

Bowerham Catch up funding Strategy Statement 2021-22

Following the COVID-19 pandemic and subsequent closure of schools, the government issued an amount of catch-up funding to all schools to support with closing gaps in learning. The amount of funding allocated is based on pupil numbers and is paid over two financial years.

At Bowerham Primary and Nursery School we have considered the age of our children when deciding how to allocate and spend our money. We have also used the government recommended, 'COVID-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF) to identify the best strategies, based on long term research, that will enable us to achieve the most positive outcomes.

1. Summary Information					
<b>School</b>	Bowerham Primary and Nursery school				
<b>Academic year catch up budget:</b>	<b>Sept 20 – March 21: £19, 460</b> <b>April – August 21: <u>£13, 900</u></b> £33, 360		<b>Date of most recent catch up review:</b>	July 2021	
<b>Total number of pupils:</b>	511 89 of which are nursery	<b>Number of pupils eligible for PP:</b>	PP 23.5%  Ever 6  21.2%	<b>Date for next Strategy Review:</b>	October 2021

2. Barriers to learning from analysis of needs carried out by the Tutoring and families team
In school barriers <ul style="list-style-type: none"> <li>• Historical issues surrounding education as a priority</li> <li>• Narrow life experiences meaning they are unable to access some areas of the curriculum i.e. writing</li> <li>• Vocabulary size in early years and KS 1 – needs increasing to ensuring breadth and narrowing the gap</li> <li>• Reading stamina and diet- lack of books at home, being read to or encouraged to read- reading not seen as a priority</li> </ul>

- Lack of confidence both in the subject and in themselves
- Parents lack of ambition or knowledge of expectation for their child's year group means children have inflated view of doing well with parents which is then the opposite in school.

#### External Barriers

- A small minority have attendance and punctuality issues.
- Large families finding it difficult to give each child their individual time and support and access to enrichment and extra activities
- Children within the group have identified welfare needs and have been working with agencies such as social care, CFWB service, CAMHS and other emotional support services.
- Issues surrounding age appropriate boundaries and guidance -Sleep deprivation due to poor behaviour expectations and routines-
- Narrow life experiences and aspirations due financial constraints, time and priority.
- Large number have screens, computers and gaming devices in their bedrooms as a result and also due to parenting boundaries children are not going out to play or having 'time' away from the screen
- School and learning not seen as important or past 'life school' experiences impacting on children's
- Overprotective and 'want' parenting giving children the power and decision making
- Cultural Capital low- lack of experiences and activities mean a significant amount of time spent on screens

#### Planned Expenditure

Academic Year- 2020- 2021

#### Quality of Teaching for all

Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	
All pupils attend school and are punctual	Pastoral team includes attendance officer support  Anticipated PA to increase due to parent/pupil anxiety	Whole school attendance focus EEF Impact of School Closures 2020 From September (ongoing)	Whole school approach – with teachers in contact with their class regularly	HT  DHT  AHT	

			through Showbie and parent emails		
All pupils regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day	<ul style="list-style-type: none"> <li>- Character skills and attributes explicitly identified and praised across whole school (perseverance, determination)</li> <li>- Daily physical activity</li> <li>- Character skills interwoven through lessons with focused praise from adults</li> <li>- behaviour policy developed further with pupils/ parents – clear expectations and class management techniques- use of Bowerham golden rules and language reinforced with all staff as a common language, -Bowerham golden rules explicit and reinforced and celebrated</li> </ul>	<p>EEF Improving Social and Emotional Learning in Primary Schools</p> <p>All pupils (including those who have attended school during lockdown) have experienced reduced curriculum timings/ lower levels of learning support.</p> <p>In 2<sup>nd</sup> lockdown and bubble closures Showbie gave options for voice notes so not as many experiences of writing for any length of time</p> <p>Focus and sustained concentration identified as issues</p>	<p>Daily physical exercise</p> <p>4 day timetable to continue with staff teaching full 4 days- Friday to be catch up- reinforcement- follow up- improvement day</p>	All staff	

<p>All pupils have sufficient opportunity to access regular basic skills revision and instruction, throughout the week, identified through cohort targets and gaps in learning evident from Showbie and books.</p>	<ul style="list-style-type: none"> <li>- Revision to timetable of school day - phase adjustments to meet needs specific year groups</li> <li>- Other subjects protected in weekly timetable particularly PE, Science and theme- literacy to thread through all subjects</li> <li>- Children respond to bubbles and next step questions in the morning during registration to help embed skills and extend learning.</li> <li>- Children access to online reading through Bug Club</li> <li>- Children practise times table regularly using TT rockstars</li> <li>- Children have access to PowerPoints on their tables through Showbie to revisit information individually during independent work</li> <li>- 4-day timetable with Friday's being a focused time to revisit learning.</li> <li>- Matrix – maps out key learning across Spring and Summer terms to outline the curriculum and personalise content to meet the needs of children. Key skills are identified and mapped out that need embedding to address the impact of lockdown for the core cohort of children</li> </ul>	<p>EEF Improving Social and Emotional Learning in Primary Schools</p> <p>Assumption that all pupils have increased gaps in skills and knowledge due to lack of daily practice</p> <p>Quality reading opportunities identified by school as key deficit area during lockdown.</p> <p>Evidence – how the brain works - short, intense bursts</p>	<p>Regular staff meetings to discuss strategies</p> <p>Processes developed through discussions in teams, phases and whole school</p> <p>Example formats shared to ensure parity</p>	<p>All staff</p>	<p>£1050</p> <p>£1820</p> <p>£115</p>
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	with appropriate extension in place for higher ability children.				
Gaps in knowledge and skills are accurately identified	<ul style="list-style-type: none"> <li>-Good quality teaching and next step planning</li> <li>-assessment feedback from all staff</li> <li>-data analysis</li> <li>-Friday review and planning day</li> </ul>	Metacognition learning and teaching	Everyday classroom practise and school policy and procedure	All staff	
Extract key effective elements of remote learning to blend with normal classroom practice	<ul style="list-style-type: none"> <li>- Showbie/Tapestry is used to share progress and reports with parents including ILPs and trackers</li> <li>- parents are linked to children's Showbie accounts enabling them to stay informed and involved in their child's learning</li> <li>- homework is on Showbie /Tapestry</li> <li>- Children's digital literacy is maintained through regular use of Showbie to access lessons and activities.</li> <li>- Showbie agreement in each year group outlining Showbie usage throughout the curriculum</li> </ul>	To ensure a blended approach that even during lockdown or bubble closures this will not affect learning.	Showbie user agreement with all staff	All staff	

<p>Children’s learning is not compromised through bubble closure, lockdown and or through absence due to illness.</p> <p>To ensure staff well-being and reduce workload in these challenging times.</p>	<ul style="list-style-type: none"> <li>- new planning format maintained</li> <li>- Teams is used to easily shared documents and communicate within classes, year groups and across school.</li> <li>-Recorded PowerPoint to enable revision and revisiting learning. To ensure children at home get the same learning as those in school.</li> <li>- 4-day timetable – flexible support Teachers identify children throughout the week to create opportunities for children to work in small groups, independently or with an adult to revisit key skills and address misconceptions.</li> <li>Fridays used for assessment for learning to identify groups and children that need additional support.</li> </ul>	<p>To ensure a blended approach that even during lockdown or bubble closures this will not affect learning.</p>	<p>Whole staff agreement on flexible timetable and planning format.</p> <p>Planning all to go on Showbie and recorded in the event of a lockdown or bubble closure.</p>	<p>All staff</p>	
Total budgeted cost					£2985
<b>Targeted/intervention Support</b>					
<p>Pupils identified by teachers receive extra support to ensure key concepts are embedded</p>	<p><u>One to One &amp; Small Group Tuition – fixed term intervention program</u></p> <ul style="list-style-type: none"> <li>- Children are identified alongside key elements of the curriculum that children would benefit from revisiting.</li> </ul>	<p>EEF - <i>There is extensive evidence supporting the impact of high-quality 1:1 and small</i></p>	<p>Data analysis</p> <p>Track children’s progress</p>	<p>JG HT</p>	<p>£36,900</p> <p>£9882</p>

	<p>- 20 minute sessions 2 – 3 times a week designed specifically for individual children and tailored to their needs based initially on teacher assessment and adapted to reflect assessment through the program by JG/SW</p> <p>- Regular communication between JG/SW and class teachers.</p> <p>- Additional homework set by JG/SW to embed concepts and provide children with opportunities to revisit learning on Showbie.</p> <p><u>4-day timetable – flexible support</u> Teachers identify children throughout the week to create opportunities for children to work in small groups, independently or with an adult to revisit key skills and address misconceptions.</p> <p><u>Provision overviews/ILPs</u> - Map out targeted support for SEN and those who are behind in their learning</p> <p><u>EYFS</u> -focus on prime learning- outstanding practise in Early years ensure early identification of areas to overlearn and work on and skills and interests to develop. -focus on interests to develop skills and gaps in Knowledge and understanding -targeted work identified daily with staff responding through interaction and directing of play to support learning -Tapestry used to share with parents and to suggest activities to do at home to further support learning.</p>	<p><i>group tuition as a catch-up strategy</i></p>	<p>Regular assessment against objectives by SW/JG in sessions</p>		
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Pupils in identified vulnerable groups supported socially and emotionally to ensure good attendance and punctuality	-Pastoral team and staff identify children who need 1-1, small group work or external counselling support to support them in their emotional and well-being needs	EEF Improving Social and Emotional Learning in Primary Schools	Targeted groups of children termly  Weekly pastoral minutes shared with SLT	HB DHT	
Overlearning of key concepts	Intervention Programmes -Targets identified on the ILP on Showbie so parents and children can continue to work on these at home in partnership with school. Fluid targets to ensure once children have achieved, they are able to move on to their next target.	EEF - <i>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'</i> .	Friday overview wit groups identified through the week by all staff.  Fridays -TA to take the classes while teachers take out groups to reinforce , overlearn and teach to ensure progress and achievement of key concepts	All staff	
Total budgeted cost					£46,782
<b>Enrichment</b>					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is	Staff lead	



			implemented well?		
Widen children experiences and opportunities within their local community.	<ul style="list-style-type: none"> <li>-Choice boards and ideas on Showbie and Tapestry for Holidays and weekends</li> <li>-Introduce the Eden curriculum – where children work on place based projects in the local area.</li> </ul>	EEF Improving Social and Emotional Learning in Primary Schools	Through our online remote learning platforms and through regular communication with our families and community.	SLT	
to re-engage with families as we come out of lockdown.	<ul style="list-style-type: none"> <li>-Choice boards and ideas on Showbie and Tapestry for Holidays and weekends</li> <li>- Use Facebook for regular updates/ photographs of children taking part in activities.</li> <li>- Gradual approach to easing restrictions in Autumn term e.g bubbles and playtimes alongside reintroducing parents e.g assemblies, sports days etc</li> </ul>	EEF Improving Social and Emotional Learning in Primary Schools	Through our online remote learning platforms and through regular communication with our families and community.	SLT	
Identify different ways to create excitement and opportunities to learn while still at home.	<ul style="list-style-type: none"> <li>-Choice boards and ideas on Showbie and Tapestry for Holidays and weekends</li> <li>- reward chart for summer homework for all children</li> </ul>	EEF Improving Social and Emotional Learning in Primary Schools	Through our online remote learning platforms and through regular	SLT	

	-promote the use of timetables rockstars and bugclub		communication with our families and community.		
					Final Total budgeted cost £49,767
<b>4. Overall Data Impact</b>					
<b>Summary</b>					
<p>It is clear that the effects of COVID have been on our most disadvantaged children, despite many of them attending school to gap has continue to grow due. We believe this is down to many children from more affluent homes had 1-1 or small group work from their parents throughout the time and their learning was not affect and their foundation strengthen through individual support.</p>					

Summer 2021

**Tuition Attainment / Progress Report July 2021**

7 week tutoring program 22.02.21 – 23.04.21

impact on Summer 2021 data

**KS1**

No of pupils	YGE	Progress	Year 2		
			Writing	6	5 83%

**KS2**

No of pupils	YGE	Progress	Year 3			Year 4			Year 5			Year 6			ALL		
			Writing	7	2	6	7	3	4	4	4	4	5	5	5	23	14
				28%	86%		42%	57%		100%	100%		100%	100%		60%	82%
Maths	6	3	3	6	5	6	7	7	7	6	5	5	25	20	21		
				50%	50%		83%	100%		100%	100%		83%	83%		80%	84%

### Strengths

- All children receiving writing tuition and the majority of children receiving maths tuition in year 6 have reached year group expectation and met their personal targets.
- All children receiving writing tuition and maths tuition in year 5 have reached year group expectation and met their personal targets.
- In year 4 all tuition children met their personal target in maths and 57% achieved their personal target in writing.
- In year 3 1 child achieved above his personal target in maths and one child achieved above her personal target in writing.
- 86% of children receiving tuition in year 3 for writing achieved their personal target.
- Overall in year 2 and KS2 the vast majority of children have reached their EoY YGE and personal targets in maths writing.

### Weaknesses

- 72% of children in year 3 receiving writing tuition did not achieve their EoY YGE however 86% achieved their personal target.
- 58% of children in year 4 receiving writing tuition did not achieve their EoY YGE.
- The learning of these children has also been impacted by the social effects of lockdown- some of the children have been through significant trauma.
- Some children did not engage in online provision during lockdown despite school providing devices and regular phone calls home.

### Tuition Attainment / Progress Report December 2021

15 week tutoring program 06.09.21 – 17.01.22

impact on Autumn 2021 data

Autumn 2021

No of pupils	YGE	Progress	Year 3			Year 4			Year 5			Year 6			ALL		
			YGE	Personal	YGE	Personal	YGE	Personal	YGE	Personal	YGE	Personal	YGE	Personal	YGE	Personal	
Writing	8	8	8	6	3	4	5	2	3	3	2	2	22	15	17		
	100%	100%	50%	67%	40%	60%	67%	67%	68%	77%							
Maths	-	-	-	6	3	3	2	1	1	9	9	9	17	13	13		
				50%	50%	50%	50%	100%	100%	76%	76%						

### **Strengths**

- All children receiving writing tuition in year 3 have reached year group expectation and met their personal targets.
- All children receiving maths tuition in year 6 have reached year group expectation and met their personal targets.
- In year 6 76% of tuition children met their personal target and year group expectation
- 60% of children in year 5 receiving tuition in writing met their personal target
- 67% of children in year 4 receiving tuition in writing met their personal target
- Overall through tuition, it has been evident that children's confidence has accelerated significantly.
- Tuition has enabled gaps to be more easily identified which has ensured children have received targeted support in those areas.

### **Weaknesses**

- 50% of children in year 4 receiving maths tuition did not achieve their EoY YGE
- 60% of children in year 5 receiving writing tuition did not achieve their EoY YGE
- The learning of these children has also been impacted by the social effects of lockdown- some of the children have been through significant trauma.
- COVID continues to impact on attendance with close contact isolation periods
- While remote provision was in place for these children to continue taking part in tuition while isolating, not all children engaged consistently.

\*These children have a further 3 weeks of tuition to focus on areas identified following data analysis.

**Tuition Attainment / Progress Report December 2021**

15 week tutoring program 31.01.22 – 20.06.22

impact on Spring 2022 data

Spring 2022/Summer 2022

No of pupils	YGE	Progress	Year 2		
			Writing	5	2 40%
Maths	6	4 67%	4 67%		

No of pupils	YGE	Progress	Year 3			Year 4			Year 5			Year 6			ALL		
			Writing	9	5 55%	8 89%	6	6 100%	6 100%	-	-	-	3	3 100%	3 100%		
Maths	-	-	-	6	5 83%	5 83%	6	5 83%	5 83%	-	-	-					

### **Strengths**

- All children receiving writing tuition in year 4 have reached year group expectation and met their personal targets.
- All children receiving writing tuition in year 6 have reached year group expectation and met their personal targets.
- 83% of children in year 4 and 5 met their personal targets and met year group expectations in maths
- 67% of children in year 2 met their personal target and year group expectations in maths
- 67% of children in year 4 receiving tuition in writing met their personal target
- Tuition continues to boost children's confidence and self belief.
- Tuition has enabled gaps to be more easily identified which has ensured children have received targeted support in those areas.

### **Weaknesses**

- 60% of children in year 2 receiving writing tuition did not achieve their EoY YGE
- 45% of children in year 3 receiving writing tuition did not achieve their EoY YGE however 89% did achieve their personal target.
- The tuition team set regular homework to help children build on the skill learnt during the session, however it is difficult to engage these children in these activities despite regular reminders and phone calls home.