



# COVID Catch-Up Premium Report

## COVID Catch-Up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	205 pupils (Yr R – Yr 6)	Amount of catch-up premium received per pupil:	£81
Total catch-up premium budget:	£16,690		

### STRATEGY STATEMENT

- To identify pupils within each year group who gaps in skills and knowledge when returning to School in September 2020.
- To ensure that the attainment gap which widened as created by Covid 19 for specific pupils is reduced.
- To reduce the attainment gap of the bottom 20% pupils whose progress has been affected by Covid -19 school closures.
- To continue to reduce the attainment gap between disadvantaged pupils and their peers.

## Barriers to learning

23% of children at Bearwood Primary and Nursery School are in receipt of pupil premium funding. We strive to ensure that the individual needs of our pupils are met, including our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to our vulnerable groups, ensuring that the needs of such pupils adequately assessed and addressed. Our focus through the Catch Up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any gaps in learning as a result of COVID-19.

Due to the continual nature of the teacher, assessment and learning cycle, pupils whose progress is being impacted as a result of COVID -19 will be identified and Catch Up provision will be provided.

The vast majority of our pupils engaged in home learning during the summer term 2020 and over 95% engaged in learning during Spring 2021. This was achieved through the loan of laptops, tablets and internet dongles to all pupils who did not have access to technology whilst at home. Where pupils struggled with accessing home learning these pupils were deemed vulnerable and were invited into school during the second lock down.

When school reopened in June 2021 we were able to provide school places for all pupils who wished to return to school this resulted in over 75% of pupils returning. Pupils whose families who made the choice to stay at home continued to access learning in line with their peers through a remote learning offer.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers	
A	Staff need CPD to develop and address a greater understanding of children's mental health needs.
B	Year 1 30% of the cohort are working below expectations in phonics which will have a direct impact on reading and writing attainment.
C	Year 3 have been identified as having the greatest number of pupils whose attainment is not on track from starting points as a result of COVID 19 school closure.
D	Year 3 pupils have been identified as having a higher number of pupils vulnerable to Social and Emotional needs.
E	Year 5 PP pupils have been identified as a group who require catch up in writing.
F	Year 6 lowest 20% working below expectations in maths and reading
G	Year 2 PP pupils working below expectations in reading and phonics

## 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?
<p>Whole staff CPD on identifying and supporting pupils with mental health needs in school.</p> <p>School to write and implement a whole school approach to well being.</p>	<p>Staff to be confident to recognise pupils with mental health needs.</p> <p>Staff to be confident to have strategies to support pupils well being so that pupils are ready for learning.</p> <p>Pupils to have an increased understanding of their own well being and strategies to manage their emotions.</p>	<ul style="list-style-type: none"> <li>• Pupil questionnaires</li> <li>• Increase in low level behaviours across the school.</li> <li>• Classroom observations show increased number of pupils whose engagement in learning was lower than expected.</li> <li>• Observations around school showed an increased number of pupils who were struggling to manage their emotions/behaviour.</li> </ul>	<p>Termly review of behaviour data logs.</p> <p>Pupil questionnaires/pupil conferences.</p> <p>Staff questionnaires</p> <p>Clear action plan with milestones of implementation.</p> <p>Classroom and playground observations to review behaviours.</p>	DHT	Termly reviews.
				Total budgeted cost:	<p>7x£54 = £378</p> <p>7x£54=£378</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>Recap training in phonics – whole class approach with targeted support.</p> <p>Recap reading sequence – adjust proportion of decoding /comprehension according to pupils' identified gaps.</p> <p>Half termly phonic screening.</p> <p>Target group identified: Assessment of specific needs for each pupil. 1:1 catch up tuition to address the phonic gaps.</p>	<p>All pupils rapidly recover reading skills (including phonics) so that they meet ARE.</p>	<p>Autumn term reading and phonic assessments which demonstrated that 30% of the pupils were working below ARE.</p>	<ul style="list-style-type: none"> <li>• Half termly phonic screening.</li> <li>• Half termly pupil progress meetings.</li> <li>• Half termly reading conference with identified pupils to assess progress.</li> </ul>	<p>DHT/ English lead</p>	<p>Half termly.</p>
Total budgeted cost:					<p>Tuition costs £1000</p>
<p>To provide catch up teaching to year 3 through providing additional high skilled teacher to enable to the class to work in smaller groups for English and Maths.</p> <p>Additional teacher employed 4 mornings a week during Autumn Term 2020.</p>	<p>Identified group of year 3 pupils to make rapid progress and recover reading, writing and maths skills so that they meet ARE.</p>	<p>End of year 2 teaching assessments and year 3 baseline assessments using Pira and Puma tests.</p> <p>Book scrutiny demonstrated that a significant group were not on track from their starting points.</p>	<ul style="list-style-type: none"> <li>• Book scrutiny's</li> <li>• Lesson observations</li> <li>• Pupil progress meetings half termly</li> <li>• Year 3 catch up action plan with fortnightly reviews to ensure progress.</li> </ul>	<p>H/T</p>	<p>Fortnightly progress review. End of Autumn 2 evaluation of intervention.</p>
Total budgeted cost:					<p>£3796</p>

<p>EP to undertake a classroom observation to identify barriers to learning within the classroom and to provide whole class strategies.</p> <p>Pupils in identified vulnerable groups supported socially and emotionally to ensure they are in the optimum state to learn.</p> <p>Pupil engagement officer working with class to provide additional support during PSHCE lessons to enable more targeted groups.</p> <p>Pupil engagement officer to work with individuals and their families.</p>	<p>Year 3 pupils to be more skilled at managing their emotions, enabling them to be more focused on their learning.</p>	<p>Year 3 pupils have been identified as having a higher number of pupils vulnerable to Social and Emotional needs.</p>	<ul style="list-style-type: none"> <li>• EP report with specific actions.</li> <li>• Weekly meetings with Pupil engagement worker who review progress.</li> <li>• Half termly pupil progress meetings.</li> <li>• Monitoring of behaviour logs half termly.</li> <li>• Classroom observations</li> </ul>	<p>DHT</p>	<p>Half termly</p>
Total budgeted cost:					<p>£205</p>
<p>To provide tuition in reading, writing and maths for year 5 PP pupils and pupils in the bottom 20%.</p>	<p>Target group of pupils to make rapid progress in R,W &amp; M to close the gap between themselves and their peers.</p>	<p>Following end of year teacher assessments and baseline assessments have identified a group of pupils whose progress is not in line with peers.</p>	<ul style="list-style-type: none"> <li>• Monitoring of planning and provision.</li> <li>• Monitoring of links between intervention and QFT.</li> <li>• Book scrutiny.</li> <li>• Pupil progress meetings</li> </ul>	<p>H/T</p>	<p>Half termly</p>

Total budgeted cost:					Phonic books - £327 CL - £7545
Tuition provided daily by specialist teaching assistant: Success at Arithmetic programme Inference reading intervention.	Maths – pupils to be confident in the 4 main mathematical operations. Reading – increased	Pira and Puma assessments and test analysis of year 6 pupils, identified a group of pupils whose confidence in the 4 operations was impacting on maths. Pira identified a group of Year 6 pupils who had limited test technique and required intervention to close the gap.	<ul style="list-style-type: none"> <li>• Baseline assessment and exit assessments to measure progress.</li> <li>• Book scrutiny</li> <li>• Planning scrutiny</li> <li>• Pupil progress meetings</li> </ul>	HT	End of autumn term evaluation of intervention.
Total budgeted cost:					CR- £2378
1:1 TA intervention.  Daily phonic and reading support.	Identified group of year 2 pupils who did not achieve the phonic screening/low phonological skills to secure	Phonic screening/ reading assessments demonstrate reading fluency as an area of concern. Fluent reading is linked to successful access to the curriculum.	<ul style="list-style-type: none"> <li>• Regular phonic screening.</li> <li>• Reading assessments</li> <li>• Individual reading conferences to monitor progress.</li> </ul>	DHT	Half termly pupil progress meetings.
Total budgeted cost:					£1071

#### ADDITIONAL INFORMATION

- Half termly pupil progress meetings – action plans to close the attainment gaps of pupils
- Pira, Puma, Salford and phonic screening assessments – data to be used to inform pupil progress meetings
- Staff and pupil questionnaires about mental health
- Advice and guidance from EP and outreach

