



Barnes Farm Infant School

Building Futures Inspiring Success

Catch-Up Premium Plan

Summary Information					
School	Barnes Farm Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£19,200	Number of pupils	240

Guidance	
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<p>School 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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention Programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support <p>Please see BFIS EEF 2020 – 2021 - Tiered Model at the end of this document.</p>

Identified impact of lockdown	
Mathematics	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for mathematics and lockdown has not affected their attitudes however there are clear gaps in learning identified through baseline assessments. Recall of basic skills has been impacted. This is reflected in mathematics assessments.</p>
Writing	<p>Children have not necessarily missed 'units' of learning in the same way as in Mathematics, however they have lost essential practising of various writing skills. Specific knowledge has not been embedded/covered and in some children, this has led to a lack of fluency in</p>

	writing (handwriting, spelling and structure). For some, poor letter formation/handwriting has been identified. Those who have maintained writing throughout lockdown are less affected, however those who did not have access to regularly writing opportunities have needed to work additionally hard on writing stamina.
Reading	Children accessed reading during lockdown due to the Big Cats Online Library. This is something that was more accessible for families. It has been noted that there are gaps in children's understanding in reading comprehension. Children are less fluent in their reading and the gap between those children that read during lockdown and those children who did not access reading materials the gap has widened.
Other Subjects	There are some significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors, powerful curriculum moments.

Planned expenditure – (The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

(1) Teaching and Whole-School Strategies

Desired outcome	Chosen approach and anticipated cost	Impact Expected (Impact reviewed in green)	Staff Lead	Review date?
Ensure Quality First Teaching across the curriculum ensuring broad and engaging learning experiences.	Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA (£1511)	Subject Leaders will be confident that the planned curriculum for this year has identified gaps and ensured coverage by end of Summer.	ALL AHT 2	Spring 2021
School and home engagement enhanced by virtual platform (Tapestry) to ensure clear communication for home learning and celebrating achievements in school to raise engagement	Tapestry to be used to support virtual induction to year group, home learning and remote learning. The tool can also be used to celebrate the successes seen in school instantly with home. (£600)	Greater engagement in learning activities both at home and in school. Platform for remote learning.	AHT 1 AHT 2 Year Leaders	Autumn 2020, Spring 2021, Summer 2021 – Parent/Carer Perceptions, pupil perceptions

Please see BFIS EEF 2020 – 2021 - Tiered Model at the end of this document for additional measures not linked to catch-up funding.

(2) Targeted Approaches

Desired outcome	Chosen approach and anticipated cost	Impact Expected (Impact reviewed in green)	Staff lead	Review date?
National Tutoring Programme - NTP. To ensure that identified pupils are working in line with ARE by the end of the year or in line with personal targets projected from February 2020.	Year 1 and Year 2. 1:1, 1:2 and 1:3 targeted support in reading and mathematics (£9200) Class set of headphones to be purchased for 1:1 tuition online (£450)	Pupils identified for NTP will be working inline with ARE by the end of the focus of support.	AHT 1 AHT 2 Year Leaders	Spring 2021, Summer 2021
Nuffield Early Language Intervention - to improve children's vocabulary, listening and narrative skills	LSA support to deliver the early year programme. LSA and CT release time to train in spring term. LSA fixed term contract to deliver intervention in the afternoon. LSA/CT evaluation time. (£5000)	Pupils show improvements in the three areas and are sustained at end of year assessment	EYFS Leader	March 2021, June 2021
Resources available to support small group mathematics intervention	IPM Maths Sets x 15 (class set) (£500)	Pupils confidently use manipulatives to support mathematical understanding	AHT 1	March 2021
Greater engagement in home reading through high quality texts	To introduce additional BIG CAT reading books to compliment the current reading scheme. E.g. STEM	Additional reading time at home means that children are exposed to	AHT 2	Autumn2020, Spring 2021, Summer 2021

	(£1000)	a higher number of words. This will result in more pupils reaching ARE at the end of the year.		
More pupils are engaging in home learning in Mathematics through different platforms	To purchase MyMaths which will allow teachers to target home learning to groups of children/whole class (£339)	Pupil perceptions of Mathematics and abilities have increase. This will result in more pupils reaching ARE at the end of the year.	MSL	March 2021
More pupils are confident in spelling and reading/phonic knowledge at ARE	To purchase Word Shark which will allow children to practise both in school and at home (phonics/spelling) (£600)	End of Year 2 phonics screening = 100% End of Year 1 phonics screening = 85%	AHT 1 AHT 2	Spring 2021, summer 2021
Please see BFIS EEF 2020 – 2021 - Tiered Model at the end of this document for additional measures not linked to catch-up funding.				

3) Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Impact Expected (Impact reviewed in green)	Staff lead	Review date?
Please see BFIS EEF 2020 – 2021 - Tiered Model at the end of this document for additional measures not linked to catch-up funding.				

BFIS EEF 2020 – 2021 - Tiered Model

1 Teaching

Quality First Teaching supported by evidence informed CPD for teachers and support staff.

CLP and BFIS QA framework to support curriculum development through monitoring and CPD throughout the year ensuring consistency across the school.

ACED framework introduced to ensure consistency in reaching high standards across the school. ACED = Assessment, Creativity, Engagement and Differentiation.

A broad and engaging BFIS Curriculum which is complimented with a whole school approach to wellbeing.

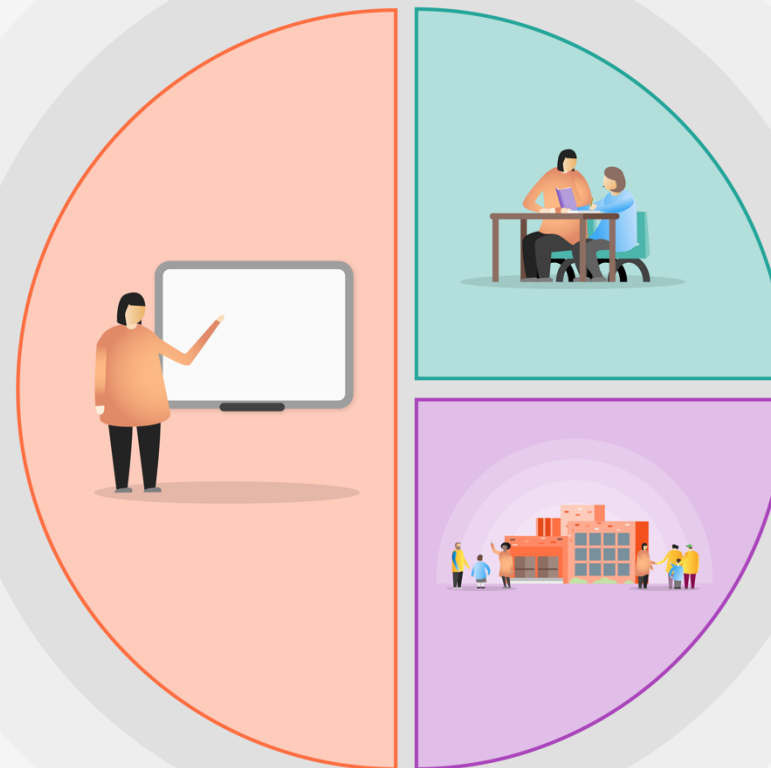
Recovery curriculum is identified in each year group through baseline assessment in September.

Continue to develop Mathematics Mastery approach across the whole school.

Deliberately reduce workload (e.g. reduced meetings) during the first half term to allow staff to assess and work on revised plans to enable high-quality teaching and learning.

Leadership support and intervention when needed. Regular year group planning meetings.

Whole school introduction of TAPESTRY and clear home learning options.



2 Targeted academic support

NELI – Reception
NTP – National Tutoring Programme
HLTA Interventions – EPS Maths, M.A. pupils
Time to Talk
Owlets Nurture
Alphabet Arc
Direct Instructions and High Frequency Words
Paired Reading
Volunteers
Speech and Language 1:1
EAL Targeted support
Wellcom Focus Groups
Talk Boost
Word Shark and Number Shark
CASPA
Maths Boxes used in intervention sessions
MyMaths – supporting home learning

3 Wider strategies

Family Support and Wellbeing Mentor
Happy Walk to School Club

BCCS

Zones of Regulation

Virgin Care (free provision)

- Healthy Family Support Worker
- Young Carers
- Children and Young People Wellbeing Practitioner

Staff Wellbeing Team

Attendance Team

Tiered contact: fortnightly or weekly – phone calls and parent/carer meetings