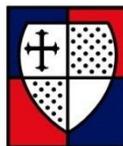


Belsay School



## Catch-Up Premium Plan

Summary information					
<b>School</b>	Belsay Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£7040	<b>Number of pupils</b>	85

## Guidance

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 time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Y11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

## Use of Funds

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 [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) 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.

## EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- ☐ Supporting great teaching
- ☐ Pupil assessment and feedback
- ☐ Transition support

Targeted approaches

- ☐ One to one and small group tuition
- ☐ Intervention programmes
- ☐ Extended school time

Wider strategies

- ☐ Supporting parent and carers
- ☐ Access to technology
- ☐ Summer support

Identified impact of lockdown	
<b>Maths</b>	<p>Specific content may have been missed, leading to gaps in learning and stalled sequencing of journeys. Direct professional teaching has been missed by those pupils not attending during lockdowns. As we follow planned schemes of learning, it is easy to identify the missed learning, however this may have continued impact upon future lessons and years. This has been addressed by identifying gaps in knowledge at the beginning of each unit which should have been recalled from prior learning.</p> <p>Children still have a huge appetite for maths and lockdown has not affected their attitudes.</p> <p>Recall of basic skills is still in place, but this is erratic for some pupils</p>
<b>Writing</b>	<p>Children have lost essential practising of writing skills. Gaps in specific knowledge and technical features have suffered, leading to lack of fluency in writing. However, those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Handwriting was affected during lockdown. However, since placing additional focus on this for all classes, this is now back on track.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. The use of Google Classroom to facilitate phonics teaching for younger pupils was beneficial, although not at the pace or frequency of classwork due to demands on time/ appliances for multi- child households. The gap between those children that read widely and those that don't is increasing, interventions have begun, and the focus upon reading will be maintained and be built upon in home/school liaison.</p> <p>Oxford Owl on-line reading has been purchased.</p>
<b>Speaking and Listening</b>	<p>Communication and Language has been greatly impacted throughout lockdown. Many of our families are isolated geographically and with parents/carers working from home this has led to decreased time for social interactions. This is an area of need for our school and the pandemic has greatly exacerbated this.</p>
<b>Foundation Subjects</b>	<p>All subjects were addressed during periods of school closure. Class timetables were posted on-line and all subjects continued to be uploaded. There were challenges for families for teamwork, discussion, and social aspects of class teaching and these were addressed using 'Zoom' sessions (this was a reliable platform for our localities erratic internet coverage) and Google Classroom. Children are at times 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.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

**Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting teaching:</u></p> <p>The curriculum will be reviewed and pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research, plan and evaluate subject teaching. Time gain achieved through suspending staff meetings and moving to a briefing system.</p>	<p>Pre- teaching, revision, use of discussion and Q/A addresses this, we need to retain this for the foreseeable future to ensure long term gaps are addressed: retain.</p>	<p>CC</p>	<p>July 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> <p>Introduction of class email accounts and Google Classroom for easier communications between parents/ carers/ pupils and school.</p> <p>Continued focus on the school Newsletter and including home learning examples of work to highlight links between those in school and those working from home.</p>	<p>Purchase and implement Oxford Owl online reading books £180 (continuing subscription)</p> <p>Liaison with PHS staff for setting up systems, monitoring best practice and trouble shooting.</p> <p>Use of above systems for communication to allow access to pupils work</p>	<p>Easy to allocate, large uptake, excellent addition to current stock: retain.</p> <p>Good links with PHS, staff upskilled, new system in place quickly: retain.</p> <p>Gains in communication and ease for all users: retain.</p>	<p>DH</p> <p>DH</p> <p>CC</p>	<p>April 21</p> <p>April 21</p> <p>March 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings have an opportunity to become familiar and confident with Belsay through online sessions and outdoor visits.</p> <p>The importance of EYFS is recognised and these children will be given priority for attendance, this will also impact upon Y1 readiness.</p> <p>Additional support for identified pupils</p>	<p>Clear and continued communication. Meeting with parents/ carers and pupils outdoors and online for familiarisation with school.</p> <p>Additional teaching support hours £1,913.12</p> <p>Additional TA support hours £882.73</p>	<p>Worked effectively and efficiently.</p> <p>Super transitions including for mid-term admissions.</p>	<p>CC/ DH</p> <p>DH</p>	<p>March 21 July 21</p> <p>March 21</p>
<b>Total section cost</b>				2,975.85

<b>Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will begin to be negated.</p> <p>Additional support for identified pupils.</p>	<p>Phonics training will be prioritised for staff in R-Y2 who were trained 3+ years ago. £760</p> <p>Additional class time on return to full opening allocated to reading and guided reading sessions.</p> <p>Additional TA support: £1469.82</p>	<p>Impact has been seen, but gaps persist, therefore these approaches need to be continued: retain and retrain all in current phonics practice.</p>	<p>DH</p> <p>CC</p>	<p>April 21</p> <p>July 21</p>
<p><u>Intervention programmes</u></p> <p>Talk Boost Communication and Language programme will be used with all EYFS pupils.</p> <p>Current users of 'Jigsaw Therapies' to have 1:1 remotely. Required assessments conducted remotely.</p>	<p>Staff already trained in this programme- use with wider group.</p> <p>Jigsaw Therapies Staff. £1515</p> <p>School supervision of sessions.</p>	<p>Benefits seen for C&amp;L and team building in group: retain. Worked very well- children responded well and made good progress when at home or in school. Continuing assessment process for those in need ensures targeted interventions can be put in place.</p>	<p>DH</p> <p>JB</p> <p>JB</p>	<p>July 21</p> <p>June 21</p> <p>July 21</p>
<b>Total section cost</b>				3774.82

<b>Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Free School Meal pupils are supported through a voucher scheme. Wider school community is signposted to Fareshare via Ponteland Primary School.</p>	<p>Additional online learning resources purchased: Times Table Rockstars support children at home. £201.48</p> <p>Paper/ book packs ready to distribute for children who are unable to access online activities.</p> <p>Administered through Central Services Team. Signposted through Newsletter/ Website</p>	<p>Google classroom has been a game changer and will continue to be used in the next phase of education: retain.</p> <p>Pick up from porch area enabled distancing requirements to be met.</p> <p>Allocation to local supermarkets made this easier in the second round. Signposting to Fare Share for community: retain.</p>	<p>CC</p> <p>CC</p> <p>CH</p>	<p>July 21</p> <p>Feb 21 July 21</p> <p>March 21</p>
<p><u>Access to technology</u></p> <p>Children can access additional devices from school. 'How to' guides for using gaming devices to access home learning posted on school website for easy access.</p> <p>Purchase of webcams for online sessions. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Purchase of Chromebooks, licences and charging trolley to loan pupils as required/ in class work £4042.48. Donations of keyboards to pupils as required: community donation</p> <p>Purchase of webcams. £197.94</p>	<p>Provision of keyboards-gamechanger. Use of 'How to' guides ensured parents/carers could access help easily.</p> <p>Worth weight in gold- quality resolution has enabled good remote sessions to take place.</p>	<p>LL</p> <p>LL</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Bereavement Counselling</u></p> <p>Staff member trained in bereavement counselling. One staff member is historically trained (CC) current training for thoroughness.</p>	<p>'Winston's Wish' via St Oswald's Hospice-online £250</p>	<p>Requested by 2 families so far- very useful: retain.</p>	<p>SC</p>	<p>July 21</p>

	<b>Total section cost</b>	4691.90
	<b>Total cost</b>	11442.57
	<b>Cost paid through Covid Catch-Up</b>	<b>£7040</b>
	<b>Cost paid through charitable donations</b>	<b>£2500</b>
	<b>Cost paid through school budget</b>	<b>£1902.57</b>