

Pupil Premium Catch Up Curriculum Plan Academic Year 2021 / 2022.



Bushmead Primary School	Total Catch-Up Premium Funding. £26000	Dated 12 th March 2021
DfE Guidance		
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. 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. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools’ baselines in calculating future years’ funding allocations.		
Use of Funds (DfE Guidance)	Education Endowment Foundation (EEF) Recommendations	
Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.	Teaching and whole school strategies ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Supporting remote learning Targeted approaches ➤ One to one and small group tuition ➤ Intervention programmes ➤ Planning for pupils with Special Educational Needs and Disabilities (SEND) Wider strategies ➤ Supporting pupils’ social, emotional and behavioural needs ➤ Supporting parent and carers ➤ Access to technology	
Rationale:		
Following both the 2020 and subsequent 2021 periods of Remote Learning due to the COVID-19 pandemic, Bushmead received the additional amount of money above to provide catch-up support for those pupils that require it. Detailed below is the planned actions based on the EEF research and professional judgement of staff with intended and measured impact of spend. The main thrust of our response is focused around the belief that at Primary School children will perform and catch up best if they are taught by their class teacher. We are therefore providing teachers with high quality resources alongside providing focused 1:1 and small group work for identified children. In addition the school’s Nurture provision will developed further to provide support for the mental health needs of children throughout the school		

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EEF Recommendation 1: Teaching and whole-school strategies			
EEF strategy: Supporting great teaching		EEF Rationale: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.	
Specific implementation at Bushmead	Cost	Expected impact	Measured impact
1. Reading resources available for all children in school. Reading scheme books for EY's and KS1 and Accelerated Reader books for KS2.	£1500	1. Children to have high quality, engaging reading texts available to them in the classroom and at home	
2. Subject specific resources for Foundation Fridays.	£1500	2. Foundation Fridays provide an inspiring and engaging curriculum to ensure a well-rounded curriculum is taught throughout the summer terms focus on core subject catchup	
EEF strategy: Pupil assessment and feedback		EEF Rationale: Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	
Specific implementation at Bushmead Primary School	Cost	Expected impact	Measured impact
1. Education City. Provision of an online learning platform to support learning for all chdn in school that will enable teaching staff to set and assess specific work to groups and individuals	£1050	1. Curriculum timetable adapted to focus on core subjects Monday to Thursday with foundation subject days planned on Friday. Education City used to support carousel of learning activities in the afternoons, and through homework, personalised to address children's gaps in learning.	
EEF strategy: Supporting remote learning			
Specific implementation at Bushmead Primary School	Cost	Expected impact	Measured impact
1. Reading online package	£1000	1. Provide a reading platform for all children at home to increase the engagement in reading through technology	

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EEF Recommendation 2: Targeted Approach

EEF strategy: One to one and small group tuition	EEF Rationale: High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.' Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years'
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Specific implementation at Bushmead Primary School	Cost	Expected impact	Measured impact
1. TA Pre Teaching 8:15 – 8:45 for identified chdn (Tues – Thurs) identifying gaps in knowledge that will hinder children's ability to access the main teaching session	£5000	1. Identified children will access the main teaching for lessons with gaps in their knowledge identified and addressed prior to new concepts being introduced	
2. Quality first teaching with Yr 6 chdn to promote secondary ready. Additional teacher for Thursday am's employed to allow for specific 1:1 sessions with identified children	£3600	2. Specific chdn identified in school receive 1:1 tuition from a qualified teacher on specific gaps in their knowledge	
3. National Tutoring programme – 1:1 (chn identified and in schools)	£ 2500	3. identifying the chdn that would benefit from 1:1 with good parental engagement	

EEF strategy: Intervention programmes	EEF Rationale: Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. 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. Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.
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Specific implementation at Bushmead Primary School	Cost	Expected impact	Measured impact
1. Write away together – TA training	£500	1. Specific 1:1 interventions implemented for children to develop their writing skills through analysis of their own work and improvement.	
2. Numicon training for all staff and provision of associated resources	£750	2. Specific small interventions implemented for children to develop their basic mathematical skills	

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EEF strategy: Planning for pupils with Special Educational Needs and Disabilities (SEND)	EEF Rationale: Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND. An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self- regulation to support them in organising equipment, their time and remembering routines.		
Specific implementation at Bushmead Primary School	Cost	Expected impact	Measured impact
1. IWB – nurture (?pp)	£1500	1. The Quality of teaching for chdn in Treehouse is enhanced through the use of technology in line with the rest of the school.	
2. Nurture training	£700	2. Second member of staff to be fully trained an able to continue the roll out of Nurture group work throughout the school	
3. Lego therapy training	£350	3. Lego Therapy offered to children throughout the school where the need is identified	

EEF Recommendation 3: Wider approaches

EEF strategy: Supporting pupils' social, emotional and behavioural needs	EEF Rationale: A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year. As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.
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Specific implementation at Bushmead Primary School	Cost	Expected impact	Measured impact
1. Provision of additional outdoor resources – funding for a free time social skills building equipment	£1000	1. Providing a safe and engaging outdoor environment that supports children's wellbeing through structured play activities	
2. Provision of outdoor learning areas for Maths and English for chdn that need support with their social and emotional wellbeing – small group work	£2000	2. Support core subject curriculum learning for children finding the classroom environment difficult to learn in.	
3. Supporting development of a permanent sensory circuit area within school	£400	3. Support the mental health needs of chdn with social and emotional needs.	

EEF strategy: Access to technology	EEF Rationale: 'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'
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Specific implementation at Bushmead Primary School	Cost	Expected impact	Measured impact

EEF strategy: Supporting parents and carers	EEF Rationale: Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.
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Specific implementation at Bushmead Primary School	Cost	Expected impact	Measured impact
1. Education City. Provision of an online learning platform to support learning for all chdn in school that will enable teaching staff to set and assess specific work to groups and individuals	Accounted in area 1	1. Foundation Fridays provide an inspiring and engaging curriculum to ensure a well-rounded curriculum is taught throughout the summer terms focus on core subject catchup	

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Total Catch up Premium Spend	£23,350		

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