

## Bowerham Catch up funding Strategy Statement 2022-23

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 used the government recommended, 'COVID-19 Support Guide for Schools' alongside the 'Moving forwards, making a difference – a planning guide for schools 2022 – 2023 (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>School Led Tutoring</b>	£9720	<b>Date of most recent catch up review:</b>		July 2022
	<b>Recovery Premium Grant</b>	£12,615			
<b>Total number of pupils:</b>	511 89 of which are nursery	<b>Number of pupils eligible for PP:</b>	PP: 110/22%  Ever 6: 96/19%	<b>Date for next Strategy Review:</b>	December 2022

2. Barriers to learning from analysis of needs carried out by the tuition and pastoral team
<p>In school barriers</p> <ul style="list-style-type: none"> <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>

- Children’s writing stamina
- 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 parents have inflated view of children’s achievements
- Impact of COVID-19 on children’s mental well being
- Increasingly complexity of needs within the classroom
- Key skills such as fine motor skills impacted due to COVID-19

**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
- 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
- Impact of COVID-19 and current financial pressures due to sharp rise in inflation and the cost of living

**Planned Expenditure**

Academic Year- 2022- 2023

**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	Review

<p>All pupils attend school and are punctual</p>	<p>Pastoral team includes attendance officer support</p> <p>sharing pupils' attendance percentage with parents or carers at key points in the year</p> <p>engaging parents through targeted interventions to support pupils with significant attendance concerns by working positively and closely in partnership with parents underpinned by strong relationships and a good understanding of pupil needs.</p>	<p>Moving forwards, making a difference – a planning guide for schools 2022 - 23</p>	<p>Pastoral team to monitor attendance</p>	<p>HT DHT AHT</p>	
<p>All pupils regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day</p>	<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> <li>Embed new approach to writing, giving children opportunities to produce extended writing before fine tuning pieces of work based on key features of different genres and SPAG content.</li> </ul>	<p>EEF Improving Social and Emotional Learning in Primary Schools</p> <p>Lockdown and bubble closures</p> <p>Showbie reduced experiences of writing for any length of time and building fine motor skills.</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>	<p>All staff</p>	

<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 access to online reading through Bug Club alongside physical books</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 terms to outline the curriculum and personalise content to meet the needs of children. Key skills are identified and mapped out to ensure coverage is consistent over time.</li> </ul>	<p>Moving forwards, making a difference – a planning guide for schools 2022 - 23</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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<p>Consistent high quality daily teaching</p>	<ul style="list-style-type: none"> <li>- Implement the ‘five-a-day’ approach:</li> <li>Explicit instruction</li> <li>Cognitive and metacognitive strategies</li> <li>Scaffolding</li> <li>Flexible grouping</li> <li>Using technology</li> </ul>	<p>Moving forwards, making a difference – a planning guide for schools 2022 - 23</p>	<p>Everyday classroom practise and school policy and procedure</p>	<p>All staff</p>	
<p>Extract key effective elements of remote learning to blend with normal classroom practice</p>	<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>	<p>Moving forwards, making a difference – a planning guide for schools 2022 - 23</p>	<p>Showbie user agreement with all staff</p>	<p>All staff</p>	

					Total budgeted cost	£2985
<b>Targeted/intervention Support</b>						
Pupils identified by teachers receive extra support to ensure key concepts are embedded	<p>Use of the TARGET model - drawn from insights from a range of EEF interventions and programmes – to support the planning and implementation of interventions.</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> <li>- 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 tuition team</li> <li>- Regular communication between tuition team and class teachers.</li> <li>- Additional homework set by tuition team to embed concepts and provide children with opportunities to revisit learning on Showbie.</li> </ul> <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 on a Friday.</p>	<p>EEF - <i>There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy</i></p> <p>Moving forwards, making a difference – a planning guide for schools 2022 - 23</p>	<p>Data analysis</p> <p>Track children’s progress</p> <p>Regular assessment against objectives by the tuition team in sessions</p>	JG HT	£36,900	£9882

	<p><u>8:30am interventions</u> Teachers identify children daily to work in small groups, independently or with an adult to revisit key skills and address misconceptions from the previous day.</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>				
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.	EEF - <i>'In order to support pupils who have fallen the</i>	Friday overview with groups identified	All staff	

	Fluid targets to ensure once children have achieved, they are able to move on to their next target.	<i>behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</i>	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		
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 implemented well?	Staff lead	Review
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> <li>- Rota kids to continue work with community groups.</li> <li>- Whole school approach to food bank donations</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	



	- Continue to get involved with charitable initiatives within the local community such as 'wear, share, care'.				
					Final Total budgeted cost £49,767
<b>4. Overall Data Impact</b>					
<p>Summer 2022</p> <p><b>Summary</b></p> <p><b>Strengths</b></p> <p><b>Weaknesses</b></p>					
Autumn 2022					
Spring 2023					