

Covid-19 Catch up Premium Report

Summary information

School	Bishop Bridgeman CE Primary School				
Total number of pupils	419	Amount of Catch-up funding per pupil	£80.76	Overall amount of Catch-up funding	£33,840

Rationale Statement for Bishop Bridgeman's catch-up strategy

Leaders are committed in ensuring catch up funding is used effectively to make the greatest difference to children's outcomes after the Covid 19 lock down. Leaders recognise that inevitably there will have been an impact on all of our pupils regardless of age, academic ability or social background. During the national closures all pupils had access to online learning through the 'Seesaw' platform. In addition, some of our families who had no access to technology received paper packs of lessons and activities suitable for their age group. Despite the hard work from staff, there were varying levels of engagement from pupils throughout this time and it is important to recognise that our pupils will not have received the same quality of education, consistently and as thoroughly, as if they had been taught in school during this time. Hence, the main aim of the catch up strategy at Bishop Bridgeman is to raise the attainment of all pupils to close the gap created by COVID 19 school closure.

Since the re-opening in September significant barriers to learning have been identified across the school, as well as in specific year groups, some of which are identified below. The school's curriculum contingency planning will ensure all pupils are taught any missed content from previous units of work from the last academic year. However, staff will continue to deliver age related content and make provisions for missed learning naturally through current units of work wherever possible. Primarily, using the catch up funding available, school will be accessing approved tuition partners from the national tutoring program to target identified children across all year groups. This will be enhanced through additional programs being delivered with planned CPD for staff to ensure a sustained response and making a difference long term. Some money will also be used for developing children's resilience and well-being so that they can be successful learners' long term.

Leaders have considered many factors carefully in deciding how to allocate and spend the Catch-Up Premium. We have also used the government recommended 'Covid-19 Support Guide for Schools', published by the Education Endowment Foundation (EEF), to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils.

Barriers to future attainment

Academic barriers

A.	Children's limited language and levels of oracy
B.	Securing basic skills in writing particularly with grammar, sentence composition, handwriting and spelling
C.	Gaps in early reading, phonics, writing and maths
D.	Poor social and emotional development

Additional barriers *(issues which also require action outside school)*

Covid-19 Catch up Premium Report

E.	Lack of parental support to access on line learning
F.	Health and well-being of children and their families
Intended outcomes	
A.	At the end of key stage 1 and 2, proportions of disadvantaged pupils meeting ARE in writing, reading and maths, to continue to be at least in line with national
B.	Maintain the high standards achieved in reading and maths at the end of KS2 and increase the proportions of pupils achieving GDS in writing.
C.	Percentage of pupils meeting expected standard in phonic screen check to be at least in line with national after impact of closure for Covid.
D.	Attainment for all children is at least in line with national data for GLD.

Success Criteria				
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation
All teachers continue to deliver the school's intent for reading, writing and maths and implement relevant interventions to support disadvantaged pupils to meet ARE in reading, writing and maths.	Internal data Pupil progress meetings 2019 IDSR/ASP/SPS			
All teachers to use termly assessment data from Insight and PIXL to target children for intervention to ensure % of pupils achieving higher standards in reading and maths across school is maintained. Increase the proportions of children achieving higher standard in writing across KS2.	Internal data Pupil progress meetings 2019 IDSR/ASP/SPS			
Assessment data shows percentage of pupils meeting expected standard in phonic screen check is at least in line with national figures after impact of closure for Covid.	Internal data Mock phonic screens Phonic screen check 2019 IDSR/ASP/SPS			

Covid-19 Catch up Premium Report

<p>Monitoring evidence shows all children have the opportunity to revisit and embed skills across all seven areas of learning, within a coherent and ambitious EYFS curriculum so that attainment for all children is at least in line with national data for GLD.</p>	<p>Internal data 2019 IDSR/ASP/SPS</p>			
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Covid-19 Catch up Premium Report

Planned expenditure			Total budgeted cost:		£	
Quality of teaching for all	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Tuition Partners from the NTP to deliver interventions to groups of pupils across all year groups. Pupil progress meetings after autumn term assessment to evaluate children not on track based on PAG. Tuition partners to follow school timetable of interventions.	Attainment for pupils in line with national for reading, writing and maths.	Through Tuition Partners, delivered by the Education Endowment Foundation (EEF), schools will be able to access tutoring from an accredited tutoring provider which has passed a set of rigorous quality benchmarks. Small group tuition can give upto 4 months impact. (EEF Toolkit)		HH/OMc	8.3.21 21.6.21
	(£)					
	Insight tracking tool to analyse percentage of children on track to be ARE in foundation subjects. Interventions delivered to ensure all children have the essential knowledge and skills for foundation topics taught, including vocabulary acquisition.	Attainment in foundation subjects in line with reading, writing and maths.	Small group tuition can give upto 4 months impact. (EEF Toolkit)		OMc/Subject leads	8.3.21 21.6.21
	Purchase of 'Learning by Questions' resource for Yr3 -Yr6 to address any gaps in reading, writing, maths and science. Immediate feedback available for pupils.	Quality first teach to address gaps in learning in reading, writing, maths and science using LBQ resource.	Feedback given to children can give up to 8 months impact (EEF Toolkit)		CB/VP/SR/DR/	8.3.21 21.6.21

Covid-19 Catch up Premium Report

Targeted Academic	Staff to deliver additional phonic teaching for children in EYFS and KS1 to enable pupils to catch up quickly and stay on track to meet the phonic screen check at the end of Autumn term in Year 2 and Summer term Year 1.	Phonic screen checks in Year 2 and Year 1 to be comparable to national outcomes.	Phonic teaching can give up to 4 months impact (EEF Toolkit)		VP	8.3.21 21.6.21
	Invest in a range of CPD opportunities, including ECM's online and live courses for all staff to give all leaders and teachers to respond to pupils' needs across year groups and in individual classes.	Teachers have the necessarily skills and knowledge to respond to children's needs.			HH/OMc	8.3.21 21.6.21
	Develop CPD plan for TA's and deliver training in house for areas such as marking and feedback of online learning, metacognition and self-regulation. Develop subject knowledge for teaching of writing. (£)	TA's to continue to develop skills and subject knowledge to support the class teacher and deliver interventions.			HH/OMc	8.3.21 21.6.21

Targeted Academic	Planned expenditure				Total budgeted cost:	£
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Year 1 staff to receive training on 'Becoming 1st class at Number' an 'Every Child Counts' program. Deliver interventions for pupils who have gaps for the number ELG. (£)	All Secure understanding of the Number Early Learning Goal from EYFS Profile.	Small group tuition can give upto 4 months impact. (EEF Toolkit)		CB/KB/KG	8.3.21 21.6.21

Covid-19 Catch up Premium Report

	Nuffield Early Language Intervention (NELI). Staff in EYFS to take part in training and using given resources undertake		EEF study of the NELI programme found that the program increased the language skills of 4-5 year olds by an additional three months. Oral language interventions can give up to 5 months impact. (EEF Toolkit)		ZO	8.3.21 21.6.21
	Bolton Close the Gap Pilot	(£)	Early years interventions can give up to 5 months impact based on extensive evidence. (EEF Toolkit)		ZO	8.3.21 21.6.21

Planned expenditure		Total budgeted cost:			£	
Wider Strategies	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Two teachers to lead on online learning for all pupils across the school. Ensure engagement with school from all children isolating is high. Staff to contact pupils and their families more regularly for non-access to the online learning platform.	All children are able to access education remotely when isolating so that outcomes for pupils are comparable to national.			SR/NK	8.3.21 21.6.21
	To develop a health and well-being policy and action plan for the school. Deliver CPD for staff on emotional literacy. Timetable well-being initiatives in school, e.g., well-being SLD day.	Mental Health and Well Being policy and action plan in place.	Support given focusing on social and emotional learning can give moderate impact with moderate costs		HH/ZO/KB/SC	8.3.21 21.6.21

Covid-19 Catch up Premium Report

		Social and emotional needs of all children are met so that outcomes at EOKS are in line with national averages.	with +4 months progress (EEF Toolkit).			
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