



ATLAS Multi Academy Trust

COVID-19 CATCH-UP PREMIUM REPORT – BEECH HYDE PRIMARY SCHOOL & NURSERY

Covid-19 Catch-up premium spending: Summary

BEECH HYDE SUMMARY INFORMATION:			
Total no. of pupils 2020-2021:	165 (Reception to Year 6)	Amount of catch up premium received per pupil:	Approx.. £80 per pupil
Total catch-up premium budget:	£12, 876	Costs, not accounted for below, are being used for TA support in autumn term 2021.	

BEECH HYDE STRATEGY STATEMENT

School's catch up priorities:

- to recover the curriculum
- to catch up with lost learning
- to develop the wellbeing of staff and pupils
- to ensure all children are able to access remote learning and provide support for vulnerable families

Core approaches being implemented (and how they will contribute to helping pupils catch up on missed learning):

- to provide professional development for staff in maths to improve the transition from KS1 to KS2 and develop mathematical understanding that was lost due to missed learning
- to provide professional development for staff in science to develop the planning so that the science curriculum takes account of lost learning
- to provide one to one and small group interventions led by a Teaching Assistant to help identified pupils catch up on missed learning
- to access resources, such as Times Table Rock Stars, to help pupils learn, practise and recall number facts
- to focus on the wellbeing of the pupils, to reduce their anxieties so that they are more ready and able to learn
- to ensure access to remote learning for all pupils so that more learning is not missed
- to provide support for vulnerable families which means pupils are able and ready to learn



Overall aims of our catch-up premium strategy:

- to recover the curriculum through providing professional development for staff to support curriculum planning
- to catch up with lost learning by providing one to one and small group interventions
- to develop the wellbeing of staff and pupils
- to ensure vulnerable children are able to access remote learning and provide support for vulnerable families

Barriers to Learning

BEECH HYDE BARRIERS TO FUTURE ATTAINMENT

Academic Barriers: *(issues addressed in school such as low levels of literacy/numeracy)*

A	Lack of access to and completion of home learning by vulnerable pupils (including those pupils not always identified as PPG, SEND, LAC, EAL) during lockdown
B	Limited life experiences means pupils are unable to draw on own experiences and opportunities
C	Pupils have less developed language and vocabulary preventing understanding and access to the wider curriculum

BEECH HYDE ADDITIONAL BARRIERS

External Barriers: *(issues which require action outside school such as home learning environment and low attendance)*

D	Some pupils have poor social, emotional and mental wellbeing
E	Some pupils have poor attendance and punctuality

Planned expenditure for current academic year

BEECH HYDE QUALITY OF TEACHING FOR ALL					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will this be reviewed
CPD for Year 3 teacher for maths to use the Herts Essentials planning to support curriculum planning and the transition from KS1 to KS2.	Year 3 maths planning will provide a clear transition from KS1 and KS2 Year 3 pupils begin to access the KS2 curriculum	EEF's Covid-19 support guide for schools <ul style="list-style-type: none"> opportunities for professional development to support curriculum planning transition support 	Planning to be monitored by SLT Full curriculum to be taught by Summer 2021	Maths subject leader Class teacher	Reviewed at end of Autumn term (update September '21 – course completed and implemented in autumn 2020 – new teacher from January '21)
CPD for science subject leader and staff – planning the curriculum to account for lost learning.	The science curriculum will reflect and take account of the lost learning.	EEF's Covid-19 support guide for schools <ul style="list-style-type: none"> opportunities for professional development to support curriculum planning 	Planning to be monitored by SLT Discussions by Subject Leader in Curriculum Teams	Science subject leader	Reviewed termly (update September '21 – Science Subject Leader – support from HfL science adviser – disseminated to teaching staff via INSET)
SLT to deliver training on AfL and curriculum updates	CPD for staff to improve teaching and learning in each of the classes, taking into account new protocols due to Covid-19.	EEF's Covid-19 support guide for schools <ul style="list-style-type: none"> opportunities for professional development to support curriculum planning pupil assessment and feedback 	Learning walks and observations	SLT	Reviewed termly (update September '21 – Assistant Head research and dissemination to teaching staff. Further CPD development included sharing good practice)

All KS2 pupils to have access to Times Table Rock Stars to develop recall of times table facts	Pupils knowledge and recall of times table facts increases.	EEF's Covid-19 support guide for schools <ul style="list-style-type: none"> • Particular focus for interventions 	Class teachers to monitor pupils attainment and progress	Maths subject leader	Reviewed termly (update September '21 – Bought and implemented for all KS2 classes – positive responses from children as using from home as well and increased recall of tables from results online.)
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(budgeted cost allows for cost of training/software/staff in regards to planning, delivering and attending CPD) Total Budgeted cost:

£2,324.17

BEECH HYDE TARGETED SUPPORT

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will this be reviewed?
Provide one to one and small group interventions for focused children	Focus pupils are identified. Focus pupils make progress to catch up on their missed learning.	EEF's Covid-19 support guide for schools <ul style="list-style-type: none"> • There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. • Particular focus for interventions 	Pupil progress and attainment to be regularly monitored and discussed by SLT and class teachers Termly Pupil Progress Meetings	SLT	Reviewed half termly (update September '21 – early morning interventions due to continued soft start (Covid Keep) are being undertaken daily in all KS1 and KS2 classes. Additional interventions have been implemented, focussing on the needs of the children, i.e. reading; fast five maths; handwriting; spellings etc)
Provide training for TAs to deliver interventions	TAs receive training to be able to deliver the interventions for identified pupils.	EEF's Covid-19 support guide for schools <ul style="list-style-type: none"> • Where tuition is delivered by teaching assistants, providing training linked to specific content and 		SLT	Reviewed half termly (update September '21 – regular support staff meetings for Teaching Assistants and EYPs enable best practice for interventions is disseminated



		approaches is beneficial.			to all, including awareness of pupils' needs.)
(budgeted cost allows for cost of staff in regards to planning, delivering and attending CPD, TA support) Total Budgeted cost:					£7,470.04

Other approaches

BEECH HYDE OTHER APPROACHES					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will this be reviewed?
Develop the well being of staff and pupils – staff training	Pupils are engaged in their learning. Staff are supported throughout the year.	EEF's Covid-19 support guide for schools <ul style="list-style-type: none"> For many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs 	Wellbeing of all pupils will be closely monitored by class teachers and regularly discussed with SLT. Pupil voice interviews Pupil engagement during observations and learning walks.	PSHE Subject Leader SLT	Reviewed half termly (update September '21 – PSHE subject Leader introduced new PSHE SoW and delivered training. Mental Health Training delivered to staff, pupil voice survey completed summer '21; positive minds, zones of regulation check ins, 5 ways to well-being all have been prioritised in classes and assemblies Nurture groups restarted following lifting of covid restrictions)
SLT to organise support for vulnerable families – ensure access to remote learning / home learning / support such as food vouchers	All pupils will have access to remote learning. Vulnerable families are supported throughout the year.	EEF's Covid-19 support guide for schools <ul style="list-style-type: none"> Focus on providing regular and supportive communications with 	Monitor access to remote learning and completion of home learning	SLT	Reviewed half termly (update September '21 – google classroom success and continue to be utilised; 11 laptops reconfigured and



		parents, especially to increase attendance and engagement with learning.	Regular communication with vulnerable families		loaned to families – 3 families continue to use. Food vouchers/food and hygiene parcels for all vulnerable groups (considered by SLT, not only PPG, SEND etc); access to foodbanks arranged; regular contact with all families to ensure engagement; invited vulnerable groups to attend school; contact with local community groups for support)
(budgeted cost allows for cost of staff in regards to planning, delivering and attending CPD, SLT time) Total Budgeted cost:					£3,083

