



Beauclerc and Chennestone Schools



Covid 19 Catch Up Premium Funding 2020 - 2021

Funding Context -

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.

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 our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

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. 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.

Summary information

School	Beauclerc Infant and Nursery School		
Academic Year	2020 - 2021	Number of pupils eligible for PP	10 (8.9%)
Total number of pupils	112	Covid catch up budget	11,400
School	Chennestone Primary School		
Academic Year	2020 - 2021	Number of pupils eligible for PP	42 (Plus 2PLAC)
Total number of pupils	365	Covid catch up budget	£36,400
Date of most recent review	Sept 2020	Date for next internal review	Jan 2021

Planned Expenditure

Teaching Priorities

Desired Outcomes / Cost	Evidence / Rationale	Key Actions	Review of Impact
<p>High PP progress and attainment is achieved through quality first teaching.</p> <p>To close the attainment gap between PP children and their peers.</p>	<p>EEF (Education Endowment Fund) state that Quality first teaching is the most effective at improving performance of children in the classroom.</p> <p>Year 6 and 5 have a more limited time left with us to catch up on gaps in the primary curriculum before transitioning to secondary schools.</p>	<p>Smaller Class Size (Chennestone) In Year 6 an additional teacher is employed to ensure smaller classes of 23 children. In Year 5 an additional teacher works every morning to teach small groups of children.</p> <p>CPD High quality CPD provided for all staff to ensure high teaching standards.</p>	
<p>Standardised Assessments and teacher assessments identify the gaps in children's learning which informs planning and interventions</p>	<p>EEF states - Assessment can help teachers determine how to most effectively support their pupils. For example, subject-specific assessments</p>	<p>NFER All children to complete NFER assessments at the beginning of the year based on the previous year's curriculum</p>	

	<p>might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.</p>	<p>to identify gaps which can inform future planning.</p> <p>Termly NFER assessments completed to closely track progress and impact of teaching and interventions</p> <p>Current class teachers meet previous one to share missed learning and planning</p>	
<p>Raised achievement in reading and writing in all Key Stages through the introduction of Read, Write, Ink</p> <p>Read, Write, Ink is introduced across the schools to ensure consistency in approach and a high quality provision</p>	<p>Established programme that is a cohesive and creative approach to teaching children to read and write.</p>	<p>Read, Write, Ink</p> <p>Whole school approach implemented across both schools from January.</p> <p>High quality CPD and resources provided to support staff</p> <p>Read, Write, Ink lead assesses Rec and KS1 children across schools. Analysis is used to inform interventions and planning.</p> <p>Tracking system established so progress can be closely monitored</p>	
<p>Close monitoring and strategic overview of impact, with school responsive to children needs which ensures high impact</p> <p>Projected Cost: Chennestone – £30,000 Beauclerc – £5,400</p>	<p>Ofsted 2013 found in their Pupil Premium Report, that where schools spent the PP funding effectively, they had a designated senior leader with a clear overview of how the funding was being spent and the impact on pupils.</p>	<p>Monitoring pupil achievement</p> <p>Phase Leaders use a range of tools to closely track achievement children e.g. through insight tracking, NFER assessments, book looks, learning visits</p> <p>Phase leaders discuss the progress of PP children in pupil progress meetings and record on action plans</p>	

Targeted Academic Support

Desired Outcomes	Evidence / Rationale	Key Actions	Review of Impact
<p>Children make excellent progress in Reading, Writing, Maths through high quality and targeted interventions</p> <p>Projected Cost: Chennestone – £6,400 Beauclerc – £2,000</p>	<p>Interventions are linked closely to what pupils need and the impact is reviewed regularly.</p>	<p>English support Reading Recovery – 1to1 (Chennestone)</p> <p>Lexia – Computer based programme to improve reading</p> <p>Additional Reading opportunities e.g. through Beanstalk Reading Project</p> <p>Additional small focus groups e.g. Guided Writing, Phonics, Guided Reading, Read, Write, Ink</p> <p>Mathematics support Small group interventions teach specific gaps in learning e.g. mental math skills.</p> <p>Mathletics, Times table rock stars are used effectively in school and for home learning</p> <p>NFER assessments are used effectively to identify key gaps in learning which informs planning and interventions</p>	
<p>Improved oral language skills for targeted children</p> <p>Projected Cost: Beauclerc – £1000</p>	<p>EEF Report 'Preparing for Literacy' - Language provides the foundation of thinking and learning and should be prioritise.</p>	<p>Speech and Language Intervention (Beauclerc)</p> <p>Two S+L students are mentored by TW on a school placement at Beauclerc. Students, assess and deliver interventions for targeted pupils.</p>	

Wider Strategies

Desired Outcomes	Evidence / Rationale	Key Actions	Review of Impact
<p>Children will receive support to help them overcome social and emotional barriers to their learning</p> <p>Projected Cost: Chennestone – £3000 Beauclerc – £3000</p>	<p>EEF reports that social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (+4months)</p>	<p>ELSA 2 ELSA trained staff members (1 at each school provide 1to1 and small group sessions.</p> <p>CPD for pastoral roles e.g. ELSA training</p> <p>Training of peer mentors and pastoral support to promote positive lunchtimes</p> <p>Pyramid Club (Chennestone) 10 week confidence building programme for children in Yr 3 and Yr 5</p>	
Lead Staff Member			Dave Macgill
Link Governor			Katy Burnett