



Covid catch up Premium Plan – Bellenden School

Overview

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 learning time will be significant.

Schools' allocations will be calculated on per pupil basis, providing each mainstream school with a total of £80 for each pupil.

Covid-19 Catch-up Premium Allocations

URN	LAESTAB	Establishment Name ¹	Pupil Numbers	Total Allocation	Autumn 2020 Payment	Spring 2021 Payment	Summer 2021 Payment
100775	2102038	Bellenden Primary School	196	£15,680	£4,080	£5,070	£6,530

Use of funds

Use of funds	EEF recommendations
<ul style="list-style-type: none"> •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 <u>curriculum expectations for the next academic year</u>. •Schools have flexibility to spend their finding the best way for their cohort and circumstances. •To support schools to make the most of this funding, the Education Endowment foundation (EEF) has published a <u>coronavirus (COVID-19) support guide for schools</u> 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>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> <ul style="list-style-type: none"> •Supporting parents and carers

Whole school strategies to support pupils' return to school

Emotional support

- Create a classroom climate that is positive and welcoming; fosters respect, enjoyment and enthusiasm
- Teachers and support staff will be sensitive to all pupil needs – all children will be supported and encouraged so that they know what they can do to achieve/aspire
- Teachers and support staff will have regard for pupils' perspectives and experiences

Classroom organisation

- positive behaviour management
- productivity – time management, maximizing opportunity to learn
- Instructional learning formats – activities that maximize engagement

●Instructional support

- Effective modelling – so that children know how to apply the taught knowledge and skills
- Quality feedback – children know how to improve and can develop their skills and knowledge
- High quality modelling – use of modelling as scaffolds for the children
- Vocabulary modelling – using and expanding vocabulary
- Use of effective questioning

Impact of lockdown on Bellenden School

Emotional	<p>Many children have experienced a great deal of loss through</p> <ul style="list-style-type: none">●lack of daily routines●low feelings of self-worth●lack of social interactions●loss of freedom●Anxiety (including absorbing adult anxiety)●Possible trauma and bereavement <p>Children had lost their sense of belonging to school and their class. Many children and families were anxious about returning to school and whether it was safe. Routines had been lost which had provided children with security, safety and stability. Children have since struggled with conforming with routines and procedures once more.</p>
Writing	<p>Children have lost the essential practice of writing skills – both grammatical and punctuation knowledge has suffered, as well as children’s handwriting. This has resulted in a lack of fluency in writing. Children have also lost stamina in more extended pieces of writing, and become more easily demotivated.</p>
Reading	<p>Whilst there have been lots of opportunities for children to practice reading through online platforms such as read theory, children’s fluency has decreased and the gap between those children that read often and those who didn’t, has widened which has had a real impact on pupils’ reading attainment.</p>
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled learning journeys. Recall of arithmetic and mathematical fluency have particularly suffered – children are not able to recall number facts, times tables and have forgotten calculation strategies previously taught.</p>
Other	<p>There are now significant gaps in knowledge across the curriculum – this means that children are less able to build on prior learning and make connections between concepts and themes across the curriculum. Children have also missed out on enriched curriculum opportunities such as trips, residential visits, workshops etc.</p>

Key Barriers

A	Home learning is limited due to the current provision and can be developed further to improve access to learning at home for all pupils.
B	Some pupils have fallen behind in learning due to difficulties accessing remote learning during lockdown.
C	Difficulties accessing home learning for pupils without technology.
D	Children have gaps in learning due to lockdown in the summer term 2020.
E	Pupils' mental health and wellbeing has been impacted on during lockdown.

Teaching priorities for the current academic year

Barrier	Actions	Desired outcome	Cost	Impact/ evaluation
A : providing high quality home learning	<ul style="list-style-type: none"> •Staff training on google classroom •Expectations made clear that remote learning is to match the daily school offer •Work checked daily and next steps comments given to develop pupils' learning •Teachers to provide further remote support when requested by pupils •SLT informed of non-engagement of pupils •Pupils contacted weekly by a member of SLT to check understanding of work 	<ul style="list-style-type: none"> •Remote learning is of a high quality, offers a broad and balanced curriculum, is well matched to meet pupils' needs and ensure any learning loss caused by the pandemic is minimized. 	Google classroom £0.00	<ul style="list-style-type: none"> •Weekly monitoring by the DHT showed that pupils were receiving a high quality, broad and balanced curriculum. •Differentiation was very much evident which means that work was well matched •Pupils' engagement during the second lockdown was much higher than the first lockdown.

	<ul style="list-style-type: none"> •Daily google meets between class teacher and class to go through work expectations each day •Vulnerable pupils to be offered a school place during lockdown. 																																																					
B : Targeted pupils to close the gap	<ul style="list-style-type: none"> •Academic teach first mentor to be employed by the school. •KS2 pupils to be identified through data analysis to work with the academic mentor – with the emphasis on disadvantaged pupils •Pupils to receive individual or small group high quality tuition sessions •Focus on reading to increase reading fluency and comprehension •Use of high quality resources such as white Rose, Classroom secrets, Classroom Ninja etc as tuition materials •Academic mentor to complete regular assessments and use this to inform future tuition sessions •Academic mentor to receive weekly mentoring from experienced teacher to ensure subject knowledge is secure and tuition is of a high quality 	<ul style="list-style-type: none"> •Pupils receiving tuition will close the gap and make good or better progress. 	Academic mentor costs - £7282.33	<ul style="list-style-type: none"> •Progress of pupils who received tuition from academic mentor:- <p>Year 3</p> <table border="1"> <thead> <tr> <th>No.of pupils</th> <th>Subject</th> <th>some progress</th> <th>good progress</th> <th>outstanding progress</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>Reading</td> <td>0</td> <td>5 (63%)</td> <td>3 (38%)</td> </tr> <tr> <td>6</td> <td>writing</td> <td>2 (33%)</td> <td>2 (33%)</td> <td>2 (33%)</td> </tr> <tr> <td>6</td> <td>maths</td> <td>0</td> <td>3 (50%)</td> <td>3 (50%)</td> </tr> </tbody> </table> <p>Year 4</p> <table border="1"> <thead> <tr> <th>No.of pupils</th> <th>Subject</th> <th>some progress</th> <th>good progress</th> <th>outstanding progress</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Year 5</p> <table border="1"> <thead> <tr> <th>No.of pupils</th> <th>Subject</th> <th>some progress</th> <th>good progress</th> <th>outstanding progress</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>reading</td> <td></td> <td></td> <td>6 (100%)</td> </tr> </tbody> </table> <p>Year 6</p> <table border="1"> <thead> <tr> <th>No.of pupils</th> <th>Subject</th> <th>some progress</th> <th>good progress</th> <th>outstanding progress</th> </tr> </thead> <tbody> <tr> <td>6</td> <td></td> <td></td> <td></td> <td>6 (100%)</td> </tr> </tbody> </table>	No.of pupils	Subject	some progress	good progress	outstanding progress	8	Reading	0	5 (63%)	3 (38%)	6	writing	2 (33%)	2 (33%)	2 (33%)	6	maths	0	3 (50%)	3 (50%)	No.of pupils	Subject	some progress	good progress	outstanding progress						No.of pupils	Subject	some progress	good progress	outstanding progress	6	reading			6 (100%)	No.of pupils	Subject	some progress	good progress	outstanding progress	6				6 (100%)
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B	<p>The following interventions to be either 1:1 or small groups (no more than 4 pupils.)</p> <ul style="list-style-type: none"> •Year 5 and 6 to receive daily targeted interventions by highly skilled TAs to prepare Y5s for the end of Ks2 and Y6s for secondary school •Fluid ‘keep up not catch up’ daily maths interventions established for pupils identified in daily lessons as needing to consolidate concepts taught (using White Rose maths and Power maths resources) •High quality comprehension resources such as Classroom Ninja, Headstart and Classroom secrets used to develop comprehensions skills 	<ul style="list-style-type: none"> •Any learning loss caused by the lockdown will be reduced through high quality, targeted interventions. •Year 5 pupils will be ready to fully access the y6 curriculum. •Year 6 pupils will be secondary ready and able to access the KS3 curriculum. 	<p>TA costs £5855.57</p> <p>costs of resources: White Rose £69.20/ classroom secrets £262.50/ mathletics £950.40/ testbase £260</p>	<p>Attainment of Years 5 and 6</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>% of pupils at ARE/+</th> <th>% of pupils at ARE/+</th> <th>% of pupils at ARE/+</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>79%</td> <td>75%</td> <td>67%</td> </tr> <tr> <td>Year 6</td> <td>70%</td> <td>63%</td> <td>73%</td> </tr> </tbody> </table>	Year group	% of pupils at ARE/+	% of pupils at ARE/+	% of pupils at ARE/+	Year 5	79%	75%	67%	Year 6	70%	63%	73%																																						
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	<ul style="list-style-type: none"> •Daily 1:1 reading offered to the lowest 20% of children to develop fluency •Targeted arithmetic interventions based upon gaps analysis of arithmetic tests •Spelling interventions for targeted pupils •Grammar interventions for targeted pupils •Use of programs such as TTRS and mathletics to further consolidate maths learning 																															
C: Ensuring all pupils have access to devices	<ul style="list-style-type: none"> •Registers created from Y1-Y6 recording pupils who have access to a device and wifi •Devices ordered for pupils who did not have them •Devices handed out to pupils who did not have them during the second lock down •Devices handed out to any pupils needing them during self/bubble isolation •wifi dongles given to families who needed wifi assistance •vulnerable children offered a place at school during lock down. 		Laptop trolleys - £1000.00	<ul style="list-style-type: none"> •Bellenden has received 80 chrome books from DFE •40 laptops were received from a member of the governing body •All pupils had access to a device during the second lockdown •Any families with internet difficulties were given wifi dongles 																												
D: reducing gaps in learning	<p>A recovery curriculum to be put in place:-</p> <ul style="list-style-type: none"> •A bespoke English recovery scheme to be used, with an emphasis on grammar and punctuation to develop pupils' sentence skills. •Daily handwriting sessions in place. •Small steps maths recovery curriculum using the White Rose programme •Arithmetic sessions 3 x week •PSHE sessions 3 x week to ensure pupils have good emotional health and show good learning behaviour •Regular assessment in place to identify gaps and future teaching sequences to address these gaps •Emphasis on daily reading sessions to develop fluency and comprehension •Emphasis on daily phonics in EY/KS1 to develop decoding skills 	<ul style="list-style-type: none"> •children will receive a high-quality curriculum, with an emphasis on closing the gaps in reading, writing and maths. As a result, attainment will increase from the Autumn data collection. 		<p>Increase of pupils at ARE/+ from Autumn-Summer</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Reading</th> <th>writing</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>++22%</td> <td>+18%</td> <td>+13%</td> </tr> <tr> <td>2</td> <td>+42%</td> <td>+46%</td> <td>+31%</td> </tr> <tr> <td>3</td> <td>+21%</td> <td>+39%</td> <td>+0%</td> </tr> <tr> <td>4</td> <td>+53%</td> <td>+36%</td> <td>+53%</td> </tr> <tr> <td>5</td> <td>+50%</td> <td>+62%</td> <td>+41%</td> </tr> <tr> <td>6</td> <td>+57%</td> <td>+60%</td> <td>+63%</td> </tr> </tbody> </table>	Year group	Reading	writing	maths	1	++22%	+18%	+13%	2	+42%	+46%	+31%	3	+21%	+39%	+0%	4	+53%	+36%	+53%	5	+50%	+62%	+41%	6	+57%	+60%	+63%
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	<ul style="list-style-type: none"> •Vocabulary embedded within the curriculum •Speaking and listening activities prioritised through the curriculum •Foundation subjects to be taught in blocks in order to ensure pupils receive a more broad and balanced curriculum 			
E:	<ul style="list-style-type: none"> •Recovery PSHE curriculum in place •Mental health champion established •Staff training on identifying pupils whose mental health has suffered because of lockdown •Focus on promoting good mental health through PSHE •Use of specialist support where needed (play therapist, CAHMS) 	<ul style="list-style-type: none"> •children will show positive mental health 	play therapist £0.00	<ul style="list-style-type: none"> •Pupil surveys show pupils are happy in school. •Children have established positive relationships with peers and staff •Pupils' work in PSHE shows a good understanding of positive wellbeing, and children can identify ways to ensure positive wellbeing •Pupils show good learning behaviour