

Summary information					
<b>School</b>	Boundary Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£29,750	<b>Number of pupils</b>	376

Guidance
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to 11.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling (GPS) knowledge has suffered and children are behind. Children didn't write much during the school closure and now need to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Children have not read as much as they would have read if they had been in school; parental engagement prior to the school closure is low and the majority of reading input is compensated for in school. The children are now less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Reading ages have dropped and the first round of assessments show very poor results.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new. However, our consistent use of 'Threshold Concepts' across subjects and year groups will make it more likely for the children make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Review/Impact	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Lessons will be planned with increasing detail and consideration for how they can be taught remotely to avoid children further falling behind if self-isolating or the bubble closes.</p>	<p><i>Purchase the online learning platform Seesaw for R-Y4 (Y5/6 to use Google Classroom).</i></p> <p><i>Additional online learning resources will be purchased, such as Reading Plus (KS2) to support children reading in school and at home. Likewise, Spelling Shed will be renewed so that children can practise spellings at home. My Maths and White Rose premium will also be purchased.</i></p> <p style="text-align: right;"><i>Reading Plus (3 years) £7,950 My Maths (2 years) £508 Spelling Shed £180 Seesaw £1122 White Rose £99</i></p>	<p>All children have access to an online platform to enable that to access remote learning. The online learning platforms and programmes are used weekly in class to ensure the children can use them efficiently and to enhance and target the learning within school</p>	SA/HM	<p>Ongoing</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>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.</p>	<p><i>Staff to use Rising Stars Assessments, White Rose Assessments and Salford Reading Tests to accurately assess the children.</i></p> <p style="text-align: right;"><i>£200</i></p>	<p>Assessments are more accurate and QLAs are used to identify gaps and inform planning and interventions.</p>	SA/HM	Half-termly
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Boundary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>An interactive video of Boundary Primary School is to be made and shared with all new-starters.</i></p> <p style="text-align: right;"><i>£600</i></p>	<p>This is going to be actioned 2021-22.</p>	NB	Ongoing
<b>Total budgeted cost</b>				<b>£10,659</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Review/Impact</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>Writing intervention support children to improve their GPS, stamina and motivation.</p>	<p><i><b>Employ a Higher Level Teaching Assistant to plan and deliver high quality intervention work across school.</b></i></p> <p><i><b>The current Higher Level Teaching Assistants in school to deliver timetabled interventions when not covering PPA or staff absences.</b></i></p> <p style="text-align: right;"><i><b>HLTA £27,768</b></i></p>	<p>The additional HLTA works with the established HLTAs to provide interventions and cover for a particular phase to ensure continuity for the children in school as well as targeted interventions in reading, writing and mathematics. HLTA impact reports show individual evidence.</p>	SA/HM	<p>Feb 21</p> <p>Dec 20</p>
<b>Total budgeted cost</b>				<b>£27,768</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Review/Impact	Staff lead	Review date?
<u>Supporting parents and carers</u>  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>Additional online learning resources will be purchased, such as Reading Plus (KS2) to support children reading at home. Likewise, Spelling Shed and will be renewed so that children can practise spellings at home. My Maths and White Rose premium will also be purchased.</i> <b>Costings above</b>  <i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i>  <b>£500</b>	All children have access to an online platform to enable that to access remote learning. The online learning platforms and programmes are used weekly in class to ensure the children can use them efficiently.	SA/HM	Ongoing
		The Reading Plus reports show progress for children across Y4,5&6.  Packs are taken home to ensure children can start home-learning immediately. Devices are then provided if the child is going to absent for a longer period of time.		Ongoing
<u>Access to technology</u>  Children to have increased access to online learning platforms in school.	<i>Purchase Chromebooks/tablets.</i>  <b>£6000</b>	Year 5 & 6 have a class set of Chromebooks, Year 3 & 4 across the year group. Tablets have been purchased for KS1/EYFS. This has ensured the children can use the online learning platforms and programmes in school to enhance their learning as well as ensuring they confident in using them if remote learning.	SA/HM	Dec 20
<b>Total budgeted cost</b>				<b>£6500</b>
			<b>Total cost</b>	<b>£44,927</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£29,760</b>
			<b>Cost paid through charitable donations/local authority</b>	<b>£7,950</b>
			<b>Cost paid through school budget</b>	<b>£7,217</b>

**End of Year Data Impact 2021:**Reading

<b>Year Group</b>	<b>Baseline September 2020</b> <b>% Children at the Expected Standard</b>	<b>Summer 2021</b> <b>% Children at the Expected Standard</b>
1	9	52
2	34	60
3	43	54
4	30	58
5	34	67
6	53	75

Writing

<b>Year Group</b>	<b>Baseline September 2020</b> <b>% Children at the Expected Standard</b>	<b>Summer 2021</b> <b>% Children at the Expected Standard</b>
1	15	65
2	6	49
3	31	37
4	32	52
5	38	63
6	44	75

Mathematics

<b>Year Group</b>	<b>Baseline September 2020</b> <b>% Children at the Expected Standard</b>	<b>Summer 2021</b> <b>% Children at the Expected Standard</b>
1	9	77
2	28	66
3	33	63
4	44	58
5	48	70
6	56	77