



Birches First School

Believe, Grow, Succeed



Catch up program post COVID 19

Summer Term 2020 Updated Spring 2021/Summer 2021

Due to the National Lockdown and school closures during Spring/Summer 2020 and Spring 2021, the learning experience for the children at Birches First School changed significantly with children accessing a mixture of home schooling, remote teacher support and a reduced amount of face to face teaching from their class teacher. Inevitably this has had an impact on children in terms of their curriculum coverage as well as retention of skills, knowledge and prior learning.

At Birches First we have constructed a plan to ensure children catch up on any lost learning time and potential gaps in knowledge.

This plan will focus on quality first teaching, classroom intervention and small group targeted support with the child's health and mental well-being at the centre of all we do.

Quality First Teaching

The curriculum will be adapted to focus on the key skills and knowledge that children need in order to access the wider curriculum. Teachers will focus on embedding these key skills for all core subjects whilst not narrowing the wider foundation curriculum. All teaching will take into account the children's ability from information gathered at baseline within the first four weeks of the return to school in September as well as elicitation/'cold tasks' at the start of new units to identify starting points and next steps. Subsequent planning will then be tailored to their needs. A comprehensive return to school plan prioritised children's well-being using PSHe texts to promote and develop positive mental health, resilience and sense of nurture, building positive and reassuring relationships with children.

Approaches to teaching are adapted according to children's needs and well-being.

Classroom Intervention (Phonics/Reading/Writing)

New appointments were made to ensure every class had their own high quality TA for each morning. This role will target the children at most risk of falling behind or further behind as well as support and challenge the higher ability. These children will be planned for by the teacher and then work with the support of the TA in the class to allow for smaller ratios and more targeted intervention. Intervention Timetables/Teacher provision maps will account for the needs of children with SEND, Pupil Premium as well as those identified as children who have fallen behind and most impacted. Detailed intervention records will be kept and regular discussions between class teacher and TA will ensure that planned interventions are flexible and in line with children's changing needs.

Growth Mind Set, Health, Fitness and Wellbeing

We believe that the pace of school life needs to be slower in order to support our children in embedding key skills and knowledge to become good learners and in turn widen their curriculum knowledge.

Protection of the foundation subject ensure children have the opportunity to enjoy a broad range of experiences will not only allow them academic success but develop their personal, social and emotional skills which are key for individuals reaching their full potential.

The government has allocated approximately £80 per pupil to support catch up initiatives following the reopening of schools. Below provides information about where this money will be targeted and the intended impact.

Total number of pupils on roll – Autumn Census	150 + 17 YN
Proportion of disadvantaged pupils	18 pupils 10% (June 2021)
Proportion of SEND pupils	19 pupils 11% 4 EHCPs (June 2021)
Catch up allocation	£11,960- (July 2021) Identified £-£15,171.77
Publish Date	September 2020
Review Date	Review February 2021 and July 2021
Lead	Miss S Varricchione
Governor Monitoring	A Holmes

PRIORITY AREAS FOR CATCH UP FUNDING

Priority 1	Phonics catch up interventions for children in Y1-3
Priority 2	Basic Maths calculation catch up interventions for children from Y1-4.
Priority 3	Reading interventions from Y1-Y4
Priority 4	Mental Health and Well Being

COSTING PRIORITY AREAS FOR CATCH UP FUNDING

Priority 1	£2177.77
Priority 2	£1882.00
Priority 3	£1590.00
Priority 4	£812.00
Total	£6461.77
TA Support	£8710
	£15,171.77 (£3,211.77 overspend which has been supported by school budget to enable support every morning)

CATCH UP FUNDING INITIATIVES				
Finance	Precise Action	Who	Expected Improvement	Success criteria (evidence)
½ Day Teacher £90 X5 £450 (w/o on costs)	Assess phonics knowledge retained from previous year in Years 1-4 and target children in years 1,2,3 and compile list of children for intervention groups	Year group staff organise delivery mechanisms – overseen by S Varricchione	Correct children are targeted for interventions	Targeted Children reach their ARE targets in reading in Years 1, 2, 3
£11.50p/h x5 x4 £230 September £230 October £230 November (1 hour per day, LS) £690	Set up DAILY short phonic interventions in Year 2 delivered by trained TA to begin week commencing 21.9.20-	L Savage Overseen by S Hulme	Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively	75%+ of Year 2 children will pass the phonics screening check by December 2020 75%+ children will reach at expected + in Key Stage 1 SATs
£35 per week x 3 £105	2.5hrs Per Week intense phonic teaching 16/11/2020-30/11/2020	H Harrold overseen by S Hulme	Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively	75%+ of Year 2 children will pass the Phonics Screening check by December 2020 75%+ children will reach at expected + in key stage 1 SATs not to be taken
£545 (3 x 20 minutes CA)	3x a week intervention combining phonics recognition and application through phonic reading books (eg Rapid Reading) for children with gaps in phonic knowledge in years 3 from 21.09.20	C Allcott	Targeted children in years 3 and 4 make good progress in reading, supported by a comprehensive phonic knowledge	85% of children meet AREs. SEN children make at least 3 in year points progress from post Covid starting points
£60	Remote learning materials to support Y1 parents to embed phonic skills at home and at school. (CGP Year 1 Phonic Buster)	S Varricchione	Children have a non IT phonic and spelling framework to support phonic learning at home and at school. This overcomes any IT barriers.	85% of Year 1 pupils pass the phonic screen in June 2021. Not to be taken-books purchased
£120.00 £115.49	YR-4Whole school Rapid Phonics & Phonic Play resources which staff can use in school, parents can use at home	J Ferretti	Remote and home learning that is matched to pupil need and ability.	Monitor levels of engagement with the programme and support pupils for whom access is an issue.
£91.68	Premium Subscription to Twinkl	All Teacher	Children will continue to develop their phonics	End of year assessments show children working with correct phase
Total Cost	Phonics =£2,177.17			

Finance	Precise Action	Who	Expected Improvement	Success criteria (evidence)
£500	Assess multiplication gaps in Years 3 and 4, carry out baseline assessment and put in place daily rapid recall and in KS2.	S Hulme J Ferretti K Cain	Monitor improvement by Feb 2020 and July 2021.	85% of pupils have mastered year group multiplication facts.
£60-Boxes £500-Resources	Purchase Numicon, Dienes and Base 10 resources to support delivery of high quality Maths lessons which develops concepts incrementally: concrete, pictorial, abstract to underpin pupil knowledge.	S Hulme	C, P and A is embedded into high quality first teaching and is adequately resources to support Mathematical enquiry and independence.	Book scrutiny and discussions with pupils evidence that pupil knowledge and understanding of key concepts is strengthening and pupils are able to use resources independently to solve problems and reason.
£500	Daily Maths workout resources purchased to support children and teachers to recap and revisit (My Maths)	S Hulme	Constant and continual weekly revisit of a range of concepts that will have been missed in Spring and Summer 2020	Children become quicker and more confident in working through different concepts within a session, increasing mathematical dexterity.
£202.00	TT Rockstars/NumBots	S Hulme	Remote and home learning supported by a multiplication fact resource that is matched to pupil need and ability. Multi sensory tool.	Monitor levels of engagement with the programme and support pupils for whom access is an issue.
£120.00	White Rose Premium Resources	S Hulme		Effective
Total Cost	Mathematics = 1,882			

Finance	Precise Action	Who	Expected Improvement	Success criteria (evidence)
£400- Release Time (100 per class x4) 1/2/3/4	Checks across Years 1-4 to ensure children are reading at the correct level.	J Ferretti S Hulme	All children are reading and being challenged at the right level. Reading activities are well matched to pupil need.	100% of pupils are reading at the right challenge and interest level. Children have a wide choice of books and enjoy reading.
£621 HH and SC <small>(11.5p/hx1.5x4x9months)</small> £389.00 CB 1hour per week	Identified pupils from Y1-4 access reading intervention (1:1) 3 x 30minutes week. Year 1 and Y3 identified Target Years 2022	H Harrold S Causer	Children in need of 1:1 reading input access this 3 x weekly in school	Teacher tracking highlights that pupils accessing this support make 3 points progress from their from post Covid starting points
£180.00	Oxford owl Online Reading Scheme	SV/JF	Children access reading in Lockdown	Children to continue reading-children remain on same stage as pre lockdown.
Total cost	Reading = £1590			

Finance	Precise Action	Who	Expected Improvement	Success criteria (evidence)
£450	Kapow bought to support Teachers and children with Mental Health. Curriculum adjusted (1 En swapped for Mental Health)	All Teachers	Children become more resilient are able to identify the range of emotions and how to deal with them effectively.	Children's self esteem raised. Children confident to engage in new tasks/learning A safe but challenging culture is created-children
£200	Well Being Books Selected bought to support anxiety, dealing with worries, resilience, self-esteem, recognising/dealing with emotional and implemented throughout Autumn Term. All children throughout the school to have worked with the books. Can be a 'stand-alone' or	All Teachers	Twinkl Cursive Looped	Social and emotional skills are developed. Communication and Language skills developed and increased. Respecting one another's feelings/opinions. Behaviour and attitude within school classroom/playground positive... Team Birches
£162.00	Hamilton Subscription Children on return from Lockdown to complete 2 weeks of English and 1 week of Maths	All Teacher	Children's self esteems raised. Positive relationships forged between peers/adults	Children settle back to school in March-they have the opportunity to re-establish relationships & back into school routines smoothly with a focused well being
Total cost	Mental Health and Well Being= £812.00			

Class room assistants to plug gap Y4/2 January – July £4355 x 2 = £8710 Supporting all areas particularly well-being for teaching staff and children.