Bursar Primary Academy Catch-Up Premium Strategy for Covid-19

The government has announced £1 billion of funding to support children and young people to 'catch up' following the school closure period during the pandemic. The Coronavirus (COVID-19) Catch-Up Premium is additional funding that the Government have made available during the 2020-21 academic year to all schools. These funds are for schools to use to support where pupils' learning and wellbeing have been impacted by school closures and subsequent disruption due to the pandemic.

Amount received:
The funds (£80 per pupil) are allocated to all primary schools on a 'per pupil basis' for all pupils in Reception through to Year 6. For the 2020-2021 academic year, Bursar Primary Academy has been allocated £17,680.

Schools are free to spend the Coronavirus catch-up premium as appropriate based on the particular needs of their pupils and the professional judgement of teachers and school leaders. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months.

To support us to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence based approaches to catch up for all pupils. We have considered this when planning our approach for the use of this funding.

The barriers we need to address to help pupils catch up:

- Pupils' wellbeing, including mental health as a result of partial closure and lockdown.
- Changes in behaviour that may result because of anxiety and/or isolation from peers.
- Pupil attitudes to learning and resilience and stamina to access learning for longer periods of time.
- Attendance and a possible increase in persistent absenteeism.
- Areas of the curriculum have not been taught due to partial closure in the summer term 2020.
- Gaps in pupils' knowledge due to partial closure in the summer term 2020.
- Ability to access appropriate year group content due to gaps in knowledge from previous year.
- Lack of engagement in reading during summer term closure.
- Reduced reading fluency.
- Phonetic knowledge and application for pupils in EYFS and KS1.
- Recall of basic skills including arithmetic, spelling, phonics and grammar.
- Ability to make links to previous learning and build on what they know.
- Barriers in speech and language development in EYFS and KS1.
- Further self-isolation and/or lockdown periods.

What we plan to do:

- Initial focus on personal well-being to promote good mental, physical and social habits that will support children to engage in their learning.
- Ensure good transition arrangements are in place to support pupils coming back to school – activities to build relationships quickly.
- Use of Pastoral Officer to offer emotional coaching to support with stamina, resilience and wellbeing.
- SENDCo to support and signpost to external agencies where additional support is needed for SEMH.
- Pupils at risk of persistent absenteeism identified and monitored daily.
- Implement a digital platform to support teacher/parent consultation meetings – SchoolCloud.
- Implement baseline assessments in phonics, reading, writing and maths to identify gaps in knowledge and understanding.
- Collapse the curriculum offer in the first half term to allow focussed teaching and learning across the core subjects; recap and teach key objectives from the previous year group.
- Adapt the subsequent curriculum to ensure foundations are in place for further improvement and progress.
- Appoint additional TA to support dedicated intervention sessions.
- Phonics baseline in Y1/2 to support with identification of gaps in pupil knowledge.
- Increase the phonics offer for pupils in KS1 to accelerate progress towards the expected standard.
- Purchase additional reading material to support increased expectation re home reading – EYFS and KS1.
- Engagement with Early Adopter curriculum in EY to support focus on key areas of learning.
- Bespoke plans to support SEND pupils (graduated response cycle, personalised IEPs, visual timetables)
- Formative and summative assessment systems including pupil progress meetings and on-going professional dialogue around progress and data.
- Provide access to high quality teaching and learning for pupils isolating at home.
- Audit access availability and potential need to provide technology for pupils learning remotely.
- All children isolating at home have equity of educational experience through high quality online learning.
- Staff development time to prepare timetables to include on-line and paper resources, plus recorded video links and feedback for pupils self-isolating.

Impact - how we will check that our plan is making a difference:

We use a range of approaches to collect, collate and analyse data on pupil progress, including:

- Tracking of groups and cohorts of pupils;
- Termly pupil progress meetings;
- Pre and post assessments for interventions;
- High quality delivery of phonics reviewed half termly and groups reviewed fortnightly;
- Assessment for learning within and across series of lessons;
- Moderations of core subjects termly;
- Development Teams to review data and identify gaps in subjects and cohorts;
- Review attendance daily;
- Review of persistent absenteeism – half termly.