



Broxbourne CE Primary School Covid Catch-up Premium Principles and Plan

1. Summary information

School	Broxbourne CE Primary School		
Academic Year	2020-21	Catch up funding budget	£17 200 (£4 300 for Autumn Term)
Total number of pupils	243	Date for next review	July 2021

2. Background and rationale

This plan is in response to the Covid-19 pandemic. The Government has pledged additional funding to specifically meet the challenges the pandemic has undoubtedly presented in education. For many children, the disruption caused by school closures has had a negative impact on their learning and wellbeing. Research carried out by the Education Endowment Foundation has highlighted some effective strategies that could be used as part of any school's response to the pandemic. This plan has considered our school context, what we already know about our families and children and their experiences across lockdown. This plan has also taken into consideration early indicators of identified need, resources available to best meet these needs, aspects of the school's Pupil Premium plan and the successful strategies already used by the school and seeing how these can be deployed into a wider context.



3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Progress and attainment will be accelerated for all pupil groups to be at least in line with other children nationally by July 2021.	Evidence of raised attainment in Phonics check from Week 3 baseline assessment In Year 2, KS1 and KS2 SATs as well as AM7 data. Pupils to make accelerated progress across the school in Reading, Writing and Maths. Year 5 Maths will particularly be targeted. Measured and tracked formally on a termly basis and monitored through half termly in Pupil Progress Meetings. Targets set to raise expectations so all staff understand the requirement for accelerated progress. Impact Review July 2021: 93% of Year 2 passed the phonics threshold when reassessed in June 2021 following initial concerns regarding their baseline assessment, denoting excellent progress. Year 1 to 6 collective school recovery evidenced Autumn to Summer 2020-21 in Re and Ma particularly (87% to 89% EXS and 25% to 29% GDS Re/89% to 89% EXS and 21% to 28% GDS Ma). Wri recovery has been at a slower rate with Year 1 to 6 maintaining their attainment figure across the year. Writing will continue as a focus in the next cycle. The school is well placed to build upon this success from September 2021.
B.	Emotional well-being support of our children will improve for targeted pupils who experienced a more difficult experience during lockdown and/ or have found transition back to school more challenging. This to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn.	Pupils will have consistently positive attitudes to learning by coming to school ready to learn. Children will feel supported and know how to seek support if they require it. Progress and attainment for targeted pupils will be accelerated. Children will continue to be supported emotionally across any subsequent periods of lockdown. The Feeling Good Week will occur in February and be a success. Sport, The Daily Mile and well-being will be prioritised across the year for all pupils and staff. Impact Review July 2021: Warren Club supported 24 Key Stage 2 children across the academic year and was delivered as single year groups following the schools return due to Covid. Boxall Profile outcomes denote a positive impact upon self-esteem, development of social skills and friendship groups and well-being. Friday Mile is



		enjoyed by all pupils and our 'Commit to be Fit' book continues to promote and celebrate the importance of exercise and developing character and resilience each week. 'Feelin' Good Week' was a success and focussed upon the 5 aspects of well-being, a different aspect being the focus each day.
C.	Parental engagement for all pupil groups will allow children to be supported academically whilst learning at school and also at home should they need to remote learn for a fixed period of time due to Covid-19.	Parents will take an interest in their children's learning. They will be well-informed and able to support their children in their learning. Parents will know where to go for home-learning activities and understand the expectations for children completing this. Video will be used to better inform our parents of key concepts. Parents will hear their children read regularly and will more effectively provide help and encouragement with their out of school learning. Pupils' progress in RWM will be accelerated because of the support from home. Tracked on a termly basis through Pupil Progress Meetings following Assessment data and AM7 reports. Impact Review July 2021: Through live home learning and instructional videos, our parents of younger children in Year 1-2 have a more comprehensive knowledge of phonics. Reading Records and usage statistics for Mathletics show strong parental engagement out of school time. Survey results for the school's home learning solution were encouraging and this was well received by our school community. 98% of parents evening appointments were attended and attendance levels are excellent across the school – overall 97.5% attendance summer term 2021.



4. Planned expenditure

Academic year

2020-2021

The three headings below enable schools to demonstrate how they are using catch-up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

i) Teaching and whole-school strategies

Desired outcome	Identified action	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Progress and attainment will be accelerated for all pupil groups to be in line with other children nationally by July 2021.	HT, DHT and SLT to support development of teaching and learning across all year groups. Maintain a focus on high quality teaching across the school. Daily reading of lowest 20% of all readers.	School SEF identifies strong core subject teaching and learning across the school. Staff to continue to embed Whole School Guided Reading approach x 2 per week, daily reading for lowest 20%, reading fluency strategies, White Rose Maths resourcing and HfL Writing resources. Those children who could not independently read have lost ground across lockdown.	Monitoring of teaching and learning using termly observations, work scrutiny, progress and attainment data. Employing KS1 TA to ensure readers heard and supported.	HT/DHT KS1 SA KS2 DHT	Assessment week data sets: December 2020 March 2020 July 2021
A. Progress and attainment will be accelerated for all pupil groups to be in line with other children nationally by July 2021.	HT and DHT to support development of teaching and learning across all year groups by ensuring opportunities for Continuing Professional Development and also recognising early career	Provide opportunities for training internally as well as externally (likely to be remotely delivered). Encourage collaborative working across the HABS consortia. Set up peer support pairings to create development opportunities across the school on a personalised basis.	Monitoring of teaching and learning using termly observations, work scrutiny, progress and attainment data.	HT/DHT	December 2020 March 2020 July 2021



	teachers needs to complete aspects of their training they may have missed due to lockdown.		Monitoring of the quality of provision through learning walks, at a whole school level focussing upon particular subjects.		
A. Progress will be accelerated for all pupil groups to be at least in line with other children Nationally and attainment to exceed National by July 2021.	To ensure all teachers set ambitious progress and attainment targets for all children. Targets set are ambitious to accelerate progress in RWM. Additional support and interventions are strategically used to accelerate the progress of identified children who have lost ground.	Review of baseline (week 3) data shows that approximately 10% of children have lost ground in their Reading and Maths. Current Year 2 phonics needs focus and current Year 2 and 3 Reading, along with current Year 5 Maths have been identified as key cohorts to target.	All pupils will meet their targets and progress will be accelerated. Monitor across all year groups termly. As a school, approx. 64% Y1-6 were securely EXS at week 3 baseline assessment. End of Autumn Term Year 2 and 6 70% are working at securely ARE or above 100% are making good or better progress from their baseline assessment in week 3 End of Spring Term 80% are working securely at ARE or above	HT/ DHT	December 2020 March 2020 July 2021



			100% are making good or better progress from their baseline assessment in week 3 End of Summer term 90% are working at ARE or above 100% are making good or better progress from their baseline assessment in week 3		
B. Emotional resilience to be improved for targeted pupils who experienced a more difficult lockdown and/or have found transition back to school more difficult. This to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn.	Teachers to set aside time to assess pupils' wellbeing and learning needs. SLT to discuss cohorts and any concerns at PPMs with teachers. Full time trained Teaching Assistants and Teachers to mentor identified pupils.	Teachers to increase the use of whole class PSHE activities and opportunities, focussing upon emotional resilience and wellbeing. An additional class reflection, prayer and focus should occur each week as an assembly alternative, whilst these are held online each Thursday and Friday. Children requiring additional support to the whole class sessions should be referred to the SENCo for strategies to be put in place and for possible external support to be brokered for SEN pupils.	Children's emotional wellbeing will be supported. Children who have had a more difficult lockdown experience will receive additional support. SENCo and HT to monitor wellbeing with particular attention to those children requiring additional support.	HT/ SENCo	December 2020 March 2020 July 2021



B. Emotional resilience to be improved for targeted pupils who experienced a more difficult lockdown and/or have found transition back to school more difficult. This to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn.	Transition support put in place for children new to the school and also moving year groups.	Transition meetings organised across the summer during the scheduled 'Transition Week' for those children attending school. Provision made online for every child to be offered with their new teacher for those not attending. Introductory videos of the school with photographs and introductory talk to parents to be made available for new EYFS children. Transition meeting talk and presentation for new EYFS parents with HT, EYFS staff, GB and PTA to take place prior to new term.	Children will return to/start school comfortable with their new class teacher and be well-informed about new routines. EYFS children will begin school with greater confidence and parents will be able to adequately prepare their children for starting school.	HT/EY Leader/ DHT/Class Teachers	December 2020 March 2020 July 2021
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B. Emotional resilience to be improved for targeted pupils who experienced a more difficult lockdown and/or have found transition back to school more difficult. This to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn.	Feeling Good Week and associated funding bid	Reminding and revisiting the positive aspects and elements of well-being mean our children and staff understand and are better equipped to regulate and manage their emotions and support those who may be finding things more difficult at the present time.	DHT planning the week based upon the 5 elements of well being The Five Ways to Wellbeing are – Connect, Be Active, Keep Learning, Give, and Take Notice. Day focus upon each across the week.	DHT	February 2021
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C. Parental engagement for all pupil groups will allow children to be supported academically whilst learning at school and also at home should they need to remote learn for a fixed period of time due to Covid-19.	Core Catch-up Learning' workshop sessions to be offered to parents on a termly basis so they are able to keep up to date with how the children are learning in school. These can take place simultaneously via video call. Use of White Rose Maths for key instructional videos to engage and aid parents in mathematically supporting their children.	Core Catch-up Learning' sessions to be trialled throughout this academic year. Leaders to monitor parental attendance and also pupil and parent voice as to their impact via Survey Monkey. Sessions to take place remotely and will support parents in helping their children learn from home.	Children will have an increased understanding of the importance of learning and school by seeing their parents support this opportunity. Children will make progress through increased reading and maths. Parents will have an increased awareness of how to support their children.	English and Maths Subject Leads to monitor the quality of provision , engagem ent of parents and impact.	Termly Spring and Summer. Longer term if effective.
Total budgeted cost					£8 000



ii. Targeted support

Desired outcome	Identified action	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Progress and attainment will be accelerated for all pupil groups to be at least in line with other children nationally by July 2021.	Provide pupils in Year 5 with focussed maths intervention carried out by a qualified teacher.	In the previous academic year this intervention proved very successful with all PPG children who took part making good progress and GDS conversions. Extending this to include non-PPG children who need the same support due to Covid-19 and having a drive towards accelerated progress this should prove very effective alongside the experience of the qualified teacher.	Class teachers to monitor the provision being given and work alongside qualified teacher to ensure the needs of the children are being met. To work as a triad to best support the Year 5 cohort mathematically.	HT, FR and JW (Maths SL) leading this provision	November 2020 March 2020 July 2021



A. Progress and attainment will be accelerated for all pupil groups to be in line with other children nationally by July 2021.	High quality initial Wave 1 teaching and daily Maths and English groups to be carried out in Years 3-6 as are needs driven. To give direct teaching for children with SEND.	This strategy has been very successful over the last 2 years in upper KS2. This is now being rolled out across KS2 to allow children with higher end learning needs to receive a very tailored curriculum to best meet their needs. Teachers to plan these sessions and teach them for set sessions each week. Highly skilled teaching assistants to support these groups. This has an impact on the groups progress but also on the whole class progress as the whole class is a smaller size and teachers are better able to focus on the needs of the children who remain with them.	Class teachers to monitor these groups. HT and DHT to drop in to sessions and feedback. Progress to be carefully tracked through pupil progress meetings for the children within the groups as well as the whole class.	Class teachers/TAs/HT and DHT regarding the quality of this provision	December 2020 March 2020 July 2021
A. Progress and attainment will be accelerated for all pupil groups to be in line with other children nationally by July 2021.	One to one and small group tuition.	There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy, (Education Endowment Foundation). We intend to use this approach through the National Tutoring Fund and target children in Years 4 & 5 for tuition. Tuition to take place in extended school time rather than during the school day.	Class teachers, DH and HT to monitor progress. Progress to be tracked through achievable targets set by the teacher. Good communication to be maintained between the tutor and the class teacher.	Tutors, SLT and Class teachers	Half termly.



A. Progress and attainment will be accelerated for all pupil groups to be in line with other children nationally by July 2021.	One to one and small group tuition. SpLT CPD for TAs as a direct result.	SpLT need prevents effective communications, spelling and confidence. John Cale ACCESS Speech and Language Therapist to be employed one morning per fortnight to work with identified children in EY2, Y1 and Y2.	Fortnightly SpLT to work for 3 hours to best effect supporting children with TAs in attendance. TAs deliver the session the week after reinforcing the focus aspects.	SENCo to work with CTs and TAs in identifying the children and monitoring their progress	March 2020 July 2021
A. Progress and attainment will be accelerated for all pupil groups to be in line with other children nationally by July 2021.	Children to have access to TT Rockstars as well as Mathletics. La Café Mathématique to be used to engage and motivate pupils and parents to support regular out of school use of the service. Newsletters to feature termly usage outcomes.	Both TT Rockstars and Mathletics support the out of class learning of the children. Mathletics has been used by PPG for a number of years. Regular recall and repetition of key number facts are foundation building blocks for mathematical security and development of mathematical 'schema.'	Termly reporting on Mathletics to monitor children's progress against their early reading goals. TT Rockstars has been chosen because during its trial in 2018-2019 it showed significant improvements in times table understanding and recall.	Class teacher, Maths SL (JW)	Termly for Mathletics analysis and statistics.



B. Emotional resilience to be improved for targeted pupils who experienced a more difficult lockdown and/or have found transition back to school more difficult. This to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn.	Lunchtime provision 'Warren Club' for children who need additional support with their emotional resilience to spend time in a quieter structured environment. To Initially be delivered within class bubbles.	Lockdown will have impacted on children differently due to a number of external factors and some children find it really beneficial to attend a quiet, structured club during lunchtime rather than be outside for the full session. They still have the opportunity for fresh air and exercise. This has been very effective over the last 3 academic years and allows children to return to class ready to learn.	Children identified for this provision will have an increased sense of well-being, remain calm and ready to learn. Their self-image and self-confidence will be improved. Monitored daily by class teachers.	Class teacher, TG	Half termly group to be changed.
B. Emotional resilience to be improved for targeted pupils who experienced a more difficult lockdown and/or have found transition back to school more difficult. This to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn.	To provide nurture support to children who are identified as needing this level of support. Qualified member of staff to carry out the sessions.	Nurture groups provide children with support towards their social, emotional and academic progress. This provision has run effectively in the school for the last 2-3 years and it has proven effective as children's Boxhall Profile scores have improved.	Monitor at the end of each block of sessions using the Boxhall profile.	SENCO, Nurture TA (TG), SLT.	Half termly.
Total budgeted cost					£5 000



iii. Wider Strategies

Desired outcome	Identified action	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Emotional resilience to be improved for targeted pupils who experienced a more difficult lockdown and/or have found transition back to school more difficult. This to enable children to access learning. Social needs to be addressed so children are able to come to school ready to learn.	Music tuition for targeted pupils by Rock Steady to boost emotional wellbeing. . Opportunities for individual children to participate in small ensembles.	Children are given opportunities for appropriate challenge across a range of different areas of learning. Children given access to opportunities that they would not otherwise be able to and for some children this provides an additional outlet for them. This will allow them to express themselves in a different way.	HT to see if there are any KS2 candidates and to oversee the impact of sessions. Pupil voice to be used. Good communication with music teachers.	HT/Rock Steady	March 2021 and July 2021
C. Parental engagement for all pupil groups will allow children to be supported academically whilst learning at school and also at home should they need to remote learn for a fixed period of time due to Covid-19.	Continued pastoral support if a local or national lockdown is imposed. Class teachers to continue lines of contact with families who are identified as vulnerable and/ or disadvantaged.	Class teachers to maintain communication with families to ensure engagement with them stays in place. Where continued contact has been maintained during 2020 lockdown we have been better able to support the children in school on their return or by offering spaces to them at school as vulnerable pupils.	Class teachers to keep a record of who they are supporting and the support that is being put in place.	CTs, overseen by HT	Half Termly in the event of a return to lockdown
C. Parental engagement for all pupil groups will allow children to be supported academically whilst learning at school and also at home should they need to remote learn	HT to monitor attendance closely. There is a risk that high levels of absence during this academic year even where authorised will	HT to meet remotely with families or speak via phone if absences are regular and sustained. Ensure that a good level of home learning is taking place even where absences are authorised.	HT to keep a record of those who persistent absentees and the action taken.	HT	Termly via attendance reviews to identify any persistent non-attendees.



for a fixed period of time due to Covid-19.	have a detrimental impact particularly for disadvantaged pupils.				
A. Progress and attainment will be accelerated for all pupil groups to be in line with other children nationally by July 2021.	Access to technology has been an important factor in children being able to access online learning. Chromebooks available for families without computer access. Children to be identified for these in advance.	Lack of access to technology and the 'digital divide' has been a particular barrier for many disadvantaged children. It has isolated them in many ways from their peers and also from the rich content of learning available online.	Parents asked to inform the school. JD maintaining a list should bubble isolation occur. Class teachers to pass on to SLT identified children who need access to technology so they are able to get a laptop if required.	Class teachers, JD, HT to oversee	Termly and as needed if isolation occurs
Total budgeted cost					£1 000
Total to date approximately					£14 000

Summary of main strategies identified:

SpLT one morning every fortnight working with SpLT EY2/Y1 pupils and TAs. TAs replicating the session and involving parents via video £200 per half day (£2000 spring term/£2400 summer term) – John Cale ACCESS SpLT services

TAs and Teachers to be paid for additional morning or after-school sessions across the spring and summer term following diagnostic assessment outcomes. Lowest 20% readers reading individually every day across Year 1 to 6. Additional KS1 based TA for mornings only – Louise Jones KS1/Lesley Rowbottom KS2/SA and DHT monitoring and proactively engaging with parents.

Y5 Maths interventions across the autumn and spring terms – HT, JW, FR/parental engagement strategies and workshops – Core Catch-up Learning sessions – fractions as a focus area

Mathletics - La Café Mathématique to increase home usage/promotion on the newsletter/in assemblies/class

National tutoring program and additional staff for afternoons and after school - £3000 spring and summer based upon autumn assessment week outcomes

Additional Sports Coaches for extra-curricular well-being clubs – targeted support of those in need – use of Challenge Sport