



Barmby Moor Church of England Primary School

Summary information					
School	Barmby Moor C.E. Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7,040	Number of pupils	88

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 6. 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. The grant is being used to further enhance teaching and learning after the first national school closure (March 2020) to support catching up on missed learning and to support the well-being of pupils. Since this allocation, a second national school closure has occurred (January 2021). The strategies outlined in this document will continue to be used to support all pupils.	
Use of Funds	EEF Recommendations
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.	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
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Identified impact of lockdown

Although the school has planned and delivered remote learning in accordance with the prescribed curriculum for each year group, there will inevitably be gaps in learning. The impact of this has included:

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. For some children, recall of basic skills has suffered. This has affected the recall of addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic teacher assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are 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.

Context of School

- Our proportion of disadvantaged pupils across the school is below with the local and national picture.
- The school remained open for key workers during the Summer term which equated to on average 32% of the school. During the closure in earlier 2021 the number of key workers/vulnerable children in school was on average 40% of the school.
- The vast majority of children from Reception to Year 6 engaged with the remote learning packs that the school provided, however remote learning was significantly enhanced for the 2021 school closure – please see our Remote Learning Plan, which is available on the school website.
- From June 8th 2020 the school opened more widely when Reception, Year 1 and Year 6 returned to school. Due to staffing, space and Government requirements of 15 children per bubble, we were unable to welcome back Year 2, Year 3, Year 4 and Year 5 prior to the end of the Summer Term.
- From Sept 2020 we have a positive response to the return to school and attendance for the first term was 97.6% which was a significant increase compared to the overall attendance figure for the school year 2019-20 - 96.8%. The first term figure does not take into account children who were forced to self-isolate.
- The school used a range of assessments to identify gaps and regression in learning. These were used to plan how to best support the children through a range of interventions, curriculum support and catch up strategies.

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

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u> The school has introduced a new online learning platform (Seesaw) to support homework, communication and for use if any children are forced to self-isolate or if there are any additional school closures due to the COVID-19 Pandemic to ensure children can still access work remotely.	<i>Staff training on using the new Seesaw learning platform. Seesaw guide created for parents so that they know how to upload work and how to communicate with teachers using the messenger feature. New homework grids created and ready to use on Seesaw.</i> (Free)	Seesaw enhanced parent/school communication. The platform was vital during the Jan – Mar school closure; the system allowed for enhanced remote provision, which involved greater communication, more precise teacher feedback and the ability for children/parents to ask for advice on work.	JB	July 21
New phonics scheme (Read Write Inc) purchased and whole school staff training carried out. The scheme to be used across school to support the development of phonics and phonics catch up.	<i>Staff given release time to further their knowledge and understanding of the new phonics scheme.</i> <i>The scheme to be used to help children catch up on missed phonics knowledge in EYFS/KS1 and LKS2. Fresh Start Scheme to be used in Year 5 and 6 to support any pupils who require phonics intervention.</i> (£2000)	The new phonics scheme, to provide greater consistency across EYFS/KS1, is now in use and staff training has been provided. Fresh Start was not used in Year 5 and 6, instead the school opted to use RWI Fast Track Tutoring to target key gaps in knowledge. This tutoring is also being used effectively in other classes in school. The school will continue to develop RWI over the coming 12 months, with key aspects such as Fast Track Tutoring continuing.	KAP/AH	Dec 22

Further develop staff, following the national school closures, to enable them to have opportunities to develop their teaching and learning and to ensure QFT is at least a good level.	<i>New CPD opportunities identified and staff booked on relevant courses.</i> (£500)	Further review to be carried out later in the year.	JB/TH	Jul 21
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and will use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. The school to move to an online assessment system to allow for more detailed assessment analysis to be carried out to support rapid catch up of pupils.	<i>Purchase and implement NFER Assessments. Complete these tests after lockdown and when children have settled back into school routine. Assessments to be used by class teachers to identify gaps in learning and interventions implemented. Moderation of analysis of assessments to be carried to ensure consistency.</i> (£1000) <i>Online assessment systems to be researched and the best product to meet the needs of the school to be purchased. Staff training carried out on the new system, including how to input assessment data and how to use the system to quickly identify gaps in learning.</i> (£1000)	NFER tests used throughout Spring/Summer Term. These tests supported class teachers in identifying gaps in learning and then appropriate intervention could be implemented. Assessment is now more consistent across school and NFER will continue to be used throughout the next academic year. Assessment system now embedded. Staff training carried out. Formative and summative assessments regularly updated and then data analysis carried out. Further training on the assessment system to be carried out with subject leaders.	Teaching staff JB JB	July 21 Dec 21
<u>Transition support/Emotional Well-Being</u> Children to be well supported in terms of their wellbeing when transitioning back to full time education in school. Children to be well prepared for future transitions to other settings.	<i>To purchase the Inspire Ignite transition/emotional wellbeing packs to help support transitions i.e. transition back into school after lockdown and help support transitions for the future. One to one Inspire Ignite Support to be purchased to support individual pupils if required. Member of staff to be trained on using this transition package/emotional wellbeing package.</i> (£990)	Resources purchased and used in relevant year groups to support either emotional resilience or transition to secondary school. No one to one support was required, however school has kept links open with Inspire Ignite and future support will be purchased where required.	JB	Ongoing
Total budgeted cost				£ 5490

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of phonic knowledge due to the new phonic scheme, which includes one to one tutoring sessions to support pupils to catch up. Teachers identify children requiring additional intervention in reading, writing and maths.	<i>Children requiring additional one to one phonics tutoring to be identified and tutoring to be carried out daily in EYFS/KS1 and three times a week in KS2. Support staff to be trained on leading the tutoring sessions.</i> <i>(As previously stated)</i> <i>Children requiring additional intervention, whether this is one to one or small group intervention, to be identified and interventions timetabled throughout the week and reviewed regularly. Assigned Teaching Assistants to be used to work with specific children throughout the school day. HLTA to be used to cover classes so QFT can be provided to pupils.</i> <i>(In current school budget)</i>	RWI Fast Track Tutoring being used across school to support phonics catch up. This is ongoing. A positive impact has been noted in RWI phonic assessments with children making progress. Provision maps created for each half-term and then reviewed regularly to identify next steps. New formats for provision maps introduced. A range of interventions have been implemented in reading, writing and maths, however some interventions have focused on other needs, such as emotional wellbeing.	KAP/AH All teaching staff	Dec 22 July 21
<u>Intervention Programme</u> Regular use of Mathletics/Reading Eggs online to support development of maths/reading skills in school and also at home. Regular times tables practice to be implemented at home and school to support children catching up with basic maths skills. Introduction of a new GPS scheme of work to support development of GPS across school.	<i>Children requiring additional catch up to be monitored to ensure the online programs are being used regularly. Class teachers to ensure new activities are allocated on a regular basis.</i> <i>(£910)</i> <i>TTRockstars to be purchased and demoed to staff within school. This program to be promoted with children and parents.</i> <i>(£94)</i> <i>Classroom Secrets purchased, including the new GPS scheme of work. This scheme breaks GPS into key units across the academic year.</i>	Online programs continue to be used within school. These programs are to be renewed so that children can continue to access them away from school. Good engagement with the TTRockstar program. Evidence of progress on 'heat maps'. School to continue to use this in the next academic year. Classroom Secrets GPS scheme introduced in KS2. Teachers have adapted this for their classes and have focused on units where there are gaps in learning.	TH Teaching Staff JB Teaching Staff JB Teaching Staff	Ongoing July 21 Sept 21

Workbooks purchased to support children in Year 3 and 4.	(£116) CGP targeted support books purchased for all Year 3 4 children. Allocated pages to be set for children to complete as part of homework and also as catch up opportunities within school. An individualised approach to be used when setting children work based on teacher assessments. (£152)	Books used within Year 3 and 4 to support catch-up in school. An individualised approach was used with children completing key aspects linked to their gaps in learning; these gaps were identified via the previously mentioned NFER tests.	KB	July 21
<u>Extended school time</u> Identified children are able to access weekly catch-up support before school (Mon – Tues 8:30 until 9:00). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	Class teachers to identify children, based on their own assessments and NFER assessments, which children would benefit from accessing intervention before or after school. Parents to be informed of intervention times and before school arrangements. (£363)	Early Morning Maths implemented and led by 4 members of support staff. These sessions were effective and targeted key gaps that had been identified from NFER tests/teacher assessments in lessons.	JB All teaching staff DF/JL/RB/SB	Ongoing
Total budgeted cost				£1635

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	Seesaw to be implemented in school and homework to be set using this platform so that children and parents become familiar with how the online learning platform works. (£0)	See previous notes on the Seesaw app. App successfully used for home learning, but also for weekly homework.	JB	July 21
Children have access to appropriate paper-based home-learning if required so that all can access learning	Home-learning paper packs are printed and ready to distribute for children who require them. (£100)	Packs were provided to any children who could not access the internet	All teaching staff	July 21

irrespective of ability of child/parent to navigate the online learning.		during the period of remote learning Jan – Mar 2021.		
<u>Access to technology</u> During any remote education, children who require them, are to be provided with laptops to help them access remote learning via Seesaw.	<i>School to ensure laptops from school resources, or provided by the DfE, are allocated to children who do not have access to devices at home.</i> <i>(£150)</i>	Laptops, where required, were loaned to families to support them during periods of remote education.	JB	July 21
Total budgeted cost				£ 7375
Cost paid through Covid Catch-Up				£7,040
Cost paid through school budget				£335