



# COVID catch-up premium report

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	184	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£14,720	% of pupils targeted for support across the school: (76 / 184)	41%
Number of disadvantaged pupils: 20	11%	% of disadvantaged pupils having targeted support: 12/20	60%

## STRATEGY STATEMENT

### At Berkeley Primary school, this money will be used in order to provide:

- 🌱 Curriculum resources and materials that support “catch up” and mental health of pupils.
- 🌱 Additional staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

### There are two broad aims for “catch up” at Berkeley Primary school:

- 🌱 The mental health needs of pupils are met and supported by the school.
- 🌱 To raise the attainment and progress of all pupils to close the gap created by COVID-19 school closures

### Additionally:

- 🌱 To ensure that children who should be on track are on track.
- 🌱 To reduce the attainment gap between disadvantaged pupils and their peers.
- 🌱 To ensure that children regain confidence in their learning and celebrate success.

### Catch Up at Berkeley Primary school is:

(For all children)

- 🌱 Working through well-sequenced, purposeful learning schemes. For example, our bespoke writing Journeys are being adapted to focus on missed objectives and consolidate the basics in grammar and punctuation. We have used catch up funding to purchase reading benchmark assessments to identify any learning gaps, and plan for these in our teaching of reading and phonics. In maths, we will utilise ‘Cando maths’ ready to progress assessments and use their ‘keep CALM’ maths materials to ensure we deliver any gaps identified in our baseline assessments. We have been able to use

## STRATEGY STATEMENT

catch up premium to purchase adapted plans that have been purpose written for catch up.

- 🌟 Focus on consolidation of basic skills. The core skills which enable successful learning 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 and reading skills relevant to age. This will also be the focus for homework throughout the Autumn term and reviewed termly.
- 🌟 Cross Curricular learning: Fortunately, Berkeley Primary has an established creative curriculum, where skills in the core subjects are applied across the curriculum and planned for within topics. Therefore, there will be no narrowing of the curriculum at Berkeley Primary school, as further focus on application of skills will be carefully planned into termly topics by our creative, skilled teachers. This means all children will have access to a broad and balanced curriculum where skills are learned and repeated in different contexts over time to enable children to know more, enjoy more and remember more in their learning.
- 🌟 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.
- 🌟 Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly. Baselines will be assessed in September 2020, and recovery plans will be put into action, reviewed regularly with the SLT to ensure all children are given every opportunity to catch up as much as they can to the best of their ability.
- 🌟 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.

### (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. Intervention groups will be fluid according to pupil needs as they progress.
- 🌟 Additional time to practise 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 Berkeley Primary school is about consistently assessing the emotional and academic needs of our children, ensuring we provide them with the greatest opportunities to achieve their potential.**

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	READING: not all pupils have had regular access to books at home during lockdown and have not been read to/with daily
B	Phonics: delay in sequence of learning for each phase, particularly EYFS children transitioning to Year 1
C	PSED EYFS children have not come in typical this September due to missing much of their Nursery education, and emotional needs are higher with some children. Also, Speech & Language delays are evident within this cohort.

### ADDITIONAL BARRIERS

#### External barriers:

D	Home Learning environment: children who have not done any learning during lockdown
E	Pastoral Attachment needs following lockdown
F	Behavioural needs as a direct result to adjusting to school routines following lockdown
G	Staff absences in Y1, Y2 and Y4 during the Autumn term.
H	Sporadic attendance of pupils due to waiting for covid tests, positive tests and periods of isolation.

## 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?
Develop Whole Class reading structure for the teaching and learning of reading.	<ul style="list-style-type: none"> <li>🌱 Children grow a love of reading for pleasure</li> <li>🌱 Reading skills are taught and accessible at all levels to enable all children to make good or better progress in reading.</li> </ul>	<ul style="list-style-type: none"> <li>🌱 Lack of reading at home during lockdown has seen a decline in children's interest in books and reading for pleasure. (Pupil conferencing)</li> <li>🌱 Due to staggered starts to school day and support staff being used to facilitate, previous carousel system for Guided Reading was not working, and so we needed to create an effective method of teaching reading for all abilities.</li> <li>🌱 Research in other schools and CPD for staff training.</li> </ul>	<ul style="list-style-type: none"> <li>🌱 Baseline all children using purchased benchmark kit in order to pitch correct reading levels (£262.50)</li> <li>🌱 CPD in staff meetings to trial and review</li> <li>🌱 Monitor and observe teaching of reading, to include pupil conferencing</li> <li>🌱 Develop online parental engagement &amp; weekly competitions to ensure reading at home is happening regularly</li> <li>🌱 Time out of class for English lead to implement and monitor. (2 days)</li> </ul>	Laura Baker Natalie Lawday	January 2021 March 2021 June 2021
Ensure catch up with any gaps identified in maths learning	<ul style="list-style-type: none"> <li>🌱 Accelerated progress in maths to close the gaps.</li> </ul>	<ul style="list-style-type: none"> <li>🌱 Children have missed significant teaching units in maths during lockdown, and many have only focused on fluency, rather than problem solving and application.</li> </ul>	<ul style="list-style-type: none"> <li>🌱 Clear baselines in all year groups, analysis and actions by Maths lead.</li> <li>🌱 Implementation of Cando maths 'KEEP CALM' catch up resources across the school (£150)</li> <li>🌱 Time out of class for Maths lead to implement and monitor. (2 days)</li> </ul>	Alex Hart	December 2020 February 2021 June 2021

Total budgeted cost: 1012.50

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?
Targeted support for Maths & English	<ul style="list-style-type: none"> <li>Children are able to make sufficient progress in the core subjects, addressing any gaps in learning to help them achieve ARE</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessments</li> <li>Class deficit analysis</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers &amp; intervention teachers communicate regularly to inform assessment for learning, working together to target the support required</li> <li>Monitor and track progress, including regular PPM's.</li> </ul>	Rachel Carrick Alex Robbins	December 2020 February 2021 June 2021
Phonics interventions	<ul style="list-style-type: none"> <li>Children to make accelerated progress in phonics</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessments</li> <li>Class deficit analysis</li> <li>Prior assessments &amp; evidence from lockdown learning</li> </ul>	<ul style="list-style-type: none"> <li>Extra staff in year 1 and Year 2 to support phonics</li> <li>Monitor and track progress, including regular PPM's</li> <li>Phonics Screening check in year 2</li> </ul>	Laura Baker	December 2020

<p>EYFS/KS1 transition Put extra support in place to ensure the use of continuous provision and accelerated learning with phonics</p>	<ul style="list-style-type: none"> <li>🌱 Children will 'catch-up' with the phonics sequence to be at least learning within phase 4 by Christmas</li> <li>🌱 Continuous provision will enable all children to develop through EYFS to Y1 learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>🌱 Children were unable to identify phoneme/grapheme correspondence for Phase 3 in September</li> <li>🌱 Children were not used to 'formalised learning' and many were reliant on copying writing that had been modelled to them during lockdown</li> </ul>	<ul style="list-style-type: none"> <li>🌱 Clear baseline assessments for phonics and tracking for progress</li> <li>🌱 EYFS lead to support implementation of continuous provision in year 1</li> <li>🌱 Extra TA hours to support children</li> <li>🌱 Employ extra supply teacher for Term 2 to accelerate learning in phonics and support transition</li> </ul>	<p>Katie Ferris Alex Robbins</p>	<p>December 2020 Feb 2021 June 2021</p>
<p>Pastoral interventions</p>	<ul style="list-style-type: none"> <li>🌱 Children to receive support required to enable them to feel secure in their learning environment in order to make progress</li> </ul>	<ul style="list-style-type: none"> <li>🌱 Pupil and Parent questionnaires</li> <li>🌱 Class deficit analysis</li> <li>🌱 Communications with families</li> <li>🌱 Observations</li> </ul>	<ul style="list-style-type: none"> <li>🌱 Clear structure of agreed interventions with staff, children and parents</li> <li>🌱 Regular communication with support staff and teaching staff to identify ongoing and changing needs</li> <li>🌱 Regular communication with families to ensure the best and correct care is being actioned for the children and their individual needs</li> </ul>	<p>Rachel Carrick</p>	<p>January 2021</p>
<p>Total budgeted cost:</p>					<p>£14,073.15</p>
<p>Grand Total</p>					<p>£15,085.65</p>