

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)*

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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
<p>All teachers continue to deliver the school's intent for reading, writing and maths and implement relevant interventions to ensure the proportion of disadvantaged pupils meeting ARE in reading, writing and maths are in line with national averages. (KS1 R 78% W 73% M 79%) KS2 R78% W83% M 84%</p>	<p>Internal data Pupil progress meetings 2019 IDSR/ASP/SPS</p>	<p>KS1 Reading 12% Writing 22% Maths 12%</p> <p>KS2 Reading 26% Writing 56% Maths 22%</p> <p>Current data demonstrates large proportions of disadvantaged pupils are not on track to meet ARE, in line with national averages in both KS1 and KS2.</p>	<p>KS1 Reading 17% Writing 17% Maths 6%</p> <p>KS2 Reading 57% Writing 48% Maths 35%</p> <p>Due to the January lock down progress has been negatively affected and data continues to demonstrate large proportions of disadvantaged pupils are not on track to meet ARE, in line with national averages in both KS1 and KS2.</p>	

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<p>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.</p>	<p>Internal data Pupil progress meetings 2019 IDSR/ASP/SPS</p>	<p>Reading/Maths Yr 1 R 3% M 0% Yr2 0% M 0% Yr 3 0% M 0% Yr 4 15% m 2% Yr 5 15% M 2% Yr 6 3% M 10%</p> <p>After the summer lock down, current data demonstrates the % of children achieving higher standards in Reading and Maths is not in line with historical school data.</p>	<p>Reading/Maths Yr 1 R 8% M 5% Yr2 0% M 2% Yr 3 2% M 0% Yr 4 22% M 3% Yr 5 20% M 7% Yr 6 19% M 17%</p> <p>After the spring lock down, current data continues to demonstrates the % of children achieving higher standards in Reading and Maths is not in line with historical school data.</p>	
<p>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.</p>	<p>Internal data Mock phonic screens Phonic screen check 2019 IDSR/ASP/SPS</p>	<p>20% on track to meet phonic screen</p> <p>Phonic teaching has been identified as a priority for children in Year 1 and additional intervention sessions will target groups of children not on track with phase teaching.</p>	<p>38% on track to meet phonic screen</p> <p>Phonic teaching continues to be a priority for children in Year 1 and additional intervention sessions will continue to target groups of children not on track with phase teaching.</p>	
<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 pupils is at least in line with national data for GLD.</p>	<p>Internal data 2019 IDSR/ASP/SPS</p>			

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Quality of teaching for all	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?
	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. <p style="text-align: right;">(£5000)</p>	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 up to 4 months impact. (EEF Toolkit)	Monitoring Work Book scrutiny Insight Tracking SOAP	HH/OMc	5.7.21
	Purchase of CGP resources for all year groups to support the delivery of interventions in all year groups in areas of reading, writing and maths. <p style="text-align: right;">(£3408)</p>	Attainment for pupils in line with national for reading, writing and maths.	Small group tuition can give up to 4 months impact. (EEF Toolkit)	Monitoring Work Book scrutiny Insight Tracking SOAP	OMc/NP/CB	21.6.21 5.7.21
	Purchase of 'Learning by Questions' resource for Yr3 -Yr6 to address any gaps in reading, writing, maths and science. Immediate feedback available for pupils. <p style="text-align: right;">(£2250)</p>	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)	Monitoring Work Book scrutiny Insight Tracking SOAP	CB/VP/SR/DR/	21.6.21 5.7.21

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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. (£0)	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)	Monitoring Work Book scrutiny Insight Tracking SOAP	VP	21.6.21 5.7.21
	To access consultancy support in summer term for EYFS lead so that provision meets the needs of the cohort following the impact of Covid, and in implementing the revised EYFS Framework 2021. (£2000)	Attainment for all pupils to be in line with national data for GLD.		Monitoring Tapestry tracking Data scrutiny Action Plan evaluations		5.7.21
	To employ a staff member to join the EYFS team to support the delivery of the EYFS curriculum, and provide pupils the opportunity to embed and revisit skills across all seven areas of learning. To deliver targeted interventions in the EYFS provision. (£15,070)	Attainment for all pupils to be in line with national data for GLD.	Early Years interventions can provide up to 5 months impact for high cost. (EEF Toolkit)	Monitoring Tapestry tracking Data scrutiny		21.6.21 5.7.21

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. (£1000)	All pupils to secure their understanding of the Number Early Learning Goal from EYFS Profile.	Small group tuition can give up to 4 months impact. (EEF Toolkit)	Monitoring Tapestry tracking Data scrutiny	CB/KB/KG	8.3.21 21.6.21

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	<p>Nuffield Early Language Intervention (NELI). Staff in EYFS to take part in training and use given resources to deliver sessions to identified pupils.</p> <p>To extend teaching hours of a member of the EYFS team to allow time for the delivery of the program.</p> <p style="text-align: right;">(£5000)</p>	<p>Identified pupils to make progress in their CL.</p>	<p>EEF study of the NELI programme found that the program increased the language skills of 4–5-year-olds by an additional three months.</p> <p>Oral language interventions can give up to 5 months impact. (EEF Toolkit)</p>	<p>Monitoring Tapestry tracking Data scrutiny NELI assessments</p>	<p>ZO</p>	<p>21.6.21</p> <p>5.7.21</p>
	<p>Bolton Close the Gap Pilot Trained coach to provide CPD to EYFS staff team to enable the lowest achieving pupils to accelerate their learning and meet ARE through high quality interactions provided by the team.</p> <p style="text-align: right;">(£4700)</p>	<p>Attainment for all pupils to be in line with national data for GLD.</p>	<p>Early years interventions can give up to 5 months impact based on extensive evidence. (EEF Toolkit)</p>	<p>Monitoring Tapestry tracking Data scrutiny Action Plan evaluations</p>	<p>ZO</p>	<p>21.6.21</p> <p>5.7.21</p>

Wider Strategies	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?
	<p>To raise standards for online provision through the appointment of a remote learning lead in school. The lead to be given non contact time to 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. Monitor and evaluate provision.</p> <ul style="list-style-type: none"> Invest in a range of CPD opportunities, including ECM's 	<p>All children are able to access education remotely when isolating so that outcomes for pupils are comparable to national.</p> <p>Teachers/TA's have the</p>	<p>The EEF reporting highlights the importance of effective online provision. Guidance can be found in the link below</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/Linking_learning_-_home_learning_support_from_mainstream_schools.pdf</p>	<p>Monitoring Work Book scrutiny</p>	<p>SR/NK</p> <p>HH/OMc</p>	<p>8.3.21</p> <p>21.6.21</p> <p>8.3.21</p> <p>21.6.21</p>

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	<p>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.</p> <ul style="list-style-type: none"> • NELI training for EYFS staff • Reading CPD for TA's with Maddy Barnes 	necessarily skills and subject knowledge to respond to children's varying needs.		Insight Tracking SOAP		
	<p>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.</p>	<p>Mental Health and Well Being policy and action plan in place. Social and emotional needs of all children are met so that outcomes at EOKS are in line with national averages.</p>	<p>Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).</p>	Monitoring Pupil conferencing	HH/ZO/KB/SC	<p>21.6.21</p> <p>5.7.21</p>