



### Barham Church of England Catch-Up Premium Plan

<b>Academic Year</b>	<b>2020 - 2021</b>	<b>Total Catch-up Premium</b>	<b>£16,560</b>	<b>Number of Pupils</b>	<b>210</b>
----------------------	--------------------	-------------------------------	----------------	-------------------------	------------

#### 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 primary school with a total of £80 for each pupil from reception through to Year 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 school has been allocated funds from the delegated budget/Pupil Premium Grant to support Catch up strategies and intervention)

Use of Funds	Recommendations from EEF
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: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-">https://www.gov.uk/government/publications/actions-for-schools-during-</a>	EEF advises the following: <b>Teaching and whole school strategies</b> <ul style="list-style-type: none"> <li>● Supporting great teaching</li> <li>● Pupil assessment and feedback</li> </ul>

<p><a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1">the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</a></p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1">https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1</a></p> <p>Schools should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> <li>● Transition support Targeted approaches</li> <li>● One to one and small group tuition</li> <li>● Intervention programmes</li> <li>● Extended school time</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>● Supporting parent and carers</li> <li>● Access to technology</li> <li>● Summer support</li> </ul>
--	---

<b>Identified Impact of Lockdown at Barham Church of England Primary</b>	
<b>Wellbeing</b>	Some children are more anxious which has affected social behaviour and behaviour for learning. A few pupils have also suffered from family break-up and bereavement during the period of lockdown. Stamina and perseverance is notably lower than pre-lockdown across the year groups.
<b>Speaking &amp; Listening</b>	Speech and language has been affected by lockdown in the youngest pupils. Listening skills in a few cohorts is notably poorer.
<b>Phonics and early reading</b>	Year 1 and Year 2 pupils are behind where they would usually be at the start of the academic year. Those pupils in Y3 who did not meet the phonics screening threshold at the end of Y1 have regressed.
<b>Writing</b>	Stamina and fluency in writing has suffered. Children across year groups have pupils who are writing less and who are also less motivated to write.
<b>Maths</b>	As the school decided not to introduce new concepts during the period of lockdown, children have gaps in their knowledge.
<b>Non-core curriculum areas</b>	Children have missed out on opportunities such as residentials, sports competitions, school trips, visitors and being able to come together as a whole school

<b>Addressing our Pupils's Needs</b>	
<b>Wellbeing</b>	<p>Open communication with parents has helped to identify pupils who are anxious or have had family issues during the period of lockdown. Tours were arranged for anxious children before the whole school returned.</p> <p>Before September 2020, all staff had completed online training for anxiety among pupils/bereavement/whole school approach to welcoming pupils back in school (SWAN approach)</p> <p>Whole School unit of work based on Oliver Jeffers 'Here We Are' during first week back at school.</p>
<b>Curriculum</b>	<p>Subject Leaders mapped out with teaching staff, the curriculum approach in their subject before the start of the academic year. This included gaps that needed to be filled, areas that could be left out as not essential for building on progression and how we would assess the children's progress.</p> <p>Intervention programmes to support children with gaps rolled out in week 2 of term 1 and assessed at the end of every 6 weeks.</p>

<b>Planned Expenditure</b>				
Desired Outcome	Intervention & cost	Impact	Lead Person	Review Date
<p><b>Staff Training</b></p> <p>Online training for all staff in how to support children's well-being.</p> <p>Staff will feel more confident in supporting pupils who are anxious about returning/have suffered bereavement etc. Will lead to a whole school approach and effective, consistent strategies.</p> <p>Online training and resources for using Jane Considine's approach to writing. Inspire reluctant writers and widen vocabulary choices.</p>	<p>Subscription to Creative Education – provides online training in pupil wellbeing, mental health, bereavement etc <a href="#">£300</a></p> <p>Subscription to The Training Space (Jane Considine writing – The Write Stuff) &amp; resources <a href="#">£360</a></p>		<b>AH</b>	<b>July 2021</b>

<p><b>Pupil wellbeing</b> Pupils who have suffered during lockdown with anxiety, confidence, family situation to feel improved sense of wellbeing and self-esteem</p>	<p>LS to deliver 1:1 and small group 'therapy' sessions through the medium of Art. (£1,300)*</p>		<p><b>AH</b></p>	<p><b>July 2021</b></p>
<p><b>Speaking &amp; Listening</b> The speech and language link programme will be used for all reception children to assess language acquisition skills. The programme will inform intervention and next steps in basic language skills.</p>	<p>Purchase annual subscription to speech and language programme for EYFS. Time will be given for the screenings to take place using existing adults. (£300)*</p>		<p><b>MA</b></p>	<p><b>July 2021</b></p>
<p><b>Phonics &amp; Reading</b> Pupils to be assessed and supported with 1:1 and small group interventions in Y1, Y2 and Y3 Y1 pupils catch up phonics attainment by end of term 2 90% pupils achieve phonics screening threshold in term 2 Year 3 pupils catch up and feel confident with all phase 5 sounds</p>	<p>Teacher (SG) and HLTA (TY) to deliver 1:1 and small group support in phonics and reading (£3,872)*</p>	<p>Y1 pupils – achieved Y2 pupils – achieved – 97% pupils attained phonics screening threshold Y3 pupils – intervention is ongoing</p>	<p><b>JD</b></p>	<p><b>Dec 2020</b></p>
<p><b>1:1 and small group Interventions</b> 1:1/Small group support for pupils to boost confidence and close gaps</p>	<p>HLTA (TY) to provide Maths/Writing interventions in lower KS2 in terms 1-3 and upper KS2 in terms 3-6 (£4,200)* TAs to provide in class interventions HT to provide writing intervention for Y4</p>		<p><b>MA</b></p>	<p><b>Ongoing</b></p>
<p><b>Technology</b> All pupils have access to a device in the event that a class needs to self-isolate and can therefore complete remote learning</p>	<p>10 laptops purchased for home learning (£2,100 – 50% cost allocated through pupil premium funding)</p>	<p>All pupils at Barham have access to a device to access remote learning</p>	<p><b>AH</b></p>	<p><b>End of term 3 2021</b></p>

<p>Pupils receive effective feedback without staff needing to mark books because of Covid risk assessment</p> <p>Improve the children's experience of remote learning in the case of bubble or whole school closure</p>	<p>7 visualisers for providing feedback to pupils more effectively due to Covid restrictions (£312)</p> <p>Upgrade for Seesaw App to enable more features to support children's learning e.g. ability to schedule lessons throughout the day. (£1,316)</p>			
<p><b>Family Support</b></p> <p>Families feel supported through appointment of Family Liaison Officer</p>	<p>Extend role of MA (SENCO &amp; Assistant Head) as FLO to support families, signpost agencies providing specific support and guidance. (2,500)*</p>		<p><b>MA</b></p>	<p><b>July 2021</b></p>

\*This represents the contribution from Catch-up funding. Other sources of school income provide the remainder)