



Benhurst Primary School Catch-Up Premium Plan



'Only my best is good enough for me'

Summary information

School	Benhurst Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,380	Number of pupils	417

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 school with a total of £80 for each pupil in Reception through to 11.

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.

Use of Funds

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

EEF Recommendations

The EEF advises the following:

- Teaching and whole school strategies
 - Supporting great teaching
 - Pupil assessment and feedback
 - Transition support

Targeted approaches

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.

- 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

Maths	<p>In the first period of lockdown, specific Maths content was missed, leading to gaps in learning and stalled sequencing of journeys. During the January 2021 - March 2021 period of school closures, Maths No Problem units continued to be taught following the non - negotiable guidance issued by MNP however, lessons were often halved in order to adapt them for remote live teaching. Children still have an appetite for maths and lockdown has not affected their attitudes however they are 'behind' the point they should be at this time of the year.</p> <p>Recall of basic facts (Retention and/or speed of recall) has been affected by many pupils. This will impact all areas of the Maths curriculum.</p>
Writing	<p>Children have lost essential practising of writing skills specifically applying grammar rules and missed quality editing opportunities. Whilst the implementation of The Write Stuff (SDP Target) has continued and this has been easily adapted to remote teaching, high quality teaching of writing is difficult to replicate outside of the classroom. Those who have maintained writing throughout lockdown and those who were working at Greater Depth pre - lockdown are less affected; however, those who did not write regularly during the school closures now need to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Pupils were also provided with recordings of staff reading stories with follow up tasks which made the subject more appealing perhaps to some. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. Phonics has been identified as a key area to support within year 1 and 2. This will continue to affect pupils as they move into Year 3 next academic year.</p>
Non-core	<p>Whole units of work have not been taught due to lack of resources for pupils to use at home. This will mean 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 and powerful curriculum moments. For disadvantaged and more reluctant learners, the non - core subject lessons would engage and excite them and it is crucial that there is a balance between much needed recovery of core subject knowledge and wider curriculum opportunities.</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> <p>Pupils will be confident and motivated writers who have secure knowledge of grammatical structures which are unconsciously embedded in their writing. Struggling writers are empowered by the learnt skills and more able writers are ambitious and challenged.</p> <p>Teachers and support staff will feel confident in delivering a consistent approach to writing across the school.</p> <p>Pupils will have secure and quick recall of key mathematical facts. Pupils will feel engaged in the process of learning and testing their recall of these facts.</p> <p>Class based staff will have a clear understanding of their pupils current attainment and progress towards age - related expectations of recall of facts.</p> <p>(This also supports parents and carers as the programme can be accessed at home)</p>	<p><i>Implementation of The Write Stuff including the purchase of initial resources and staff CPD for all class based staff</i></p> <p style="text-align: right;">(£4000)</p> <p><i>Mathletics whole school 1 year subscription</i></p> <p style="text-align: right;">(£2268)</p>		<p>KH GL</p> <p>KH JB</p>	<p>April 2021</p> <p>July 2021</p> <p>September 2021</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of the specific gaps in maths learning which remain and use this to inform planning for the remainder of the academic year and beyond in line with Maths No problem non - negotiable guidance.</p>	<p><i>Maths No Problem! Insights Assessments</i></p> <p style="text-align: right;">(£2400)</p>		<p>KH JB</p>	<p>April 2021</p> <p>July 2021</p>
Total budgeted cost				£ 8668

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>National Tutoring Programme subsidised Fisher Family Trust Lightning Squad Reading Programme for 40 pupils in both Year 3 and 4</i> (£7920)		KH	Feb 21
	<i>National Tutoring Programme Subsidised Small Group Reading Tuition for 40 Year 5 pupils.</i> (£6480)		KH	Feb 21
<u>Additional Adult Support</u> Year Group leaders will have additional adult support to be used for pupils in class, for pre - learning, intervention or class teacher release to address gaps in learning. The support can be used across all subject areas based on identified needs.	<i>Key Stage One Additional HLTA hours</i> (£3800)		KH HT	July 21
<u>Booster Groups</u> Year 6 pupils will be provided with transitional booster to enable them to reach the expected standard or achieve greater depth ahead of their move to secondary school. Year 5 will be provided with booster to support their attainment at the end of Year 6.	<i>Year 5 and 6 Booster Groups (Summer Term)</i> (£2000 From School Budget)		KH GL LC JB SH	Ongoing
Total budgeted cost				£20,200

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p><i>Junior Librarian virtual library</i></p> <p>(£975)</p>		<p>KH SM</p>	<p>July 2021</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency, independent online activities and completion of catch up tuition</p> <p>Teachers and support staff facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchase 6 additional tablets</i></p> <p>(£5537)</p>		<p>SM</p>	
Total budgeted cost				£6512

	Total budgeted cost	£35,380
	Cost paid through Covid Catch-Up	£33,380
	Cost paid through school budget	£2000