

Beamish Primary School Catch-Up Plan 2020-21

Total number of pupils on roll : 70	Total catch-up budget : £5,280	Date of review : September 2021
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The barriers we need to address to help pupils catch up

- Ensure pupils are in school/access learning every day to learn.
- Supporting pupils emotional wellbeing.
- Supporting pupils to re-establish behaviours for learning.
- Re-engaging pupils in the curriculum and learning.
- Re-establish positive relationships.
- Re-establish active lifestyles.
- No devices to access home-school learning.
- Baseline on entry in Reception indicates that a large proportion of children are significantly below in all areas but particularly within language and communication (including the nursery cohort)
- Children who have entered Y1 are significantly below for reading and phonics.
- Year 2 children are expected to take and pass the phonics screening test in October 2020

Expected progress not made due to lockdown, including:

- Pupils not at appropriate chronological age in English and Maths.
- Missed daily phonic teaching in Early Years and Key Stage 1 – impacting on early reading and writing skills and confidence.
- Missed opportunities of socialising and interacting with peers.
- Delayed progress in reading skills, fluency and comprehension.
- Gaps in Mathematical knowledge and understanding.
- Development of fine and gross motor skills in EYFS & Y1

What we plan to do *(CF - Catch-Up Funding used)*

- Monitor and address pupil attendance and absence. *(Pupil Premium funding)*
- Nurture group sessions to support all pupils emotional and social wellbeing.
- Providing emotional support / intervention for identified pupils – building resilience and confidence - within school hours and after school. *(CF)*
- Provide a device for home use to support home-school learning where identified. *(CF)*
- Establish Microsoft Teams for homework and home-school learning in the event of self-isolation / lockdown. *(CF)*
- Develop inclusive classrooms in order to engage and support all pupils including SEND. Professional development provided to staff from Cognition & Learning Team (PP & CF)

- Professional development for staff (Reception to Year 4) linked explicitly to the teaching of phonics, spelling and accelerated progress. *(CF)*
- Daily phonics taught in Year 3 (as well as Early Years and KS1).
- Partnership work with English Hub – focus on phonics teaching and early reading.
- Purchasing of more decodable reading books to support reading development including reading at home. *(PP)*
- Regular 1 to 1 reading within school for all pupils; more regular opportunities for identified pupils.
- Key Stage 2 pupils to have access to ‘Reading Plus’ online to support and accelerate progress in reading both at school and home.
- Targeted English and Maths support through dedicated curriculum time.
- Additional teaching assistant / teacher support. *(CF)*
- Develop teacher’s use of assessment for learning – identify gaps in learning and meet pupil’s needs in order to accelerate progress. Professional development provided to support.
- Implement OPAL to promote relationships, social skills, gross motor skills and resilience. *(SF & CF)*
- Opportunities for regular retrieval of knowledge and skills linked to prior learning – supporting links with new learning.
- ‘Catch up’ provision for identified pupils – this will continue across the year and be on an identified needs basis. Provision may include 1 to 1 tuition and / or small group work. *(CF)*
- Access for all to online remote learning, and pastoral and safeguarding support in the event of the closure of a cohort of children

How we will check that our plan is making a difference

- Establishing baselines in learning.
- Pupil progress meetings / discussions with class teachers and TAs.
- Regular monitoring of teaching and learning and pupils work.
- Talking to pupils.
- Tracking of pupil progress data.
- Progress / outcomes from interventions

Whole school support

Action	Intended outcome	Estimated impact <i>Potential impact as identified by Education Endowment Foundation</i>	Cost	Staff lead	Comments
Bereavement training.	Staff are better informed and have greater understanding of how to support pupils, parents and staff that are grieving.	Pupils, parents and staff that are grieving are appropriately supported. <i>Social and Emotional Learning +4 months</i>	£0	KT	Winston's Wish online training completed by all staff. Bereavement policy and resources shared with staff. Staff feel more confident when supporting pupils, parents and staff that are grieving.
Implementation of SEMH Policy	Staff are better informed and have greater understanding of how to support children with mental health needs.	Promote a positive outlook regarding pupils with SEMH difficulties. Pupils with SEMH difficulties are identified and appropriately supported. <i>Social and Emotional Learning +4 months</i>	£0	KT	Pupils with SEMH difficulties have been identified and appropriately supported.
All staff to receive CPD in relation to pupil, parent and staff well-being	The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health needs of all pupils. Staff and parents are signposted to support services.	Well-being programme shown to improve pupils engagement resulting in staff and parents feeling supported and know where to access additional support and advice. <i>Social and Emotional Learning +4 months</i>	£0	JR & CN	Staff and parents have been signposted to additional support and advice and a well-being page has been added to the school website.
Maths to have pre-teach days before each unit of work to pick up on the previous year objectives that have been missed.	White Rose maths – Support closing gaps. Maths of the day on the board morning/evening so that learning can start straight away.	Children will make rapid progress. <i>Mastery Learning +5</i> <i>Within class attainment grouping +3</i>	£0	TR & AB	NFER end of year tests have shown that pupils have made good progress in maths.
Principles of Metacognition revisited - Rosenshine	Metacognitive strategies are explicitly taught to children and are applied in all curriculum areas. Staff being really precise on questioning and feedback to gain maximum progress from all learners.	Lessons observed show high quality explanations, modelling and systematic checking that leads to students making good progress <i>Metacognition & self-regulation + 7</i>	£325	KT	Staff attended training in the spring term. Lesson visits show that staff are using high quality modelling and questioning techniques during lessons which has enabled pupils to make good progress.

Quality feedback & marking	Provide pupils with high-quality feedback, building on accurate assessment.	There is evidence of quality feedback in lessons and marking leading to progress. <i>Feedback + 8</i>	£0	KT	Staff attended in house training. Lesson observations and book scrutiny show that quality feedback and marking has led to pupil progress.
All pupils are allocated a 365 account.	The new platform is in place. Children are trained in its use.	Pupils will be able to save their work, access personal emails and log onto their class and individual Teams account from home and at school. <i>Digital technology + 4</i>	£0	KT, JR & JS	All pupils in KS1 and KS2 have been allocated a 365 account and can confidently access this at school and when completing remote learning via Teams.
CPD provided for staff on the effective use of the new online learning platform. (Microsoft 365 & Teams)	A strong remote learning offer is in place. All staff are trained in its use and are able to use it effectively.	Staff are confident to assign pupil activities and teach live lessons if needed. Pupils will be able to access high quality remote learning which is a balanced mixture of curriculum subjects, linked to current class learning. <i>Digital technology + 4</i>	£325	JS	Education Durham provided training to the SLT & ICT lead and this was disseminated to staff. During January lockdown all KS1 & KS2 pupils accessed remote learning via Teams, which included live lessons and the completion of assignments.
Parents/carers are made aware of the Teams platform and how it can support home learning.	Pupils and parents will be able to access and upload work.	Remote learning, homework and communication with pupils and parents is improved. (parent/ pupil surveys) <i>Parental engagement +3</i> <i>Digital technology + 4</i>	£0	KT, JR & JS	A remote learning page, information and guidelines on how to access Microsoft Teams has been added to the school website. Engagement in remote learning improved in the January lockdown.
Purchase OPAL and resources to enhance the outdoor environment.	Develop pupil's resilience, risk taking, role play, gross motor & team building skills. Encourage active break times.	Pupils will be more active, they will be resilient and their gross motor, fine motor and team building skills will improve. Pupils are able to focus on their learning during lessons. High levels of physical activity establish good active behaviours for later life. <i>Sports participation +2</i> <i>Outdoor adventure learning +4</i>	£3,500 taken from PE budget £40 resources	KT & JR	OPAL was introduced to staff, pupils and parents in the spring term. OPAL has encouraged pupils to be more active and has helped develop their team building skills.
Total spend:			£ 690		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
CPD for staff new to Reception.	Improving the quality of provision by training staff to improve the interaction between staff and children	Pupils make rapid progress. <i>Early Years interventions +5</i>	£0 LA contracted hours	RH	RH has mentored & coached K O'S which has supported pupil progress and helped improve classroom provision.
Engagement in Nuffield Early Language and Blast Interventions	Staff CPD and resources to support the delivering of early language intervention for children in EYFS and Y1	Speech & language skills are much Improved, supporting pupil relationships and communication. <i>Closing the Vocabulary Gap – Alex Quigley</i> <i>Oral language intervention +5</i>	£0 funded see EYFS action plan	RH/CS	Staff accessed training for the Nuffield Early Language intervention but it has had limited impact due to school closure. This will continue in the autumn term.
Relax Kids & time to talk resources.	Help pupils become resilient and give them the tools and techniques to manage their emotional health and wellbeing.	Support children in developing their social interactions with other children. Impact on well-being which will lead to a more positive outlook in lessons and around school. <i>Behaviour interventions +3</i> <i>Social & emotional learning +4</i> <i>Small group tuition +4</i>	£60	KT & JR	Time to talk resources have been purchased and impacted on pupil well-being.

Purchase 10 Chrome books for KS2	More students have access to computers during their lessons. Y5 & Y6 pupils can log on daily to Reading Plus, Mathletics and 1 to 1 tutoring (NTP)	Pupils make accelerated progress in maths and reading from their starting points at the beginning of the autumn term. <i>Digital technology + 4</i>	£1,720	KT & JR	10 Chrome books were purchased and were used by the Y5 & Y6 pupils to access Reading Plus, Mathletics and 1 to 1 tutoring. NFER tests show pupils making good progress.
Targeted support from National Tutoring Programme	Bespoke recovery tutoring for those pupils who are struggling to catch up. Selected Y5 and Y6 pupils to access 1 to 1 tutoring 1 hour per week for 20 weeks.	Pupils make accelerated progress in basic maths and literacy skills. <i>Teaching Assistants +1</i> <i>Small group tuition +4</i> <i>Individualized instruction + 3</i>	£714	JR & TR	Teacher assessment and NFER test results show that pupils have made pleasing progress in basic maths and literacy skills.
Small group tuition for pupils in Year 3/4 who require support in numeracy and literacy.	Weekly catch up sessions focussing on key concepts. Additional teacher to lead on the delivery.	Pupils make rapid progress in literacy and numeracy as seen in RWI, NFER and teacher assessments. <i>Feedback (+8)</i> <i>1:1 Tuition (+5)</i> <i>Reading Comprehension Strategies (+6)</i>	£2,038	CS	Teacher assessment, RWI and NFER test results show that pupils have made pleasing progress in basic maths and literacy skills.
Total spend:			£4,532		

Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
SIM cards and Chromebooks are purchased to loan to parents to support remote learning.	Pupils will have access to adequate technology at home for periods of self-isolation, or local lockdown.	For all pupils to have the tools to allow them to learn. Increased parent and pupil engagement in online learning. <i>Digital technology + 4</i> <i>Homework + 2</i> <i>Parental engagement +3</i>	£0 Dfe funding	KT/JR	SIM cards and chrome books were purchased and this allowed pupils to access remote learning.

Purchase a mobile phone and phone contact.	Staff will be able to contact parents from home when self-isolating.	To maintain communication between the school and the parents. <i>Parental engagement +3</i>	£60	KT	Mobile phone was purchased and was used to contact parents during lockdown to help improve communication between school and parents.
A new system in place for parent evenings in 2020/21	Online/telephone parents evening will be put in place.	To maintain communication between the school and the parents regarding academic performance <i>Parental engagement +3</i>	£0	KT	Online and telephone parents evenings were successful and helped to maintain the communication between school and home.
1-1 support to be offered to families who cannot access home learning/school	Pupils and parents are able to access remote learning.	Pupils continue to make progress <i>Parental engagement +3</i> <i>Digital technology + 4</i> <i>Homework + 2</i>	£0	LS/JR	Staff regularly contacted parents to support with remote learning. This was welcomed by parents and helped to improve pupil engagement.
Communication and support for parents.	Regular updates and information uploaded to Class Dojo /Twitter to inform parents. SLT meet and greet on the playground each morning and afternoon	Maintain positive relationships with the school community. Parents feel that school is a safe place for their children and attendance remains high. <i>Parental engagement +3</i> <i>Digital technology + 4</i> <i>Homework + 2</i>	£0	LS/JR/KT	Throughout the year parents have been kept up to date with school and pupil information via Class Dojo.
Total spend:			£60		

Final spend:	£5,282
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