

# Blackrod Primary School Catch-Up Premium Strategy

At Blackrod Primary School we have been provided with one-off universal catch up premium funding from the government to support the children's education during this academic year (2020-21). It will be used systematically and effectively to support all pupils in their efforts to catch up any lost learning, due to COVID 19. This will ensure that we provide all children with the opportunity to meet the curriculum expectations for the next academic year (2021-22).

The DFE's catch-up programmes guidance has been used to review the strategy. Crucially, this guide recommends that schools prioritise a small number of approaches best suited to their context. Less, implemented properly, is more.

To find out the details of how we plan to utilise this funding to support all of our children, please see the document below.

## Summary information

<b>School name:</b>	<b>Blackrod Primary School</b>						
<b>Academic year:</b>	<b>2020-21</b>						
<b>Total number of pupils on roll:</b>	<b>292</b>						
<b>Total catch-up budget:</b>	<b>£23760.00</b>	<b>First installment:</b>	<b>£5620.00</b>	<b>Second installment:</b>	<b>£8240.00</b>	<b>Third installment:</b>	<b>£9900.00</b>
<b>Date of review:</b>	<b>July 2021.</b>						

## Strategy information

At Blackrod Primary School, our catch-up priorities are linked to our whole School priority 'No Child Left Behind'

- Support children and families with emotional health and well-being needs.
- Accelerated progress in reading and phonics
- Identify and close the gaps in mathematics

## Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Evaluation
Additional booster phonics session to be put in place for all Reception children.	Children in Reception make expected progress in phonics by the end of the year, in light of their baseline assessments.	92% of children meet reading targets set by the end of the year on their FSP assessments.	£1361.70	K Chadwick (AHT)	Additional lockdown (Jan-March) and isolations for key children resulted in lower than expected reading scores – 82%. Additional support will be put in place for identified children in Autumn 21.
Additional reading books purchased to support phonics.  Additional booster phonics session to be put in place for all KS1 children.	Children in Year1/2 make expected progress in reading/phonics by the end of the year.  Gaps identified and closed through additional intervention support.	Narrow the gap in reading. Children meeting expected targets by the end of the year.  92% of Year 2 children meeting phonics screening expectations.  92% of Year 1 children on track to meet Phonics screening expectations (Autumn 21)	£0 (incl in budget)  £2931.00 (KM)  £1600.00 (FT)  £2921.00 (AG)	K Mead (DHT)	Year 2 phonics screening – Autumn term – 92% of children met expected standard in phonics.  Year 1 reading summer – 80%  Year 2 reading summer – 73%
Using long term planning results from targeted diagnostic assessments (Rising Stars) to	Teachers are able to monitor progress as pupils recover any learning loss and use the curriculum design to deliver whole class lessons, addressing	Teachers are aware of what pupils have (or have not) learned and address whole class misconceptions or prior learning needs in a timely manner. Baseline	£0 (Rising Stars already used)	K Mead (DHT)	Gaps in learning identified. With interventions carefully mapped out to support any gaps in knowledge.

plan for specific lessons through gap analysis tool (MARK)	gaps in learning through intervention and support.	assessments based on previous year's curriculum so teachers have a clear starting point. These assessments to be carried out throughout the year x 3.			
Additional class teacher to support all pupils in UKS2	Identified gaps supported through bespoke teaching.	Teachers are aware of what pupils have (or have not) learned and address whole class misconceptions or prior learning needs in a timely manner.	£6640.00 (AS)	IAD/UKS2 team	End of year results show children in Year 5/6 making rapid progress with most children meeting their targets.  91% of Year 6 children now at ARE+ for maths.
<b>Total spend:</b>			<b>£15,453.70</b>		

### Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Maths group Intervention (Y5/6)	Children receive additional teaching in specific key areas of mathematics. Gaps identified and targeted on a weekly basis.	Children recover learning loss quickly and have further opportunities to apply new learning. Outcomes in Mathematics improve and children meet end of year targets	£3320.00 (AS) £2117.70 (JR)	IAD/UKS2 team  AS – additional maths teacher support	End of year results show children in Year 5/6 making rapid progress with most children meeting their targets.  91% of Year 6 children now at ARE+ for maths.

English and Maths intervention for KS1 children	Following gap analysis, specific interventions will support children to fill the gaps and address misconceptions.	Children recover learning loss quickly and have further opportunities to apply new learning. Outcomes in Mathematics and English improve and children meet end of year targets	£2120.00 (FT) £2252.88 (KC)	KM (DHT)	End of year results show <b>Year 1</b> Reading: Maths: <b>Year 2:</b> Reading: Maths:
Additional maths, and literacy interventions for Reception children	All children meet their targets set at September baseline by the end of the Reception year.	Children meet expected ELG's for their individual profile, through group and 1:1 Support.	£2678.40 (SL)	KC (AHT)	End of year results show 82% of children achieve good level of development.
Bolton Wanders Reading Stars programme	Children within UKS2 access a specific reading programme. Children develop a love and enthusiasm for reading.	Children make accelerated progress in their reading, meeting expected targets.	£0 No cost, externally funded	K Chadwick (AHT)	Pupil voice show that pupils responded well to the course and children were able to talk about current books they were reading. All pupils made progress in reading from starting point.
<b>Total spend:</b>			<b>£12,488.98</b>		

## Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Support teachers in facilitating access to online tuition by providing high quality remote learning opportunities through whole staff Purple Mash/TT Rocks Stars/CC  Teams training	Children who are isolating are given the same curriculum diet as their peers in school and are able to access teaching and learning materials.	Teachers know how to deliver live lessons through Teams, assign work and offer feedback using Microsoft Teams. Children know how to use resources with minimal assistance. Children continue to learn and apply their learning during isolation periods, making at least good progress.	£0  (incl in budget)	K Mead (DHT)  C Entwistle (Computing Lead)	The majority of children accessed remote learning during the January to March lockdown. The overall impact of the resources resulted in all children making progress throughout the year.  Children isolating were also given high quality learning at home.
Regular pastoral/welfare phone calls to parents	Parents and carers maintain positive relationships with school and feel supported.	Children's emotional health and well-being is monitored and the correct support put in place as identified.	£2724.00 (VW day)  £0 (KC, incl in budget)	V Wilson (SENco/ Pastoral Lead)  KC (AHT)	All children and families supported as needed. The correct support put in place through multi-agency referrals and the EHA process.
Provide tablets a and six months wifi subscription to identified children and their families.	Provide 25 tablets with a wifi subscription, valid for 6 months.	Tablets allow pupils to access school work from home, catch up on lost learning during school holidays, and continue with their education if they are required to isolate.	£0  (provided by Blackrod Community Centre lottery grant)	K Chadwick (AHT)	High percentage of children engaged in remote learning.

<p>Share online safety information and guidance to both children and parents</p>	<p>Children remain safe online and can make safe decisions, when not being supervised. Children know how to avoid, and report unsuitable content, disclosing personal data, illegal downloads, file sharing, spyware, viruses, inappropriate advances and cyber bullying.</p>	<p>Children are equipped with the skills to be safe online and avoid risks including 'tricks'. Parents successfully monitor children's usage and restrict inappropriate content.</p> <p>Support given through monthly newsletters from Knowsley ICT.</p>	<p>£0 (already in budget)</p>	<p>J Ramsden (SBM) C Entwistle (computing lead)</p>	<p>No reported online safety concerns throughout the year. All pupils accessing online resources safely, following the acceptable user policy.</p>
<b>Total spend:</b>			<b>£2724.00</b>		

# Summary report

## What is the overall impact of spending?

## How will changes be communicated to parents and stakeholders?

Information shared with governors at the termly teaching and learning committee.  
All information reading the spending plan to be made available on the School website.

## Final comments

**Final spend: £30,666.68**