

Badger Hill Primary School

Catch up Programme

2020-21



Rationale

Why do we need catch up?

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 are likely to 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. These closures are likely to have reversed progress made towards narrowing the gap in the last decade. It is predicted that the attainment gap between disadvantaged children and their peers could widen by 36% and result in any progress made since 2011 being lost. (EEF June 2020)

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to not only our national recovery but also the recovery of children's education. Catch-up provision, including assessment of lost learning and targeted support, will be essential.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, the government has launched a national catch up programme.

At Badger Hill we firmly believe that all children are entitled to access an education and we are committed to offering every child the tools to be able to do so.

Funding of our catch up programme

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. This means a typical primary school of 200 pupils will receive £16,000. We have decided to use the money across year groups and also whole school projects.

However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.

Aims of our catch up programme

Following the values of our school and our overarching aim of ***'Together We Will Grow'*** we have created a bespoke programme for all children in school.

Our aim following the children's full time return to school in September is to assess children's academic gaps, support with mental health and well-being and design a catch up programme which works for all.



Our aim is that all children will achieve to their fullest potential. This will include academic, pastoral and include wider achievements in and out of school. We encourage all achievements big or small and help support children to achieve these.

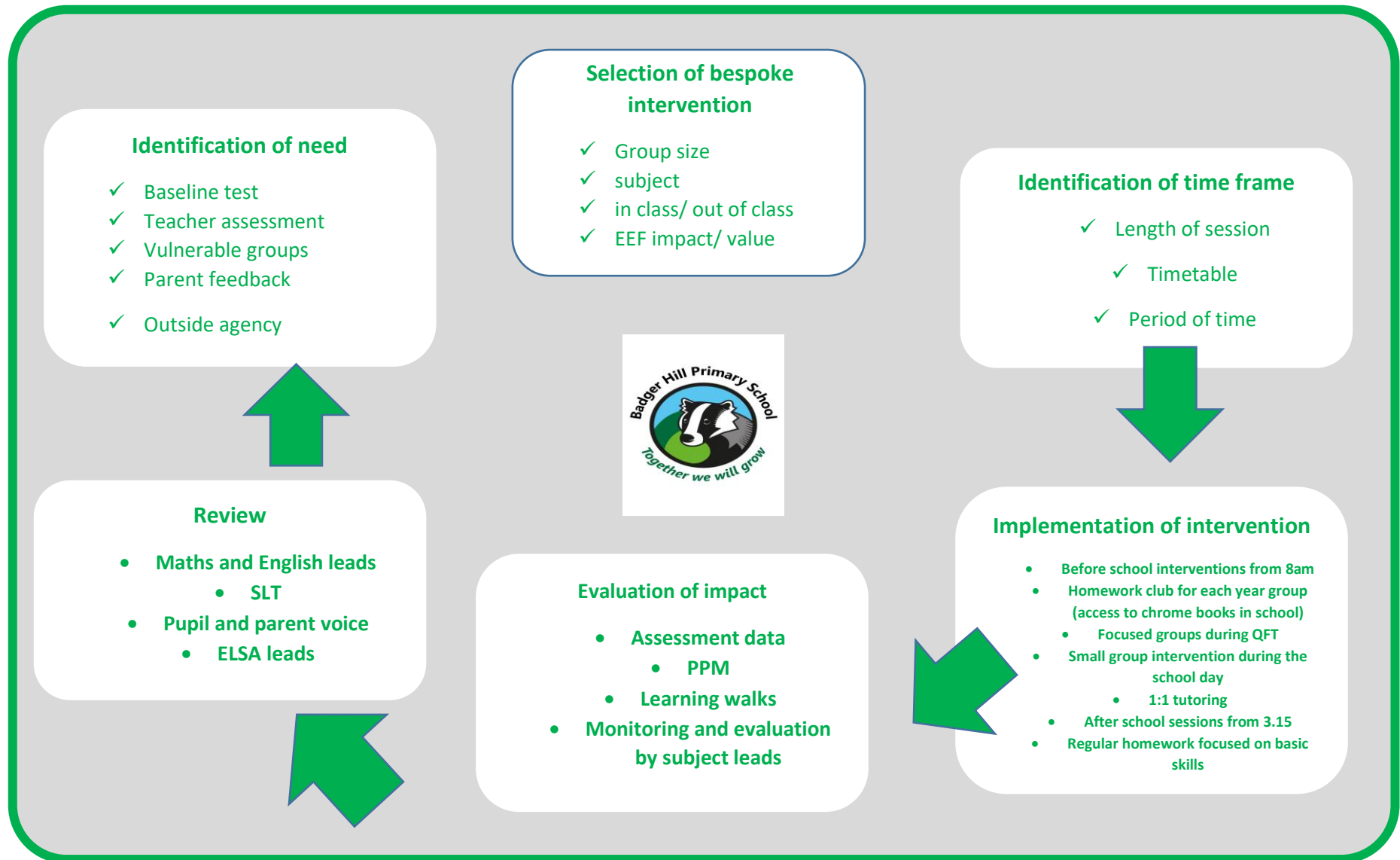


Our aim is for every child in school to have growth mindset approach to learning. This will include a whole school ethos of 'the power of yet'. Through a well thought out PSHE curriculum and excellent pastoral support we can offer all children the opportunity to dream big. We feel it is important that children are emotionally healthy so that they can 'catch up' any missing learning.



Our aim is for all our children to engage in a creative curriculum at Badger Hill. This will include a broad and balanced range of subjects offered to all children. We are passionate that children should not narrow our curriculum to 'catch up'. We will endeavour to offer all children exciting and engaging experiences.

Implementation



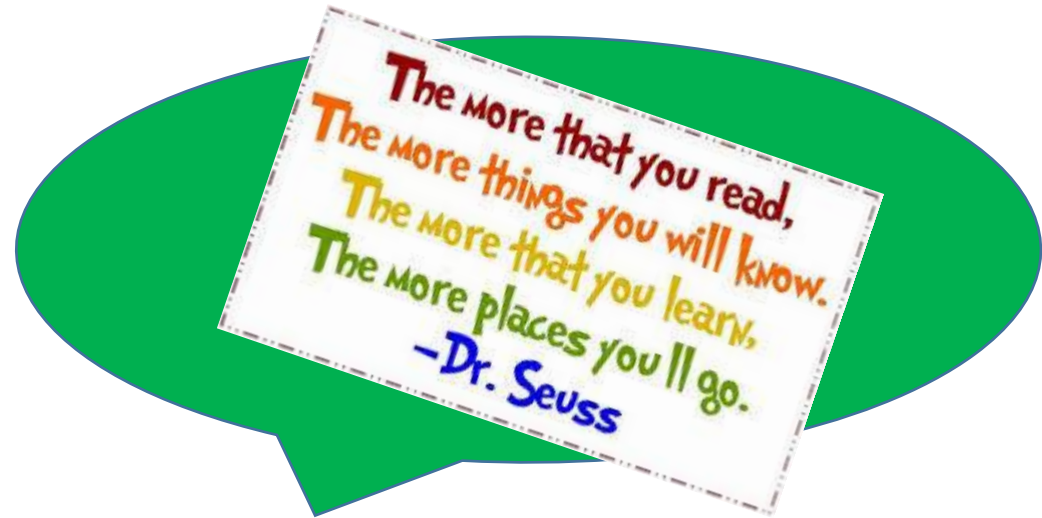
Whole School Actions

Although our catch up plan is individual to each year group we have focused upon key areas in school. This will help all children catch up on core skills and support with their emotional needs and well being

Reading

Baseline assessments/observations:

- Lack of fluency and stamina
- Revisit a 'love of reading'
- Focus on comprehension skills
- Embed quality texts to help improve language/vocabulary
- Ensure children have access to books due to COVID regulations



Actions

- Daily independent reading for all children both in school and out of school- guided reading, whole class sessions, paired reading
- Staff to share books they read, whole class texts chosen linked to topics, a celebration of books in school
- Regular comprehension practice on school, homework linked to reading comprehension, modelling of answers within class, small group practice
- 5 key vocabulary words in each class, quality text chosen and provided for all children, texts linked to whole school themes
- New books bought to support all children. Regular access to books due to quarantine rules
- Bug club licenses for all children-regular tasks set
- Use of CPG books for homework
- Clear expectations on regular reading at home
- Good links with home



Writing

Baseline assessments/observations:

- Handwriting skills poor
- Phonics gaps in Y1/Y2
- Stamina for writing
- Basic SPAG errors

Actions

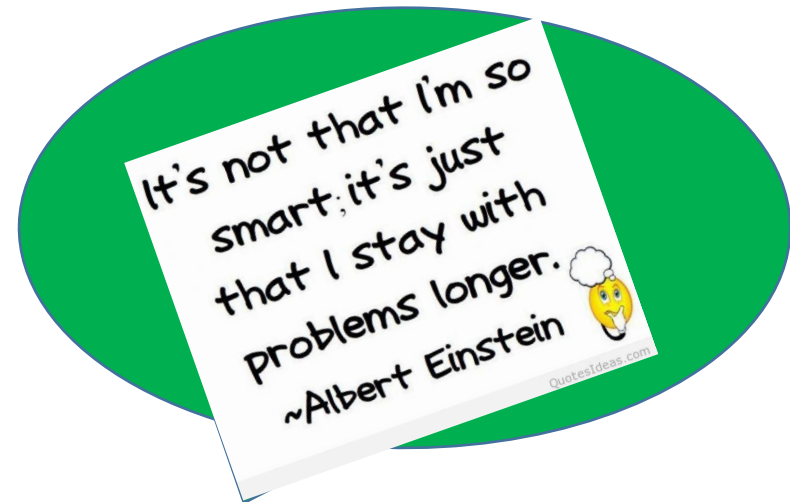
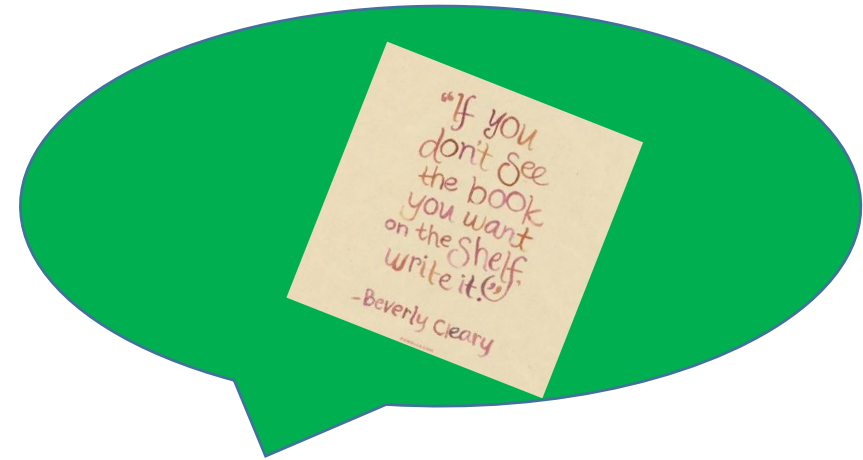
- Regular handwriting sessions in class, focused groups if needed
- Regular grammar sessions in class- looking at previous year group gaps
- Increased focus on editing skills for children- small group sessions where needed
- Increased opportunities for children to write- extra stimulus provided
- Use of CPG books for homework
- Clear expectations on writing in school
- Good links with home and extended opportunities for writing

Maths

Baseline assessments/observations:

- Speed, stamina and fluency of times tables
- Basic arithmetic skills
- Revisit written skills of 4 calculations
- A whole school focus need on reasoning and problem solving skills

Actions



- Regular times tables session using TTRS – possibility of more chrome books being ordered using catch up funding
- Each class has a UFO session daily and a weekly arithmetic paper
- Small group intervention for those struggling with certain aspects of maths
- Over learning and revisiting previous year group for key skills
- Use of CPG books for homework
- Clear expectations on maths in school
- Good links with home and extended opportunities for maths learning at home

Homework

Need	Action
<ul style="list-style-type: none"> ➤ Regular focus on core skills in reading, writing and maths ➤ Parental involvement ➤ Easy Access (linked to contingency plan) 	<ul style="list-style-type: none"> ➤ All classes will provide weekly homework using CPG books as part of this (school has provided books for each child) ➤ Parents are able to support children as class dojo and Google classroom are the platforms used for homework. Teachers are able to model methods etc and support parents ➤ All homework is via CPG books or online. This will help children who are isolating or if there should be a lockdown and school closes.

Remote Learning



Need	Action
<ul style="list-style-type: none"> ➤ Develop clear links with home ➤ Ensure staff are fully trained in the use of Google Classroom/Class Dojo and Google Meet ➤ All children to have CPG books for home learning in the interim should they need to self-isolate or in the case of a partial or full lock down 	<ul style="list-style-type: none"> ➤ Staff to prepare videos to support parents with learning. All staff to use class dojo effectively to communicate with parents. ➤ Offer continuous/urgent CPD for use of Google class and meet ➤ CPG books ordered for every child form the catch up funding

Interventions and 1:1 support- *this may vary from class to class*

Need	Action
<ul style="list-style-type: none"> ➤ Over learning for some children ➤ Identifying and plugging gaps with core learning ➤ Individual support for some children ➤ Pre teaching for small groups of children 	<ul style="list-style-type: none"> ➤ Small group intervention before and after school run by school staff (paid for from catch up budget) ➤ Baseline assessments bought for whole school to help identify gaps in children's learning ➤ Time for class teachers to analysis and plan QFT/extra interventions during class time ➤ 1:1 support during the school day for some children ➤ Small group intervention during the school day

Mental Health and Well Being



Here at Badger Hill we place huge emphasis on have identified the following needs and have put in Mental Health and Well Being award this year confidently meet the needs of everyone.

mental health for both staff and children. With this is mind we place a variety of actions. We will also be undertaking a where we will be evaluating our practice in order that we can



Need	Action
<ul style="list-style-type: none"> ➤ Support for vulnerable children and families ➤ Support for staff in school ➤ An understanding of mental health within school ➤ Commitment from leadership to the well-being of all 	<ul style="list-style-type: none"> ➤ Early identification of children and families who need support. ➤ Extra ELSA time in school and a change in referral system ➤ Staff have access to the support system in school but also the employment welfare system they can access out of school ➤ Undertaking the well-being award to raise the profile of mental health across school and also evaluate current practice ➤ Regularly share well-being commitments with staff and how they link into whole school priorities

An example of our Catch Up Plan Form for class teachers

Staff involved:									
Reading support									
	Whole class support	Intervention	Pastoral/Well Being Focus	Current Data	Impact				
	<ul style="list-style-type: none"> • QFT daily in the classroom. High quality texts used and provided for all children. • CPG books bought for all children and used to support homework • Daily reading expectations and recording in planner • Key vocabulary used each week • Reading homework provided in Google Classroom 	<ul style="list-style-type: none"> • Step outs used in classroom on a regular basis for children that need them • Morning and after school intervention for 16 children. This will link to classroom objectives and will be used to increase stamina in reading and focus on comprehension skills. 	<ul style="list-style-type: none"> • Reading for pleasure encouraged in the classroom. • All staff will model this and share what they are reading. • A well-stocked classroom library (extra resources can be supplied through catch up funding) • Reading club after school for Year 6 	Reading data: 2019 SATS <table border="1" data-bbox="1624 718 1915 901"> <tr> <td>Average Scaled Score</td> <td>Average Raw Score</td> </tr> <tr> <td>96.00</td> <td>23.27</td> </tr> </table> <p> WTS- 54% EXS+-43% GDS-7% </p> <p> Targets: EXS+ 71% GDS- 39% </p>	Average Scaled Score	Average Raw Score	96.00	23.27	
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Planning our spending carefully - The EEF (Education Endowment foundation) recommend a three tiered approach when considering the spending of the £80.00 allocated to each child. **High quality teaching has highest impact on pupil progression and, as a consequence, pupil catch up.** With that in mind, we first looked at how we might improve our practice as opposed to resources and intervention. From there, class teachers and SLT thought more about enhancing the school day academically – **offering more opportunities to fill the gaps and consolidate learning that has been missed.** Typically this is achieved via interventions and tutoring. In addition to this, considering other factors that underpin learning; for example, pupil well-being. With this in mind, we decided to: increase ELSA hours, tweak our behaviour system, promote and actively teaching what it means to have a Growth mindset. **In doing so, our pupils can focus on new learning and catch up too.**

1 Teaching

For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

2 Targeted academic support

For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 Wider strategies

For example

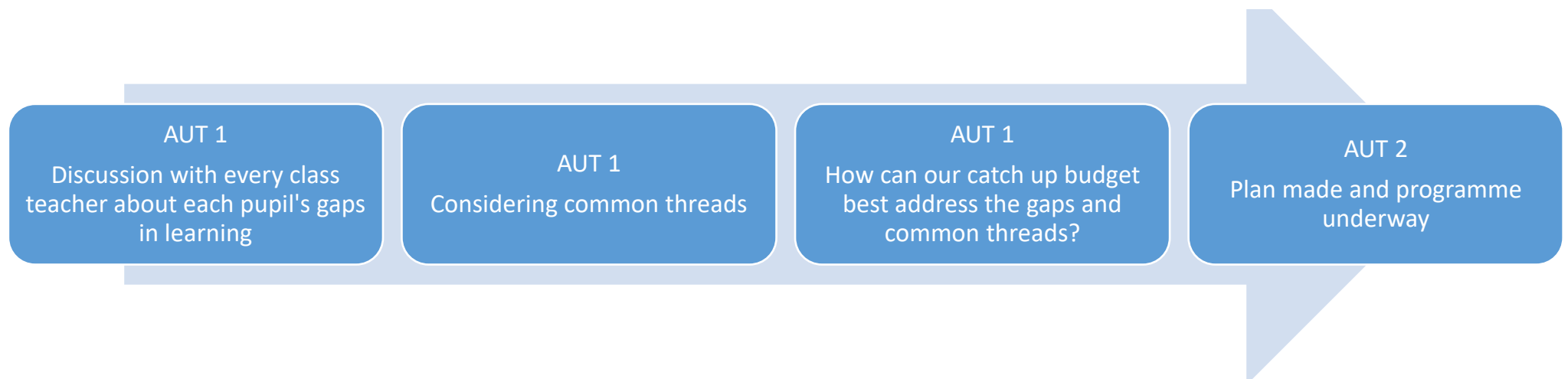
- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs



Being accountable and ensuring that our programme benefits every child

In order to decide how the money should be spend we followed the following steps:

1. SLT met with each class teacher to discuss the barriers to learning and gaps in the classroom – mindful of the tiered approach above.
2. From here, it was clear that across school, there were some common threads. In recognising this, we can work as a school rather than a class by class basis to be more effective. For example, for lots of pupils, reading stamina and reading at length was difficult and similarly a love of books needed to be reignited. With that in mind a bulk order of books was made. Similarly, a bulk order of NESSY licences was purchased.
3. Now we had mapped out our spend, we invested in the resources needed.
4. Next we created a catch up action plan. This involved breaking down the needs of the group/individual, actions and timescales – mapping out how we would use the resources.
5. Aut 2- Catch up programmes begin – including enhanced classroom teaching via CPD or quality resources, extra intervention or tutoring sessions, an improved Google Classroom homework package where children can practise key skills.



Example of planning and budgeting for our catch up programme

PP/SEND/EAL	Main areas of need	Support	When	Costs	Budget	Remaining funds
EAL	Arithmetic, reasoning, reading fluency, reading comprehension, sentence formation,	See separate spreadsheet		£89	£80.00	-£8.80
EAL	Punctuation			£46.05	£80.00	£33.95
EAL	Basic skills in maths, reading (Phase 2), letter recognition and formation.			£52.40	£80.00	£27.60
SEND	Basic skills in maths, reading (Phase 5), letter recognition and formation.			£87.40	£80.00	-£7.40
	Consolidating Y3 objectives (Supporting to get to GDS)			£46.95	£80.00	£33.05
PP	Consolidating Y3 objectives (supporting to get to GDS)			£46.95	£80.00	£33.05
EAL	Consolidating Y3 objectives (supporting to get to GDS)			£46.95	£80.00	£33.05
	Handwriting and consolidating Y3 objectives (supporting to get to GDS)			£48.55	£80.00	£31.45
EAL	Arithmetic, reasoning			£46	£80.00	£34.00
	Arithmetic, reasoning, handwriting, spellings			£89.70	£80.00	-£9.70