

Bitterne CE Primary Covid Catch up Premium Plan

Updated Jan 2021- There are elements of this plan that are impacted by lockdown Jan 2021. We will carry on with aspects we can and re schedule once school reopens fully. Costs therefore may change but the basic principles and strategy will be the same.

Context

The DfE has allocated funding to the school equivalent to £80 per pupil which will be paid in 3 portions in autumn 2020, early 2021 and then summer term 2021.

With 419 children on census day Oct 2020 and indicative amount for the year would be £33,520.

Use of the Catch up Premium and rationale at Bitterne CE Primary

Bitterne CE Primary School will use the Catch Up Premium as a single total to fund specific activities to support all children to catch up on missed education since March 2020. The funding will not be used on a per pupil basis, as some children need more support and others less. The funding will be prioritised where the evidence suggests it is needed most.

The school will develop and implement plans and evaluate the impact of the Catch up Premium

The school is using additional to the funding on top of the Catch up Premium to ensure that children are where they should be by the end of summer 2021. The expected cost of this plan is nearly £47,000.

What are the barriers to overcome?

- Working below expected in reading, writing or maths with gaps in understanding, due to lockdown or repeated self-isolation which is limiting progress
- Emotional and mental health needs of the child and wider family
- Attendance and punctuality
- Limited engagement in home learning when self-isolating
- Lack of IT devices at home to support home learning

The funding will be used to develop:

1. Teaching and whole school strategies

- a. **Supporting great teaching** – having the best possible teaching will ensure that children systematically plug gaps and make strong progress from their starting point (post Lockdown). Therefore, supporting each teacher, HLTA and TA, through increased coaching and other professional development is essential for achieving the best outcomes our pupils. This will focus especially on staff who are new to the school

or the profession, whose training may have been disrupted due to lockdown. The school will continue to develop our use of technology and use of online resources to support children’s learning both in school and at home.

- b. **Pupil assessment and feedback** – Accurate assessment and follow up by all staff in school is essential to know what initial gaps are and to determine how well they are being plugged. Bitterne CE Primary school will set aside extra release time for teachers and other staff to assess pupil’s ongoing wellbeing and learning needs which will ensure that we can provide effective support where it is needed most through targeted support. Moving forward this extra release time will ensure highly effective feedback can be given to individual children or groups. This aspect will also include allocating extra resources to meeting parents and completing referrals to camhs post lockdown.

2. Targeted support

- a. **One to one and small group tuition** - There is extensive evidence supporting the impact of high quality one to one and small group tuition/ feedback as a catch-up strategy. The most effective way to do this is to ensure high levels of communication between the teacher, tutor and child to ensure areas worked on are the priorities for each child. This is why a significant proportion of the funding at Bitterne CE Primary School will be used to give teacher time to tutor their own class alongside other trained school staff who know the children well with strong communication with the teacher on next steps. Tuition provided by external providers, as part of the DFE National Tutoring Programme, will also be used and the impact evaluated and communication will be a focus to ensure this meets the needs of our pupils.
- b. **Intervention programmes** – these will be developed for children who have fallen behind the most and they will mostly have a focus on literacy, numeracy, learning behaviour skills and emotional well-being. These will be scheduled with trained staff in school for a specific period of time. We will be able to assess the impact from the start to the end of the intervention. Many more children are needing support with their emotional well-being and this is a barrier to all learning in school and is therefore a priority to ensure children are happy in order to learn at their best. We are adding capacity by training further ELSAs in school, who can lead interventions where children are struggling emotionally.

Development plan. This is what is proposed. The focus may change based on evidence at each termly review. The cost of implementing the plan will exceed the amount allocated through the Covid Catch up Premium.

focus	Action	Who/ When	Success Criteria	Monitoring	Proposed cost
1a	NQT and NQT+1 focus coaching and development opportunities.	JM ongoing	NQTs will make up for lost training during lockdown and make strong progress against targets to successfully meet all teacher standards by July 2021 NQT+1 will have opportunities to plug gaps due to training and experience lost during lockdown in their NQT year	Joint obs and review of data AP JM Target reviews and impact recorded Discussion with teachers For NQTs linked to termly reports.	£2,000 Extra coach release time

1a	Increased coaching for planning and assessment to ensure in class teaching is highly effective in addressing gaps.	JM (OP, BS, ED)	All staff will be able to evidence impact of regular coaching on their teaching and the reduction of gaps for children, especially for the disadvantaged and SEND groups	Coaching reports reviewed AP Follow up targets – validate coaching impact	£2,000 Extra coach release time
1a	HLTA coaching programme – further develop OS as a coach	OS JM	HLTAS can evidence the positive impact of coaching with reference to the outcomes for children HLTA coach can give examples of the impact of their own coaching over time on the HLTA.	Coaching reports reviewed by JM HLTA coach induction notes	£1,000 OS release time and JM induction release time.
1a	Develop remote learning provision-link to curriculum and adapt for individual needs EHCP and SEND. Create a bank of ready to use laptops to loan to any family isolating to assist with online learning at home. Phase leaders to include the monitoring of remote learning for their phase - feedback to teacher and inform change to policy	AP SLT CB CH ED BS JM OP	When isolating as a class, all children can access their usual curriculum and learning through Tapestry or Seesaw for learning remotely. Children are engaged and parents are supportive of this. Every child has rapid access to IT to enable them to engage fully in learning at home Phase Leaders ensure that the remote learning provision is consistent and expectations are met.	Child and parent survey remote learning. Seesaw tapestry activity logs and parental comments Loan of laptops and how they have been used Phase leader report notes – review by AP	Cost to release- £1,000 Cost of laptops/ tablets – bank for loan £2,000(x5 +32 from DfE) Release cover for phase leaders £2000
1b	Standardised assessments to help identify gaps (COPS/ LASS) with time for staff to carry these out and analyse the result and develop specific interventions. Focus disadvantaged – <i>The resulting intervention see below aspect 2b.</i>	LA CB BS	All disadvantaged pupils (+ some non-PP as identified) have a clear analysis of their strengths and areas to develop. All adults working with the child know the next steps. The children can say what their next step is <i>-link to 2b below</i>	Review of individual test analysis Summary of need – cross reference with intervention plans (SLT)	£1,000 Release time to administer assessments.

1b	Increased demand post lockdown- allocate extra referral time and parent meeting time for camhs referrals / No limits referrals	CB LA OS	Children and families feel supported in dealing with their child's mental health. Children's emotional well-being and mental health needs are fully understood by adult that work with them. – link to 2b interventions below	Referrals – overview AP Parent feedback sought Behaviour logs and ELSA records	£1,500
2a 1b	Teacher release time to pupil conference/ tutor individuals or groups to plug gaps in reading, writing or maths based on their in-class assessments – can focus on any child across ability range with a barrier identified. Frequency – equivalent to 4 mornings/ afternoons per term for each teacher	AP CH	Teacher are able to evidence the impact of their use of time with examples- linking with assessment data and work books. Children say they are well supported to plug gaps in their understanding and can give examples of where their progress is stronger, as a result. More children are on track for expected and greater depth – especially in disadvantaged group	Termly data drop analysis Talking to children Talking to teachers Book reviews (Leadership team)	£16,800 14 classes for 2 days per term – termly release cost £5,600
2a	National Tutor programme- school pays 25% of cost of each programme. Review providers – link with our need and priorities	LA	Children accurately identified for external tutor programme and parents fully supportive leading to child being fully engaged. Children being externally tutored can demonstrate examples of where their understanding is better and this can be proved in their independent work.		Numbers to identify Budget at 25% cost £962- 14 ch initially.
2b	In school tutor support individual, small group – extra hours and after school – focus phonics and RWM	AP CH CB	Children having extra intervention show increased progress and gaps in learning plugged Children can transfer learning from intervention into class work	Pupil data – review Intervention assessment notes Work book review Phase lead and CB	£10,000 to include 1 TA extra mornings Jan to March 2021(£3,500)
2b	The reception year early language Programme (NELI) Initial assessment , develop of intervention for focus children , evaluate impact , train Year R adults	ED	All staff in Year R can evidence impact of the NELI training in their assessment and intervention Children have their early literacy skills and understanding accurately assessed. Children make strong progress from their starting point – focus disadvantaged	NELI assessment summary Intervention overview Impact report for individuals- to AP	Staff training release Implementation cover for staff £2,000

2b	ELSA training for 2 further members of staff – schedule more children to ELSA support programmes	LA	Capacity to deliver ELSA programmes is increased – more children are supported. Children’s emotional needs are met in school and they say they are happier and well supported. The children are less anxious and able to share how they are feeling appropriately	ELSA training certificates ELSA schedule and programmes Overview of impact linked to behaviour logs.	£1000 (2 x £500) Staff cover for training £600
2b	No Limits traded services- contact and purchase 6 days worth of 1 to 1 or small group work interventions higher end emotional support – children in crisis or close to crisis.	LA/ AP	Children understand their own feelings and anxieties. Children have strategies to deal with anxieties. Child is not feeling overwhelmed, behaviours are less extreme and impact on family is positive.	Impact of behaviour – logs. talk to child – talk to parent what impact?	6 days at £250 per day =£1,500