

COVID-19 catch-up premium spending: summary 2020-2021



SUMMARY INFORMATION

Total number of pupils:	412	Amount of catch-up premium received per pupil:	£80	Total Catch up Funding 2020-2021	£32960
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STRATEGY STATEMENT

- At Berry Hill, we aim to EQUIP our pupils with the best set of key skills and knowledge, delivered by 'High Quality, High Impact' teaching and learning. EMBEDDING this through an engaging, purposeful and challenging curriculum. ENRICHING pupils' learning experiences by providing a wealth of opportunities to motivate and inspire them enhancing key learning, which ultimately unlocks their talent and fulfils their potential. Our school values of RESILIENCE, COLLABORATION, GROWTH, ENJOYMENT, ACHIEVEMENT and RESPECT are rooted through our TAKE CARE and STAND OUT ethos.
- These core skills and values will be key in supporting pupils as they access provision at school or through remote learning, or as they return to school following periods at home. We are committed to providing this high quality, high impact education for all our children regardless of background or barriers to learning in all aspects of school life.
- Return to school in September 2020 baseline assessment showed that percentages of children working at ARE had decreased in most subjects in most year groups. Reading had suffered more than maths and SPaG.
- The focus of the early autumn term was in the reconnection curriculum, with the Support Team receiving 39 new referrals for support with SEMH or learning.
- During a further period of partial school closure, approximately 50% of pupils attended key worked provision, with high levels of pupils accessing online learning. Pastoral support was also provided through weekly phone class and additional contact when needed, continuing referrals for additional support and professionals meetings.
- A review of the initial Catch Up plan was completed in February 2021 in readiness for whole school return. Baseline assessment following return to school in March 2021 continued to show a greater impact in English than maths, except in Early Years. The catch up plan was adapted to reflect this.

The school priorities in terms of catch up are to :

- To ensure all pupils make expected or better than expected progress, with clear identification of gaps in learning and the impact of the extended break on pupils' learning resulting in improved provision for pupil's to 'catch up'.(SIP Priority 3) This will be through a Quality first teaching approach, supporting teachers in delivering a modified curriculum, which identifies gaps, offers feedback on these to pupils and supported them to close these within the class, out of class and through additional interventions.
- To reduce the attainment gap between identified pupils and their peers through targeted support, improve outcomes for those pupils identified with significant gaps in learning and learning behaviours, particularly in EYFS, KS1 and with reading.
- To support the social emotional mental health of all pupils and develop a PSHE and well being curriculum which reflects the needs of learners
- To improve attendance of identified pupils
- To offer enrichment within school to engage and enthuse reluctant learners

The SIP also identifies it's priority 2 as " To ensure the quality of teaching in Reading, and across school continues to improve so that an increased number of children achieve ARE by July 2021, and all groups of learners make expected progress from their starting points with identified pupils making accelerated progress." This plan and the SIP are strongly linked. This plan also has links to Pupil Premium funding, which funds staff CPD through the WalkThru programme.

Barriers to learning

Return to school September baseline 2020 highlighted the reduction in children working at ARE across most subjects and most years during the period of school closure. Reading had suffered most significantly. By December 2020, between 25-50% of each year group were still working below in reading. 26- 73% of children were assessed as working below in writing. 20-50% of pupils were below ARE in maths.

Pupils had experienced home learning differently in the first lockdown, but a much more consistent provision has been provided during the second school closure – including ensuring children had access to electrical devices for online access, paper copies of work, additional emails and phone class, careful monitoring of engagement and support to ensure this was occurring.

Upon school re-opening in September 2020, the majority of pupils returned to school, and through careful risk assessment, cleaning and changes to routines of the school day, attendance remained high for the autumn term at 94.6%. Careful monitoring and targeted support of the 23 children recorded as achieving less than 90% attendance by the end of the autumn term 2020 has been key in ensuring their success in catching up.

A significant number of pupils have increased social, emotional and mental health needs following the impact of two school closures, and need additional support in these areas.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low level of attainment in reading, writing and maths following lockdown and partial school closure
B	Social, emotional and mental health issues have increased
C	Variation in learning gaps and consolidated learning across school need different responses

ADDITIONAL BARRIERS

External barriers:

D	Attendance of some identified pupils
E	Reduced cultural capital due to lack of enrichment
F	Support for parents and engagement with reading at home

Planned expenditure for current academic year

Quality of teaching for all							
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	Staff lead	When will you review this?	Review
<p>Use of summative assessments to inform an adapted recovery curriculum in English and maths.</p> <p>CPD on low stakes assessments and knowledge organisers</p> <p>Feedback to pupils – linked to Walkthrus</p>	<p>Data will show improved outcomes at ARE</p> <p>Analysis of small steps individual data (tests, books, pupil conference) will show that progress is being made</p> <p>Staff will be able to pass information to next teacher at transition.</p>	<ul style="list-style-type: none"> DfE's catch-up premium guidance EEF's COVID-19 support guide for schools 	<p>Monitoring calendar – linked to the QA calendar</p> <p>data analysis</p> <p>Planning and book look</p> <p>Lesson observations</p> <p>Staff input in CPD sessions</p>	<p>One full day additional PPA for blended learning/analysis and tracking of assessment and interventions data</p> <p>£2775 per term x 2 terms total £5550</p>	<p>JH AQE</p> <p>Phase Leads</p> <p>Subject Leads</p>	<p>July 2021</p>	<p>All year groups showed progress reducing the numbers of pupils working below in reading, writing, maths and SPaG from March baseline to July assessments.</p>
<p>Adapted PSHE and well being curriculum</p>	<p>Children will return to a safe, welcoming, adaptive, nurturing environment.</p> <p>Key behavior and attitude skills will be developed, including resilience.</p>	<ul style="list-style-type: none"> DfE's catch-up premium guidance EEF's COVID-19 support guide for schools 	<p>Pupil voice on return to school – feelings scale. Repeat at end of half term</p>	<p>Teacher and HLTA time £500</p> <p>Books £1000</p>	<p>R Depledge</p> <p>A Smith</p>	<p>Onoing into 2021-2022</p> <p>Dec 2021</p>	<p>Reduction in Support Team referrals from 36 in the Autumn term to 12 in the Summer term.</p>

Improve engagement and reading progress through adapting a new approach to reading Year 2-6	Accelerated reader	<ul style="list-style-type: none">• EEF	Assess initial reading ages and monitor impact at end of each term. Class teachers monitor engagement with online quiz element. Staff training as needed. Feedback from pupils	Staff training £480 Time for reading lead – one day each half term £1080 Books £5000 Accelerated reader package £1900	H Sterling-Wood All staff	Ongoing into 2021-2022 Dec 2021	Implementation of programme to begin in September 2021 due to staff isolations – reading lead’s bubble closed.
Implement, embed and sustain development of Maths Project for EYFS – staff meetings and resourcing £1000	Children in F2 will become secure in number fluency and catch up on lost key areas in number	<ul style="list-style-type: none">• EEF• Nottingham City Maths Project	EYFS Lead to monitor and lead on staff training as needed.	Resources and training – two EYFS staff meeting £1000	V O'Brian EYFS staff	July 2021 Continue into 2021-2022	66.6% of F2 cohort achieved ELG in July 2021 from a predicted 53% in March 2021
	Total budgeted cost:					16460	
Targeted support							
Action	Intended outcome and success criteria	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Cost	Staff lead	When will you review this?	Review
Use of ICT (Lexia) to support reading	Targeted children will improve their reading age and skills Increased ICT will engage and support children to make accelerated progress	EEF	Weekly monitoring by class teacher/TA Half termly monitoring by LSmith	Ipads £4,384.80 Lexia £4900 (two years 100 pupils)	LSmith	July 2021 and Dec 2021	Positive feedback from parents and pupils – majority of identified pupils still working below age expected levels. Ongoing monitoring of useage and progress.

EYFS support for individuals through NELI	Improved attainment in communication and language (impacting on English) Increased confidence will also impact on other areas Improved score on Language Screener	EEF	Group and individual notes Language Score review July 2021	Free resources NELI Ten hours training for two teacher and two TAs £1000 Additional half day for 20 weeks Teacher £1800 Teacher/TA assessment time 10 hours x 2 = £600 Staff meeting and sharing 2hrs £60 – total £3460	L Smith V O'Brian	July 2021	81.1% of the F2 cohort achieved ELG for Communication and language. The programme was impacted by staff self isolation and pupil absence with the F2 bubble closing. 0/5 pupils targeted achieved ELG. Language screener results increased by an average of 4 months for these pupils – meaning they were keeping up nit catching up. There is potential to continue NELI into year 1 if staffing allows.
	Total budgeted cost:					£16144	
Other approaches							
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?		Staff lead	When will you review this?	Review
Support attendance for identified pupils through contact, initiatives and rewards	Children's attendance will increase to above 90%	EEF	Monitor weekly and act	Time £30 a week for 15 weeks £450	LSmith	July 2021	End of year attendance Ongoing challenges with attendance due to the continuing circumstances.

Improve outdoor area and outdoor learning	Increased enrichment and engagement with outdoor learning Increased participation Increased fine motor skills and confidence of learners	Forest School provision is proven to increase and improve a number of areas of development.	Pupil Voice Parent feedback Feedback from staff	In conjunctions with support from SAP Resources £3500 Cover for staff training £500 Staff meeting £30	Jane Hancock Corrina Brown Lee Cook SAP	July 2021 and ongoing	Feedback was overwhelmingly positive from staff, parents and pupils. Forest Schools continues in F2 and Yr 1.
Parent support with reading at home – parents are knowledgeable when reading at home	Increased confidence at reading at home, greater participation in reading at home	EEF	Parent feedback	Staff time £450	H Sterling wood	July 2021 and ongoing	Additional planned sessions for Autumn term including Phonics and Early reading.
	Total budgeted cost:					£4930	
	Total spending					£375534	

ADDITIONAL INFORMATION

- Internal assessment will be recorded on OTrack
- Parent support will be recorded on CPOMS
- Attendance will be monitored weekly from the point of whole school return, and will be dealt with in accordance with the school policy. Resources for anxious attenders are available.
- This document supports the SIP priority 3
- Case studies will be gathered at the end of the summer term.

Data: % of pupils working at ARE or above at key points.

Cohort-2020 - 2021	Time scale	Reading	Writing	Maths
1	Previous data	No data due to Lockdown at end of EYFS		
	Return to school from National Lockdown Sept 2020	74.58%	68.3%	71.67%
	Return to school partial school closure Jan – March 2021	59.32%	61.02%	71.19%
	End of summer term 2021	68.33%	65%	73.3%
2	Previous data	EYFS 71.1% Predicted KS1 63.17%	Predicted KS1 59%	EYFS 71.7 Predicted KS1 70.4
	Return to school from National Lockdown Sept 2020	35.85%	23.08%	58.18%
	Return to school partial school closure Jan – March 2021	38.6%	28.07%	51.72%
	End of summer term 2021	50.88%	41.38%	51.72%
3	Previous data	EYFS 86.2% Predicted KS1 74.1	Predicted KS1 60%	EYFS 79.3 Predicted KS1 77.3
	Return to school from National Lockdown Sept 2020	56.90%	58.62%	77.59%
	Return to school partial school closure Jan – March 2021	70.97%	58.03%	77.42%
	End of summer term 2021	72.58%	64.52%	86.89%
4	Previous data	EYFS 69.2% End of KS1 70.9%	End of KS1 69.43%	EYFS 78.9% KS1 74.6%
	Return to school from National Lockdown Sept 2020	58.33%	53.04%	62.50%

	Return to school partial school closure Jan – March 2021	66.07%	60.71%	67.86%
	End of summer term 2021	72.88%	59.32%	76.27%
5	Previous data	EYFS 73.7% KS1 78%	End of KS1 70%	EYFS 75 End of KS1 63.6
	Return to school from National Lockdown Sept 2020	62.3%	70%	62.3%
	Return to school partial school closure Jan – March 2021	75.41%	70.49%	80.33%
	End of summer term 2021	77.42%	64.52%	80.65%
6	Previous data	EYFS 63% KS1 76.4%	75%	EYFS 64% KS1 76.4%
	Return to school from National Lockdown Sept 2020	62.7%	56.67%	42.37%
	Return to school partial school closure Jan – March 2021	75.88%	58.62%	62.07%
	End of summer term 2021	81.03%	62.07%	77.58%