

## Bayards Hill Primary School **Catch-Up Premium Plan 2021** DRAFT

Covid Catch-Up Premium Spending: Summary	
Number of pupils in school YR-Y6	310
Proportion of disadvantaged	46%
Catch-Up Premium allocation	£24800
Review dates of plan	Reviewed in March 21 July 2021

Strategy Statement
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>● To reduce the attainment gap between the disadvantaged pupils and their peers.</li> <li>● To raise the attainment of all pupils to close the gap created by Covid-19 school closure.</li> </ul>
<p><b>Context to Strategy:</b></p> <ul style="list-style-type: none"> <li>● The proportion of disadvantaged pupils at Bayards Hill Primary School is 46%, which is above average for a school of similar size.</li> <li>● Approximately 2/3 of KS1 pupils and 1/3 of KS2 pupils did not engage with any remote learning.</li> <li>● A baseline assessment in September 2020 shows the impact the school closure had on pupil attainment compared to Spring 2 2020.</li> <li>● The gap for pupil premium children has increased significantly more than non-pupil premium.</li> </ul>

## Catch-Up Plan for 2020/2021

Teaching					
Action	Intended Outcome	What is the evidence and rationale for this choice?	Monitoring of Impact	Cost	Review of Implementation
All staff to receive ongoing CPD in relation to mental health.	-Staff are equipped for early recognition of children's mental health needs. -Profile of PSHE is raised throughout school and lessons are taking place weekly to support the mental health and emotional social needs of the children.	-Evidence from the EEF on self-regulation strategies playing a part in pupils' positive engagement with their learning.	-QCA behaviour questionnaire. -Pupil surveys. -Learning walks. -Book looks.	No additional costs <b>£0</b>	March 2021 July 2021
Staff receive ongoing CPD as part of a detailed whole-school programme.	-Staff have the skills to teach good lessons across the curriculum.	-Internal staff questionnaires and feedback on last year's CPD programme. -National College for School Leadership.	-Data analysis. -Learning Walks.	-Most CPD led by current staff or current memberships (e.g. Science Oxford) No additional costs <b>£0</b>	Termly.

Targeted Academic Support					
Action	Intended Outcome	What is the evidence and rationale for this choice?	Monitoring of Impact	Cost	Review of Implementation
<u>All year groups</u> Additional tutoring run by school staff eg before/after school sessions, Saturday school, Holiday time catch up camps.	-Number of Y1 and Y2 pupils meeting the required standard in the phonics screening increases. -Number of pupils working at expected level in reading, writing and maths in all year groups increases. -Number of Y4 pupils meeting the required standard in times table test increases.	-Evidence from EEF and Sutton Trust for teachers to lead intervention groups.	-Data analysis.	<b>Strategy not currently being used- 1 member of staff has registered interest.</b>  £25 per hour teachers £15 per hour TAs Additional site costs for outside of usual school times <b>£7550</b>	March 2021 July 2021
<u>Year R</u> Implement Nuffield Early Language Intervention (NELI) in Reception class	Children improve expressive language skills.Improve letter-sound knowledge.	This is an evidence-based intervention	Data Observation Data	Funded as part of the government's catch-up programme. <b>Overtime costs for staff to complete CPD sessions</b>	March 2021 July 2021

				<b>£???</b>	
<u>Years 1, 2, 3, 4</u> FFT Programme 'Reading with the Lightning Squad' to target 40 pupils in Y1-Y4 in first cohort and 40 pupils in the second cohort.	-Number of pupils working at age-related expectations for reading in Y1-Y4 increases.	-FFT evidence showed gains of up to +5 months	-Data analysis.	NTP programme to access subsidised costs. <b>£4400</b>	December 2020 March 2021 July 2021
<u>Years 2 &amp; 5</u> Catch-Up Tutors employed through 'Fleet Tutors' from Jan 2021 to target pupils in Y2 and Y5 x18 pupils in Reading X18 pupils in writing. X18 pupils in	-Number of pupils working at expected level increases in reading, writing and maths in years 2,5 and 6	-Evidence from EEF on individualised instruction and one top one tuition.	-Data analysis.	NTP programme to access subsidised costs. <b>£3000</b>	July 2021

maths.					
<u>Year 5</u> Appoint an Academic Mentor through government catch-up Scheme	Target poor writing attainment in Y6	1:1 tuition has impact (EEF)	Observation Data Meetings with Mentor	Government pay salary (£19,000) and the school pay on-costs <b>£2377</b>	July 2021
<u>Year 6</u> Additional teacher teaching morning sessions. Lead on transition to secondary school.	Quality first teaching has the biggest impact on pupil outcomes.	Multiple sources of evidence available to justify quality-first teaching	Observation Data	<b>£7171</b>	July 2021
<b>Wider Strategies</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring of Impact</b>	<b>Cost</b>	<b>Review of Implementation</b>
Purchase electronic device licenses to deliver targeted academic support and enhance classroom strategies.	-Pupils have access to electronic devices to deliver tuition programmes. -Teachers use technology for retrieval practise	-FFT evidence showed gains of up to +5 months	-Data analysis -Pupil interviews -Pupil questionnaires.	<b>£610</b>	Inline with individual programmes stated above.

	and assessment.				
Provide an adapted, not narrowed, enrichment programme	-Pupils benefit from access to a high-quality enrichment programme	-EEF: Arts participation: +2 months. Outdoor learning: +4 months Sports participation +2 months	-Parent surveys. -Pupil surveys. -Data analysis. -Enrichment passports.	No additional costs <b>£0</b>	December 2020 March 2021 July 2021
Provide after school clubs and lunch clubs for pupils.	-Pupils benefit from participation in arts and sports.	EEF: Arts participation: +2 months. Outdoor learning: +4 months Sports participation +2 months	-Parent surveys. -Pupil surveys. -Data analysis. -Enrichment passports.	No additional costs as accounted for in other plans such as Pupil Premium Plan and Sports Premium Plan. <b>£0</b>	December 2020 March 2021 July 2021
Implement emotional literacy support assistants to support KS1 pupils that may be experiencing social interaction and emotional difficulties as a result of school closure.	Vulnerable pupils feel they have support and an approachable point of contact if they feel anxious or in need of emotional support.	-Ongoing from playground behaviour. -QCA questionnaire	-Playground monitoring -QCA behaviour questionnaire.	Put money aside to respond to pupil need.	March 2021 July 2021
Total amount of Catch-Up Funding allocated:		<b>£24,558</b>			

