

## COVID CATCH UP PREMIUM REPORT



**Batheaston Church School**

Dream...Aspire...Achieve

"That they may have life, life in all its fullness" John 10:10

SUMMARY INFORMATION	
Number of pupils:	203
Total Catch-up Premium budget	£16,240.00

STRATEGY STATEMENT
<p>In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.</p> <p>At Batheaston Church School we recognise that pupils have been affected by the pandemic in a number of different ways and we want to ensure we put the right support in place at the right time.</p> <p>As a school we want to reassess pupil's needs, look carefully at the current situation and make adjustments to the way we teach and the experiences we provide to best support pupil in their recovery.</p> <p>Our priorities include:</p> <ul style="list-style-type: none"><li>• Providing First Quality Teaching</li><li>• Adaptation to the taught and personal development curriculum to address the effect of the lock down on pupils' learning and development, so that they can thrive, develop, and catch up in their learning.</li><li>• Targeted academic support – 1:1 teaching, small group interventions which include key maths and English skills, phonics, speech and language.</li><li>• Pupil's Mental Health and Wellbeing</li></ul>

### SPECIFIC NEEDS IDENTIFIED FROM RECOVERY

**Reading and Phonics** – Most pupils engaged well with reading during lockdown and the school found ways in which to supply reading materials to the most disadvantaged families. However, we want to develop responsive, quality first teaching in reading and phonics where assessment is used effectively to check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback to ensure any gaps in pupils reading and phonic knowledge is closed.

**Writing** – Pupil’s use of Teams during lockdown impacted on pupil’s stamina and motivation to write, preferring the easier option of typing any written pieces. Therefore, we have recognised pupils have lost stamina and resilience when it comes to writing and this has impacted on their progress and writing ability.

**Maths** – The use of White Rose tutorial videos during lockdown helped pupils to make some progress in their understanding of maths, however some units were not covered leading to gaps in pupil’s knowledge.

**Recovery** - Pupil’s have been widely affected by the lockdown in both a social and emotional way. Support will be needed to help pupils reintegrate back into school and work successfully alongside their peers. Mental Health and Wellbeing will need to be closely monitored and effectively supported.

### EXPENDITURE FOR ACADEMIC YEAR 2020/21

SPECIFIC NEED	ACTION	EXPENDITURE	IMPACT
Reading and Phonics	<ul style="list-style-type: none"> <li>• Targeted 1:1 intervention</li> <li>• Additional whole class support</li> <li>• Targeted intervention groups</li> <li>• Pira testing to help identify gaps in learning</li> <li>• Additional resources – decodable books</li> <li>• High quality whole staff CPD on the reaching of reading and vocabulary</li> <li>• Implementation of new Phonics Scheme ‘Little Wandle’</li> </ul>	<p>£1950 (Additional TA hours)</p> <p>£600 (PIRA Tests)</p> <p>£1000 (Little Wandle Scheme)</p> <p>£500 (Decodable books)</p>	<ul style="list-style-type: none"> <li>• Data analysis show pupils are making good progress with reading.</li> <li>• Phonic assessments at the end of the year show most pupils have achieved ARE. Where pupils have not achieved ARE, identified support has been put in place.</li> </ul>

			<ul style="list-style-type: none"> <li>• Pupils have access to books that match the learning in class and are therefore making good progress.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• High quality whole school training on the teaching of writing using talk for writing approach</li> <li>• Targeted intervention groups with an emphasis on handwriting.</li> <li>• New style writing books for year 1 to help support handwriting.</li> <li>• Targeted 1:1 support</li> </ul>	<p>£2000 (Talk 4 Writing Training)</p> <p>£1950 (Additional TA hours)</p> <p>£100 (Exercise Books)</p>	<ul style="list-style-type: none"> <li>• Pupils show an interest and enthusiasm for their lessons and are beginning to understand the approach.</li> <li>• Standards and stamina in writing has improved.</li> <li>• A marked improvement in handwriting for Year 1, helping pupils be ready for the next academic year.</li> <li>• Increase in confidence and enthusiasm for the teaching, supporting delivery of first quality teaching.</li> <li>• High quality intervention groups have supported pupils with their gaps in learning.</li> <li>• End of year assessments show significant progress in writing.</li> </ul>

<p>Maths</p>	<ul style="list-style-type: none"> <li>• Subscription to White Rose to support teaching.</li> <li>• Additional maths resources, particularly in KS2 to support learning.</li> <li>• Puma tests to identify gaps in knowledge</li> </ul>	<p>£100 (Subscriptions)</p> <p>£600 (PUMA Tests)</p> <p>£1000 (Maths Resources)</p> <p>£1950 (Additional TA hours)</p>	<ul style="list-style-type: none"> <li>• Gaps are identified and targeted with additional TA support.</li> <li>• Resources support pupils to further understand mathematical concepts.</li> </ul>
<p>Recovery</p>	<ul style="list-style-type: none"> <li>• Additional THRIVE support for pupils in need.</li> <li>• Subscribe to PHE Association to support teaching.</li> <li>• Social Skills interventions</li> </ul>	<p>£1950 (Additional TA hours)</p> <p>£200 (Subscriptions)</p>	<ul style="list-style-type: none"> <li>• Behaviour is well managed.</li> <li>• Pupils with identified needs are accessing and benefitting from regular THRIVE sessions.</li> </ul>