		

**Planned expenditure:  
Tier 2 - Targeted Academic Support**

Desired outcome	Approach/actions chosen	Cost	Lead adult	Impact upon review (March 2020)	Impact upon review (July 2020)
To accelerate the speed at which EYFS and KS1 pupils catch up with phonics learning.	Purchase the RWI online training, so that more members of staff can deliver groups, which means more precise groupings.	£1125	HP/RH		
To accelerate the speed at which EYFS and KS1 pupils catch up with phonics and writing learning.	To employ an Phonics and Literacy intervention HLTA, who can work outside the classroom with groups and individuals on reading and writing skills.	£7119 ( Half the cost from Covid Catch-Up Premium and half the cost found from school budget)	HP/RH/EC		
To improve the outcomes for Year 6 pupils in reading, writing and maths, as well as building their self-esteem as learners in readiness for high school.	Employ a Year 6 intervention teacher to work with around 10 pupils on their reading, writing and maths.	Approx £26.000 dependent on MPS salary agreed.	HP/BR		
To increase the speed of and catch up with the need for Ed Psych assessments, so as to	Increase the number of CEP sessions.	£5000	SE/HP		

put their recommendations into actions asap.					
Provide resources for parents to support pupils with phonics learning at home.	Purchase RWI sound cards.	£1000	RH/HP		
To improve outcomes for SEN pupils.	Increase TA hours of four TAs to make them up to full days to enable them to carry out more SEN intervention.	£10500	SE/HP		
To provide targeted teaching for small groups of pupils to close identified gaps.	Tutoring through the National Tutoring Programme	£5000	ED/HP		

<b>Planned expenditure: Tier 3 - Wider strategies</b>					
<b>Desired outcome</b>	<b>Approach/actions chosen</b>	<b>Cost</b>	<b>Lead adult</b>	<b>Impact upon review (March 2020)</b>	<b>Impact upon review (July 2020)</b>

To model positive behaviours at lunch times.	Employ from mid Autumn term an additional MSA, who can provide additional capacity to the MSA team, to enable them to spend more time supervising behaviour and modelling good play.	£2570	HP		
To increase attendance of persistent absentees.	Increase PSA for remainder of the year to focus on attendance.	£900	PSA/HP		

Total spend of COVID CATCH UP PREMIUM:	£15,501 (£1300 to still allocate)
Total spend from school budget:	£72,900
Total spend:	£88,401