



Buckland Primary School

COVID-19 Catch-up Premium Strategy 2020 – 2021



Our vision ‘*Believe, Excel, Strive, Together*’ provides a framework for education in our school

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life. 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 amongst the 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. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged pupils. (EEF COVID support guide for schools June 2020). The grant is only available for the academic year 2020 to 2021.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION: ACADEMIC YEAR 2020 - 2021					
Total number of pupils:	407	Amount of catch-up premium received per pupil:	£80.00	Proportion of Disadvantaged:	29%
Total catch-up premium budget: £32, 240.00 (3 tranches)	Aut: £7,980 Spring: £10,830 Summer: £13,190	Date for next strategy review:	Spring 2021	Statement written by:	R Hutton (Headteacher) P De Leonardis (DHT) In consultation: Lead Governor: H Watson (CofG) Shared with all governors and staff

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

STRATEGY STATEMENT

Key School priorities: *Restoration, Relationships, Responding*

- To improve the attainment of all pupils; to close the gap created by COVID-19 school closures
- To ensure all pupils return to school with support in place for those families and staff who need it (wellbeing and mental health)

Teaching: Effective Quality First Teaching is the most important lever schools have to improve outcomes for pupils

Targeted Academic Support: There is extensive evidence supporting the impact of high quality one to one or small group tuition as a catch-up strategy. Tuition delivered by qualified staff is likely to have the biggest impact.

Pupil Assessment and Feedback: Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other staff to provide effective support.

Wider Support: Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year will focus on providing regular and supportive communications with parents and carers, especially to support wellbeing as well as increase attendance and engagement with learning.



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Context of school and rationale for strategy (with specific reference to the impact of COVID 19)

- Our proportion of disadvantaged pupils across the school is above national and has risen following the national pandemic – 116 pupils, 29% of school population
- Majority of children (YR to Y6) engaged with detailed online home learning that the school provides. Parents felt supported and were happy with the arrangements the school made (Parent Survey Oct 2020)
- School remained open March to July during national retractions for Key Workers and Vulnerable pupils and YR, Y1 and Y6 from June 2020 (including holidays)
- Upon re-opening in September, the vast majority of pupils returned to school. Attendance has been stable across all year groups. YR had a staggered start in line with previous years to support transition into primary school and 1:1 school visit for parents.
- As a staff, prior to return in September, agreed the importance of supporting pupils, parents and staff’s wellbeing. The Inclusion team (School Improvement Team 3) identified key provision - in place for September and reviewed frequently in response to identified needs.
- As a staff agreed consistent approach to formative and summative assessments during autumn term (and going forward) in order to ensure fullest picture in terms of pupil’s knowledge/skills, strengths and gaps in learning. Intervention timetables will be implemented for each class (as working in class bubbles) during each term including after school 1:1 and small group tuition (use of Catch-up Premium) for identified pupils.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for on lost teaching over the previous months, in line with the guidance on <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

Schools have 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. <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

EEF recommendations

The EEF advises the following:

Teaching and whole school strategies

- ✓ Supporting Quality First teaching (QFT)
- ✓ Pupil assessment and feedback
- ✓ Transition support

Targeted Approaches

- ✓ One to one and small group tuition
- ✓ Intervention programmes (daily sessions during school day)
- ✓ Extended school time – enrichment and tuition

Wider strategies

- ✓ Supporting parents and carers returning to school - attendance / wellbeing
- ✓ Access to technology (laptops and Routers)
- ✓ EHMW project alongside SST and Surrey LA
- ✓ MHST project alongside Surrey Heath NHS



Buckland Primary School COVID-19 Catch-up Premium Strategy 2020 – 2021



Intended Outcomes (<i>specific outcomes and how they will be measured</i>)		Success Criteria
Quality First Teaching	<ul style="list-style-type: none"> • Baseline summative assessments to identify gaps in learning • Dedicated PPA time in phases to ensure time to review learning, effectively plan lessons and intervention timetables • Recovery curriculum planned for each year group/phase. Objectives identified as not taught or taught but not fully embedded. These are being taught alongside a broad, balanced and ambitious curriculum <ul style="list-style-type: none"> ○ <i>Work through well sequenced, purposeful learning schemes – e.g. newly implemented writing scheme, whole class reading and continuation of White Rose maths scheme</i> ○ <i>Focus on consolidation of basic knowledge/skills: core knowledge/skills which enable successful learning e.g. phonics, spellings, sentence structure, punctuation, mental recall in maths</i> ○ <i>Continued implementation of RHSE curriculum (Statutory September 2020)</i> ○ <i>Additional lesson time on core teaching: reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly during the autumn term. In order to keep a broad and balanced curriculum, some subjects may be taught as blocked days rather than weekly lessons</i> • Feedback and marking to make next steps explicit (see F&M Policy and BPS Learning booklet September 2020) • Daily reflection time to allow pupils to reflect on what they have found difficult and why. Where are they successful? What are their next steps? What support do they need? • Whole staff CPD for research based high quality teaching (EEF) – retrieval practice, metacognition, working memory, low stakes assessments etc. • Key areas identified for intervention - CT, HLTA and LSA. Co-ordinated by class teachers, PP Lead, SENCo and SLT • Continuation of Growth Mindset principles and ethos – building resilience and perseverance (Learning Pit) and to improve attitudes to learning • Introduction of new writing scheme (whole school) with whole staff CPD – The Write Stuff delivered by Jane Considine • Continuation of high quality, focused guided reading sessions using Literacy Shed schemes and rich, vocabulary rich texts. Purchase of high-quality phonics texts. 	<ul style="list-style-type: none"> ✓ Monitoring and feedback regarding teaching and learning (adhering to COVID protective measures) by SLT ✓ High quality CPD delivered to staff (internal and external) across broad range of curriculum subjects support highly effective T&L ✓ Analysis will show cohort gaps are closing with agreed next steps (pupil progress meetings) ✓ Staff and pupil surveys (attitudes to learning, improvement in learning behaviour, outcomes) ✓ Retrieval practice & Metacognition toolkit used to identify strengths and next steps ✓ Phonics reading scheme purchased and implemented



Buckland Primary School COVID-19 Catch-up Premium Strategy 2020 – 2021



<p>Targeted Academic Support</p>	<ul style="list-style-type: none"> • Parents informed about their child’s next steps and how to support at home e.g. Topic Letters, thematic plans, maths/phonics/spelling leaflets, virtual curriculum workshops, parent consultations • Same day interventions for closing the gaps and addressing misconceptions – planning, pre/post teaching, class intervention timetables • Pre-teaching established to make curriculum access more equitable – LSA/HLTA directed support (see above) • Teacher led interventions – content determined by analysis of progress in classrooms, summative and formative assessments (including after school tuition) 	<ul style="list-style-type: none"> ✓ Parent consultations – Nov/March over phone in line/Teams with SD expectations ✓ Intervention timetable agreed in bubbles/phases and shared with SLT – monitored and adapted according to need ✓ After school small group tuition for identified pupils led by CT, HLTA, LSA. 6-week programme Autumn 2. Links made to classroom contexts. Progress identified in classroom learning.
<p>Wider Strategies</p>	<ul style="list-style-type: none"> • Additional training identified for staff – full return to school, emotional wellbeing and mental health (anxiety/attachment/bereavement), safeguarding, e-safety • SENCo room and other additional spaces enable bubbles to work safely and in isolation when delivering intervention programmes • Classroom environments developed to be accessible for all and promote wellbeing. • Daily relaxation and mindfulness opportunities included in class timetables e.g. yoga, outdoor learning opportunities, Forest Schools, mindfulness activities • Participation in SST Emotional Wellbeing and Mental Health Accelerator Project delivered in conjunction with Surrey (separate project and income strand) • Play Therapy in place in school – weekly sessions • Individualised SEMH support for pupils who require it – supported by Inclusion team for pupils and their families • HSLW: ELSA support for those who need it 1:1 and in small groups • Led by Welfare Officer – Inclusion team and staff monitor attendance and support following agreed protocols including attached LA Inclusion Officer • Continuation of Growth Mindset ethos across the school – resilience, perseverance, independence (metacognition and self-regulation) • Participation in Surrey wide Team Around the School (TAS) approach alongside wider Surrey health partners 	<ul style="list-style-type: none"> ✓ Parents / pupils settled well into school with good attendance ✓ Families supported where needs identified – Inclusion team overview with all actions logged using school’s secure portal ✓ Outdoor learning promoted and part of weekly timetable ✓ Staff training undertaken with follow up sessions where identified (remote) ✓ Participation in Surrey project – outcomes shared and rolled out widely (TAS)



Buckland Primary School COVID-19 Catch-up Premium Strategy 2020 – 2021



Planned Expenditure 2020 / 21					
Autumn term 2020 £7,980.00					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
<p>Targeted Academic support Small group interventions/tuition after school led by class teacher/HLTA/LSA Maths Literacy Phonics Content informed by ongoing assessments, marking, feedback and lesson plans (to ensure inline with classroom teaching)</p>	<ul style="list-style-type: none"> Following national lockdown to close the gap in attainment for identified pupils 	<ul style="list-style-type: none"> Evidence from EEF and Sutton Trust linked to teacher lead intervention groups / tuition <p>EEF guidance: School Planning Guide 2020-21 Education Endowment Foundation EEF</p>	<ul style="list-style-type: none"> Teacher marking, feedback and moderation Book looks for transfer of knowledge/skills independently 	<p>Class Teacher HLTA LSA</p> <p>6-week programme - Aut2</p> <p>£7900</p>	<ul style="list-style-type: none"> November 4th till December 10th 2020 - pupil progress meetings, analysis of outcomes. Agreed next steps.
<p>Teaching New whole school writing scheme of work as identified as a key area for development (SDP) The Write Stuff written by Jane Considine Staff INSET Sept 2020 with follow up sessions November and January planned</p>	<ul style="list-style-type: none"> Raise attainment in writing – whole school priority Termly data drops identify progress and attainment for all in writing from different starting points Improved knowledge and independent application of skills across all genres Increased enjoyment in writing Continuation of scheme delivered during identified intervention groups / tuition 	<ul style="list-style-type: none"> Prior whole school improvement priority (outcomes 2018/19) Evidence from EEF – Quality First Teaching, high quality CPD for staff ensuring high quality delivery of lessons 	<ul style="list-style-type: none"> SLT / phase leader / CT monitoring e.g. learning walks, book looks, moderation Termly data drops and analysis 	<p>No cost directly from Catch up Premium</p> <p>£3,000 to date for whole staff teaching, planning and resources</p> <p>Time given to plan (see below)</p>	<ul style="list-style-type: none"> Termly Weekly during PPA and staff INSETS
<p>Supporting effective teaching Additional planning time for teams to plan core and Foundation subjects for autumn and spring term. Consideration for how pre-requisite knowledge will be taught alongside new learning so that gaps can be reduced.</p>	<ul style="list-style-type: none"> Additional time for teachers to research and plan subjects (including non-core). Raising of standards across all subjects for all pupils (internal data) Gaps closed Pupil engagement increased 	<ul style="list-style-type: none"> EEF impact of Quality First teaching alongside retrieval practice 	<ul style="list-style-type: none"> SLT monitoring PPA Sports Focus to deliver additional PPA to release staff 	<p>Additional PPA cover £550.00</p>	<ul style="list-style-type: none"> Termly Weekly Additional PPA monitored Impact of QFT - part of monitoring schedule



Buckland Primary School COVID-19 Catch-up Premium Strategy 2020 – 2021



Spring term 2021 £10,830.00 Spent: £6,830 (C/F: £4,830)					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implantation?
<p>Supporting Quality First teaching Additional planning time for teams to plan core and Foundation subjects for summer term. Consideration for how pre-requisite knowledge will be taught alongside new learning so that gaps can be reduced with remote teaching broadly in line with in school provision.</p>	<ul style="list-style-type: none"> Additional time for teachers to research and plan subjects (including non-core). Raising of standards across all subjects for all pupils (internal data) Gaps closed Pupil engagement increased 	<ul style="list-style-type: none"> EEF guidance on best evidence on support pupils to learn remotely EEF impact of Quality First teaching alongside retrieval practice 	<ul style="list-style-type: none"> SLT monitoring PPA and planning Coaching / mentoring Sports Focus to deliver additional PPA to release staff 	Additional PPA cover £1,500	<ul style="list-style-type: none"> Termly Weekly Additional PPA monitored Impact of QFT - part of monitoring schedule Coaching / mentoring sessions Staff feedback Twilight INSETs
<p>Purchase phonics reading scheme in addition to book already purchased to support SEND pupils</p>	<ul style="list-style-type: none"> Pupils access to high quality text Pupils read regularly at home and school Pupils (SEND) continue to make progress in reading in line with agreed targets (Provision maps and EHCPs) 	<ul style="list-style-type: none"> Pupils need to read often accessing a scheme of books which supports their phonological development Key priority on SDP (Literacy) Support wider reading at home 	<ul style="list-style-type: none"> SLT lead (SENCO) roll out books and monitor progress alongside class teachers Outcome data – spring/sum Pupil progress meetings – termly all staff Report to governors 	Cost of book £1,500	<ul style="list-style-type: none"> Termly - outcome data analysis Pupil progress meetings Feedback from pupils and parents
<p>Targeted Academic support: 4 weeks Enrichment Clubs Y1 to Y6 After school led by class teacher/HLTA/LSA Arts, Sports, Horrible Histories, Forest Schools, Gymnastics, puzzles and games</p>	<ul style="list-style-type: none"> Following national lockdown support pupils return to school including their social and emotional wellbeing 	<ul style="list-style-type: none"> Evidence from EEF and Sutton Trust SEMH blog 	<ul style="list-style-type: none"> Building on teacher and pupil interests and skills SLT monitoring and support as required Staff and pupil feedback 	Class Teacher HLTA 4-week programme £3,000	<ul style="list-style-type: none"> April 1st 2021
<p>Wider strategy Emotional Health and Wellbeing Ongoing from autumn term EWMH project</p>	<ul style="list-style-type: none"> Pupils and their families are supported with regards to their mental health and wellbeing Identified pupils access play therapy in school Sensory boxes established in all classrooms Continued development of sensory garden and grounds Participation Compassionate Schools programme (audit) 	<ul style="list-style-type: none"> Ongoing identification of need in Spelthorne schools linked to increased in anxiety and ASD diagnosis Early Help in place for families and pupils with in school support – anxiety etc. Led professional in school to identify and support 	<ul style="list-style-type: none"> Weekly monitoring by HT and SENCO and liaison with therapists Impact studies completed and shared with LA Lead practitioners in place in school Compassionate school audit identifies good practice and next steps 	Non COVID-19 catch up funds £830 Applied for £6,000 grant: Successful	<ul style="list-style-type: none"> March 2021 – report shard with LA



Buckland Primary School

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	<ul style="list-style-type: none"> ASD lead Project (Sum 2021) Mental Health Worker Placement March 2021 	<p>ASD pupils and their families</p> <ul style="list-style-type: none"> Direct support in school via MH worker 		
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Summer term 2021 £13,190.00 plus £4,000 c/f from spring term

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
<p>Targeted Academic support Small group interventions/tuition after school led by class teacher/HLTA/LSA Maths / Literacy / Phonics Content informed by ongoing assessments, marking, feedback and lesson plans (to ensure in line with classroom teaching)</p>	<ul style="list-style-type: none"> Following national lockdown to close the gap in attainment for identified pupils Identified children will have increased fluency, reading, understanding of basic maths skills and application of number as well as increased independency in writing 	<ul style="list-style-type: none"> Evidence from EEF and Sutton Trust linked to teacher lead intervention groups / tuition 	<ul style="list-style-type: none"> Teacher marking, feedback and moderation Book looks for transfer of knowledge/skills independently 	<p>Class Teacher HLTA / LSA</p> <p>8-week programme - Aut2</p> <p>£8,500</p>	<ul style="list-style-type: none"> June 30th 2021 by SLT and LT also reported to governors End of year outcome data FGB 15.7.21
<p>Transition work Y6 to Y7, YR new starters etc. Support for all transition in school YR, KS1, KS2 and internal transitions Including pupil wellbeing, attendance, access Liaison with secondary schools, nurseries, families and other external support agencies.</p>	<p>Children who are joining Buckland or leaving and transitioning within the school have an opportunity to become familiar and confident with the setting before they join.</p>	<ul style="list-style-type: none"> Support and promote good attendance within school and when joining new school Effective relationships with parents, schools, agencies Support wellbeing 	<ul style="list-style-type: none"> Full internal transition programme YR new starters, Pyramid Club (KS1 transition), Y6 secondary transition and all other internal transition work takes place HSLW programme implemented Y6 Smart Moves transition (PSHE) alongside additional secondary support 	<p>£2,000</p>	
<p>Supporting Quality First Teaching Additional planning / liaison time for teams to plan core and Foundation subjects for Sept 2021. Consideration for how pre-requisite knowledge will be taught alongside new learning so that gaps can be reduced. *6 new teachers employed Sept 2021</p>	<ul style="list-style-type: none"> Additional time for teachers to research and plan subjects (including non-core). Raising of standards across all subjects for all pupils (internal data) Gaps closed Pupil engagement increased 	<ul style="list-style-type: none"> EEF guidance on best evidence on support pupils to learn remotely EEF impact of Quality First teaching alongside retrieval practice 	<ul style="list-style-type: none"> SLT monitoring PPA and planning Coaching / mentoring New staff Induction including ECTS Sports Focus to deliver additional PPA to release staff 	<p>Additional PPA cover £1,500</p>	<ul style="list-style-type: none"> Termly Weekly Additional PPA monitored Impact of QFT - part of monitoring schedule Coaching / mentoring sessions Staff feedback Twilight INSETS



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Consideration for future attainment: September 2021 and beyond Carry Forward: £5,430	
Teaching	<ul style="list-style-type: none"> Continuation of newly implemented writing scheme 'The Write Stuff'. Whole staff CPD, resources and monitoring. Whole staff INSET 13.9.21. (SIT 1) Induction for new staff including 3 Early Career Teachers in readiness for new academic year Focus on maths mastery through White Rose scheme of work: CPD, subject lead, monitoring (Surrey Maths Hub) Review of Phonics scheme: Letters and Sounds. What is best for our school? Surrey hub project. Y2 Phonics check: autumn term Full implementation of external assessment: EYFS baseline and reforms, Y1 Phonics check, KS1 SATs, Y4 MTC and KS2 SATs. CPD, monitoring and review including moderation. Continuation of Outdoor Learning: Forest Schools, Sports and PE (SIT 2).
Targeted Academic support	<ul style="list-style-type: none"> Use of carry forward to deliver targeted interventions (after school) as required NTP: use of PP funds e.g. 3rd Space Learning (maths), monitored by PP lead TA delivering Early Support EYFS and KS1: PP funded Review and monitoring of research-based intervention programmes delivered during school day: what is needed? Who going to deliver? What are the outcomes? Ensuring staff CPD, support and review. E.g. FFT, NELI, LLS
Wider Strategies	<ul style="list-style-type: none"> Inclusion Team: attendance, wellbeing and liaison with external agencies. Implementation of team Around the School project with wider Surrey partners. ASD Lead project: led by SENCo in partnership with Freemantle and Spelthorne schools (SST project) Continuation of MHST support in school Compassionate Schools programme: audit review, agreed actions, stakeholder views leading to Trauma Aware School partnership (EP service) in collaboration with local schools