



Catch-Up Premium Plan

Boughton Heath Academy

Summary information

School	Boughton Heath Academy				
Academic Year	2020-21	Total Catch-Up Premium	£16,960	Number of pupils	216

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 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.

Use of Funds

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

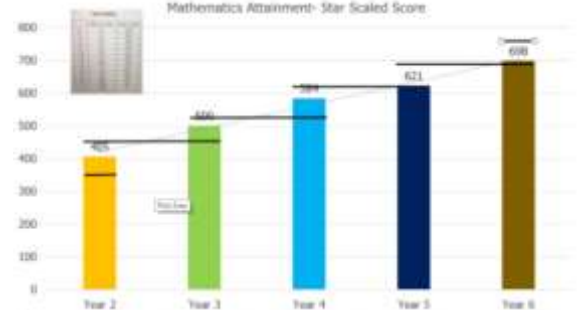

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

<p>Maths</p>	<p>Baseline testing data shows children have returned with above entry level attainment in all Year groups as can be seen from the accompanying graphic.</p> <p>There are however gaps in children’s learning and content coverage for each year group due to school closures in March 2020.</p> <p>In addition to this, there has been a notable decrease with mathematical confidence from many children, probably as a result of a lack of maths, specifically maths fluency, activities between March and September.</p>	 <p>Mathematics Attainment- Star Scaled Score</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>405</td> </tr> <tr> <td>Year 3</td> <td>460</td> </tr> <tr> <td>Year 4</td> <td>580</td> </tr> <tr> <td>Year 5</td> <td>621</td> </tr> <tr> <td>Year 6</td> <td>698</td> </tr> </tbody> </table>	Year	Score	Year 2	405	Year 3	460	Year 4	580	Year 5	621	Year 6	698
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<p>Writing</p>	<p>Perhaps the largest impact upon writing due to lockdown was children’s stamina for writing due to a lack of opportunities to write extended pieces. End of Autumn 1 baselining shows much higher percentages of children working significantly below end of year age related expectations compared to previous years. Spelling has been noted by teachers as a weakness, probably due to many spellings not being taught</p>													
<p>Reading</p>	<p>Despite the limitations of sending physical books home, through launching online reading programmes such as MyOn and Accelerated Reader, children were able to continue reading regularly. Reading is also one of the subjects that can be carried out more independently and without a teacher / adult.</p> <p>As such, our baseline reading scores show children are entering year groups at least one year ahead of where they are expected to be. It is important to note that the biggest impact in relation to reading will most likely be felt in EYFS and Year 1, where phonic gaps may have hampered progress for children learning to read and undertaking early reading.</p>	 <p>Reading Attainment- Star Scaled Score</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>229</td> </tr> <tr> <td>Year 3</td> <td>318</td> </tr> <tr> <td>Year 4</td> <td>427</td> </tr> <tr> <td>Year 5</td> <td>519</td> </tr> <tr> <td>Year 6</td> <td>631</td> </tr> </tbody> </table>	Year	Score	Year 2	229	Year 3	318	Year 4	427	Year 5	519	Year 6	631
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<p>Non-core</p>	<p>The coverage of non-core subjects is the biggest impact of lockdown upon the remaining subjects across the curriculum. As year groups plan to cover different subjects at different times throughout the year, and with the whole of the Summer term effectively being cancelled for many year groups, there will be gaps in knowledge for many children who missed parts of the planned curriculum.</p>													

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?
<p><u>Supporting great teaching:</u></p> <ul style="list-style-type: none"> Teachers will be supported when teaching early reading and phonics through an aligned phonic and reading scheme. (See also 'supporting parents and carers') Teachers will be supported in addressing gaps in spelling and grammar throughout school. 	<ul style="list-style-type: none"> Purchase of online phonics scheme which offers a phonics scheme of learning plus online reading books which align with area being taught for revisiting and application by the children and parents at home. £3000 Purchase of ReadiWriter to support the teaching of spelling and grammar throughout school. £800 	<p>Floppy's Phonics has been rolled out across infant classes. Full training has been given to Infant staff. New fully decodable books have been purchased. This has impacted all children who can now read books containing the phonemes covered in their phonics lessons at home and in school.</p>	<p>JL, SG, SS</p> <p>JL</p>	<p>During each progress and review meeting</p>
<p><u>Teaching assessment and feedback</u></p> <ul style="list-style-type: none"> Children will be baseline assessed upon entry to school in September within Reading and Maths. Children will be baseline assessed in writing after a full half term in school. Children requiring catch up support are identified. Children will receive wellbeing assessments early on and throughout term time to identify needs. 	<ul style="list-style-type: none"> All children timetabled for STAR testing in Reading and Maths within first week of term. October moderation and full assessment of writing carried out for all year groups. Data collected identifies children most requiring academic support. Children identified are given appropriate interventions and support. Initial reopening timetable focuses on wellbeing and mental health of learners across school. £Nil. 	<p>Children accessing IDL maths and numeracy, the majority of children have made good progress. Children accessing IDL literacy have made significant progress when the programme has been accessed frequently. Data from insight shows that 92% made expected or above expected progress in reading, 98% made expected or above expected progress in writing and 96% made expected or above expected progress in maths. Children returned to school with eagerness and settled well. The learning mentor effectively supported children who needed it.</p>	<p>SE, SS, SG, JL, LW</p>	<p>During each progress and review meeting</p>
Total budgeted cost				£3800

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
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<p>One to one and small group tuition</p> <ul style="list-style-type: none"> Children identified as requiring additional support will receive small group / one to one tuition to address specific gaps in their learning as required. 	<p>Use of a dedicated member of support staff to work with classes on a rota / needs based system following periods of assessment to work on an individual and small group basis with children to:</p> <ul style="list-style-type: none"> Address misconceptions in learning, Re-cover learning to full embed and cement understanding, Address gaps in learning which may be presenting as a barrier to progression. £3100 	<p>Children who needed additional support were given targeted time to work on gaps with a member of support staff. Targeted areas were determined from assessment data and from class teachers. Recovering impact is seen in end of year data, as above.</p>	SE, JL, SS, SG	During each progress and review meeting
<p>Intervention Programmes</p> <ul style="list-style-type: none"> Children identified as being significantly behind will catch up with their peers through intervention work carried out 1:1 or in small groups. 				During each progress and review meeting
Total budgeted cost				£3100

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting parents and carers</p> <ul style="list-style-type: none"> Parents in EYFS and KS1 receive support regarding effective strategies for reading with children. Parents have a device per child at home to increase engagement with learning, supported by school. 	<ul style="list-style-type: none"> Purchase of Floppy's Phonics online scheme, and accompanying training and information events to support parents and carers when assisting children with early reading at home. See below for device actions 	<p>In the infants, children who couldn't access recorded lessons were given a device to use at home. Infant classes moved from recorded to live lessons for phonics so teachers could hear children and assess the progress they were making.</p>	SE, JL, SS, SG	During each progress and review meeting
<p>Access to technology</p> <ul style="list-style-type: none"> Children across school are able to access online tuition and support in the event of remote learning due to Covid. Children can access feedback and support from their teacher during periods of absence due to Covid. Multi child households can access additional support programmes simultaneously to facilitate learning in school. Children's engagement and participation in learning increases both in and out of the classroom. 	<ul style="list-style-type: none"> Purchase of 2 in 1 laptop / tablet devices for each child in Years 3, 4, 5 and 6 (EYFS and KS1 children) will have access to previously bought iPads. These devices will be for the child's individual use both in school and at home to facilitate learning. Should children have to isolate on an individual basis or as a whole class, the devices will support remote learning as detailed in the school's remote learning policy. In addition to this, the devices will enable video communication between teachers and pupils to enable feedback and wellbeing assessments to take place. £50,000 - £10,000 of which from Covid catch up premium. 	<p>This had a huge impact as every child was working from the same device so teachers could direct children effectively with the use of the technology for set tasks. All children in KS2 accessed at least 4 hours of live lessons, every day during lockdown and attendance was monitored. This had a huge impact as children gained independence and were able to access their full curriculum and few gaps were seen.</p>	SE, JL	Review termly

		<p>Infant children accessed recorded lessons with live registrations, phonics and reading sessions. Most children had a positive experiences and accessed a full curriculum.</p> <p>See saw allowed infant children to send recordings and work to teachers who could monitor the activities of every children and give feedback as necessary. This enabled teachers to adapt work and give support as necessary.</p> <p>Regular Well being activities enabled teachers to visually assess the children and communication with parents identified any issues which were addressed immediately. Any children who were identified as struggling were invited to come into school to work. This had a positive impact on children and their families.</p>		
<p>Summer support</p> <ul style="list-style-type: none"> Awaiting further guidance, evidence and clarification throughout the course of the year. 				
			Total budgeted cost	£10,000
			Cost paid through Covid Catch-Up	£16,900
			Cost paid through charitable donations	-
			Cost paid through school budget	-