

# BARNARD GROVE

## COVID-19 Catch-Up Premium Report

### SUMMARY INFORMATION

Total number of pupils:	<b>296</b>	Amount of catch-up premium received per pupil:	<b>£80</b>
Total catch-up premium budget:	<b>£24,160</b>		

### STRATEGY STATEMENT

#### **Key Priorities:**

- To ensure that pupils are well-equipped for the next stage of their learning through securing basic skills needed to make progress through the curriculum.
- To ensure disadvantaged pupils are prioritised for catch-up support. Evidence suggests that the already significant gap between these pupils and non-disadvantaged pupils has grown further during the school closures.

#### **Core Approaches – Catch-Up (for all children) at Barnard Grove is:**

- Teachers making best use of **assessment for learning** and **low stakes tests** to identify what children have and have not remembered; what content needs to be revisited and secured; what new content needs to be taught.
- **Focus on consolidation of basic skills (non-negotiables)**. The core skills which enable successful learning, now and in the future, will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall, multiplication tables and reading skills relevant to age.
- **Additional lesson time on core teaching**. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons.
- **Particular focus on early reading and phonics**. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. Refresher training and purchase of new, decodable reading books will support this.
- **Time spent on mental health, wellbeing and social skills development**. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

## STRATEGY STATEMENT

### OVERALL AIMS

#### ***For some children:***

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

#### ***Catch up at Barnard Grove IS NOT:***

- Cramming missed learning into the remaining school year
- Pressuring children and families into rapid learning
- Teachers' time spent highlighting missed objectives
- More summative assessments and laborious data collection without a clear impact on teaching, learning and progress

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

<b>Reading</b>	Although all pupils had access to digital reading books and materials during the remote learning period, engagement was inconsistent: some pupils, specifically from disadvantaged backgrounds, have read very little therefore meaning the attainment gap has increased further. Reading age assessments in KS2 show that a significant number of pupils have regressed in their reading so will need further practice and, for some, targeted intervention. Phonics and early reading is a key priority as a significant proportion of children are working below ARE.
<b>Writing</b>	Pupils' literacy skills, especially for the youngest and most disadvantaged children, have not progressed as quickly during home learning as they would have done if they were in school. This means that gaps in knowledge and skills have developed, which will need to be addressed through planning, quality-first teaching and targeted support.
<b>Maths</b>	The Maths curriculum could not be taught in full during remote learning so key units and knowledge that have been missed will need to be planned into future MTPs for the Summer Term and beyond. Low stakes assessments indicate that pupils' have gaps in knowledge in basic skills. Key objectives needed to progress will need to be identified and prioritised for teaching.
<b>Wider Curriculum</b>	Due to the pandemic, schools visits/visitors and enrichment experiences have been extremely limited. This is usually a significant part of our curriculum offer as our pupils already have limited opportunities outside of school to broaden their horizons.

### ADDITIONAL BARRIERS

#### External barriers:

<b>Engagement</b>	Despite the school's best efforts, some year groups, particularly in KS1, had low engagement (below 70%) during remote learning. These children may struggle to reconnect with the educational environment and routines upon their return to school. Additional pastoral and wellbeing support may be required.
<b>Technology</b>	Some families have limited access to devices and broadband.
<b>Relationships</b>	Children have not had the opportunity to mix with other children and, therefore, may struggle with social interactions and relationships on their return to school.

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase and implement the Reading Plus programme in Year 4.  <u>(£4,000)</u>	To improve children's reading, with a particular focus on fluency.  Increase proportion of pupils working at ARE within the programme from a benchmark of 17% to at least 50% by the end of July.  Reading ages for those pupils working below ARE to increase by at least 12 months (in a 7 month period).	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf</a> – <b>Recommendation 2</b>	<ul style="list-style-type: none"> <li>• Staff CPD led by Reading Plus trainer x 3 sessions</li> <li>• SLT oversee programme – half termly review meetings</li> <li>• Reading Plus session timetabled daily – Chromebooks booked</li> <li>• Teachers to use Reading Plus time to coach pupils based on daily checking of programme data and information</li> <li>• Class competitions and incentives for usages, progress etc...</li> <li>• Individual certificates for pupils who have 'levelled up'</li> <li>• Celebrating success on Twitter</li> </ul>	Janine Cowie (DHT) supported by class teachers (Dawn Rigg and Vicky Snelson)	Half termly  Teachers to review daily

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>RWI training for all staff (July 2021) and purchase of decodable reading books</p> <p><b>£5,011</b> – £2,500 match-funded by Westgarth Literacy Hub)</p> <p><b>Total = £2,500</b></p>	<p>Improve quality and consistency of the teaching of phonics across school.</p> <p>Ensure all pupils have reading books that match their phonic development.</p> <p>In 2022, Y1 Phonics screening test, pupils perform at least as well as the national average.</p> <p>In 2022, reading strand results in both Reception and Year 2 are at least comparable with the school's previous performance prior to the pandemic.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Improving_Literacy_in_KS1_Recommendations_Poster.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</a> - <b>Recommendation 3</b></p>	<ul style="list-style-type: none"> <li>All staff (including teaching assistants) from EYFS, KS1 and LKS2 to be fully trained in the RWI programme.</li> <li>Appointment of dedicated Phonics Leader to ensure programme is implemented consistently across school.</li> <li>New resources ensure that pupil have appropriate reading books.</li> <li>Phonics progress monitored regularly through 6-weekly assessments – groups arranged accordingly.</li> <li>Home-school links developed to ensure parents can support children's reading development at home.</li> </ul>	Jane Porrit (Phonics Lead)	Half termly
<b>Total budgeted cost:</b>					<b>£6,500</b>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Appointment of 2x Catch-Up Mentors (KS1 and KS2) to deliver structured interventions and release class teachers to deliver same-day interventions.</p> <p><b>(£2,000) + £10,500 to backfill TA roles</b></p> <p><b>Total = £12,500</b></p>	<p>Pupils identified as having significant gaps in knowledge and skills in core subjects given additional, targeted support.</p> <p>Entry and exit data show positive progress in specific areas of learning addressed in interventions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/">https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</a></p> <ul style="list-style-type: none"> <li>• Learning in one to one and small groups is carefully linked with classroom teaching.</li> <li>• For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.</li> <li>• Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Low stakes assessments and AfL used to identify pupils who will benefit most from interventions.</li> <li>• Teachers and leaders work alongside teaching assistants to plan sequenced programmes of work to address specific needs, using structured programmes wherever possible.</li> <li>• Timetabling allows time for teachers/teaching assistants to meet, weekly, to discuss progress and how intervention links with classroom teaching and learning.</li> <li>• SLT to carry out regular monitoring of group sessions to ensure they are high quality – providing coaching where necessary.</li> </ul>	<p>Janine Cowie (DHT)</p> <p>Team Leaders</p>	<p>Half termly</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Additional teacher deployed to allow for extra group for Maths and English lessons in Y5 as well as cover to release class teachers to provide same-day intervention.</p> <p><b>£4,500</b></p>	<p>Gaps identified in low stakes assessments can be addressed more rapidly if pupils are grouped by specific need.</p> <p>Progress of Y5 pupils is accelerated across Summer Term to ensure they are 'Y6 ready'.</p> <p>Pupils identified as having significant gaps in knowledge and skills in core subjects given additional, targeted support.</p> <p>Entry and exit data show positive progress in specific areas of learning addressed in interventions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/">https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</a></p> <ul style="list-style-type: none"> <li>• Learning in one to one and small groups is carefully linked with classroom teaching.</li> <li>• For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.</li> <li>• Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf</a> - <b>Recommendation 7</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=smaller%20classes%20sizes">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=smaller%20classes%20sizes</a> – Classes below 20</p>	<ul style="list-style-type: none"> <li>• Pupils grouped carefully, according to low stakes assessment to ensure teaching is targeted at specific needs, objectives and curriculum content.</li> <li>• Teachers plan together, supported by Maths and English Leads, to ensure coherent sequences of learning, that address specific gaps, are delivered.</li> <li>• AfL used to feed forward into future lessons, including whole class feedback.</li> <li>• Regular teach meets to compare work and, through professional dialogue, plan next steps.</li> </ul>	<p>Rachael Stephenson (Y5/6 team Leader)</p> <p>Lee Foster (Y5 teacher)</p> <p>Naomi Tones (additional Y5 teacher)</p>	<p>Regular reviews between teachers.</p> <p>Half termly reviews with SLT</p>
				<b>Total budgeted cost:</b>	<b>£17,000</b>

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
SCARF curriculum					
Nurture support groups					
Alliance Counselling					
Total budgeted cost:					