



Bagthorpe Primary School

Allocation of COVID-19 Catch Up Premium (2020-21)

1. Summary information

School	Bagthorpe Primary School				
Academic Year	2020/21	Total catch-up budget	£13,760	Date of most recent review	February 2021

2. Background and Rationale

Children and young people across the country have experienced unprecedented disruption to their education as a result of COVID-19. As part of their response, the government announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. This equates to £80 per child. Individual schools are responsible for determining the best use of this funding within their own context.

At our school, the catch-up funding will be used to fund additional teaching time for every child, because all children have been adversely affected by the disruption caused by the pandemic between March 2020 – July 2020. To achieve this, we are delivering weekly booster sessions, over a period of about 3 months, with teachers working together in pairs, to deliver very focused literacy teaching. This is for all children and there will be a strong emphasis on providing high quality feedback, which is proven (in research by the Education Endowment Fund) to maximise children's progress. This will be enabled by employing our sports coaches, to deliver outdoor/adventurous activity sessions, instead of the class teacher. The Y5/6 and YR/1/2 programmes commenced during the Autumn Term; the Y3/4 sessions start at the start of Spring Term 2021.

It is interesting to note, that the school attainment profile largely mirrored the national picture, with the exception of reading. Although some children had fallen behind, and some had made exceptional gains, the vast majority of our children had made progress in reading. We believe that this is due to the strong reading culture in the school and because so many parents made daily reading at home, a high priority. Reading will continue, as always to be a priority. Teacher assessments and formal tests, undertaken at the beginning of October 2020, confirmed **writing to be the most significant concern** across the school, and the area most significantly affected by the school closure. Writing stamina was also commonly cited by teachers as being noticeably, detrimentally affected by the lockdown. Therefore, writing, including grammar, punctuation and spelling, has been selected as the key focal point for use of the catch-up premium. Progress will be measured through further formal tests and teacher assessment, during the spring and summer terms.

Post lockdown performance data

Overall, the proportion of pupils meeting the age-related expectation in **reading declined by 3%** (scaled score -0.9). **Writing declined by 25%** (scaled score -5.9). **Mathematics declined by 6%** (scaled score -2.0). **Grammar, punctuation and spelling declined by 30%** (scaled score -7.6).



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Intended use of Catch-Up Funding 2020 – 2021					
Years	Identified Issue	Desired Outcome	Approach	Cost	Evaluation of Impact
R/1/2	Generally, children did not spend time practising their writing skills and when assessing children, teaching staff found that basic skills, such as spelling, handwriting and punctuation had regressed. For some pupils this had been worsened by the impact of a disrupted transition into school. Lack of basic vocabulary How conversations work Social conventions	All pupils to have attain their FFT 50 estimate by the end of Y2. For every pupil to make accelerated progress in their writing, demonstrated by a positive scaled score increase. For children in YR to attain their age-related expectation in the Early Learning Goals. Both pupils who did not achieve the expected standard in phonics, to do so by the end of Y2. Children able to participate in group and class discussions.	Employ a Next Level Sport coach to teach outdoor and adventurous education for 1 morning session, and dance for the other morning session each week, for an intensive period over the Autumn Term. Practical tasks which lead straight into the writing process Speaking and listening task Reading task – using picture books and discussion to aid comprehension Strong focus on phonics, linked straight into writing. Y2 Discussion leading to groups of sentences, to encourage writing at length and improved stamina. Targeted 1-to-1 for reading, handwriting and spelling.	£3,275	The length of time and consecutive days had a great impact because the children could work and focus on specific key skills. PE was a great alternative session for those not with an adult doing a directed task, meaning that all children came on with their coordination and core strength. Having a morning slot where they were introduced to floor work (dance and gymnastics) was great for new skills and children focussed well. The size of the phonics groups meant LA pupils could be taught at the required pace, ensuring staff captured their interest and held engagement so they remembered more. Higher attainers were able to be pushed and moved on more effectively.2020.



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Years	Identified Issue	Desired Outcome	Approach	Cost	Evaluation of Impact
Y3/4	Generally, children did not spend time practising their writing skills and when assessing children, teaching staff found that basic skills, such as spelling, handwriting and punctuation had regressed. The lack of consistency over a period of months meant, that for many children, basic writing skills lapsed. Some children's vocabulary was also notably limited. For some pupils this had been worsened by the impact of a disrupted KS1/KS2 transition.	All pupils to have attain their FFT 50 estimate by the end of Y4. For every pupil to make accelerated progress in their writing, demonstrated by a positive scaled score increase.	Employ 2 Next Level Sport coaches to teach outdoor and adventurous education to Years 3 and 4 for 2 x 1 ¼ sessions per week on Friday mornings. Whilst Y3 are with coaches, Y4 receive targeted teaching in 3 ability groups then swap for second part of the morning. The focus is on writing and groups are targeted on the following aspects: LA: phonics knowledge, simple sentence structure and punctuation, grammar. MA: handwriting, grammar, punctuation, extended sentence structure. HA: handwriting, complex and embedded sentence structure with variation, vocabulary, grammar, spelling and punctuation.	Cost above	Small groups allow all children to take part - and be more confident in answering questions. Some of the groups have produced very good writing in fiction, in which they sometimes struggle more in a large class. Children enjoyed the groups and felt a sense of achievement. Children were able to volunteer more information and the teacher was able to probe more. Specific learning objectives can be focused on for these children rather than repeating or dealing with ones that are too difficult learning. This was especially good with the LA pupils, with whom staff could focus on phonics, which otherwise would have been difficult to deliver.



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Y5/6	Generally, children did not spend time practising their writing skills and when assessing children, teaching staff found that basic skills, such as spelling, handwriting and punctuation had regressed.	All pupils to have attain their FFT 50 estimate by the end of Y6. For every pupil to make accelerated progress in their writing, demonstrated by a positive scaled score increase.	Employ 2 Next Level Sport coaches to teach outdoor and adventurous education to Years 5 and 6 for 2 x 1 ¼ sessions per week on Thursday mornings. Whilst Y6 are with coaches, Y5 receive targeted teaching in 3 ability groups then swap for second part of morning. The focus is on writing and groups are targeted on the following aspects: LA: spelling, punctuation, handwriting MA: handwriting, grammar, punctuation, sentence structure HA: structuring writing, grammar, sentence variation, punctuation variation.	Cost above	Focussing on writing exclusively and finding creative ways to deliver writing skills meant that HA pupils could be pushed further, whilst additional support could be given to those requiring it. Employing specialist PE staff to provide cover, meant that outdoor adventurous provision for the term was high quality and also contributed to confidence and resilience building. End of year outcomes in writing at KS2 were high 83% EXS and 24% GDS. Staff felt that the Catch-Up sessions contributed to this.



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All	Limited access to digital technology, both at home and school.	For every pupil to be able to access digital technology at home and school, with a key emphasis on Google Classroom.	Purchase of 11 Google Chromebooks, which can be loaned out to digitally disadvantaged pupils for use at home, in the event of a further lockdown, or period of self-isolation.	£2,121	The school decided to buy 96 Google Chromebooks, so that it was in a position to be able to provide individual devices for individual children. This proved to be a very successful initiative and money well-spent.
All	Limited access to reading materials impacted by lockdown.	For every pupil to be able to access engaging, challenging reading material, appropriate to their age.	Subscription to Pearson Active Learn and Spelling Shed. Additional PM Benchmark Books	£1,160 £117 £625	This was completed effectively, though our evaluation is that online reading does not impact as much as actual books.
Total:				£8,027	