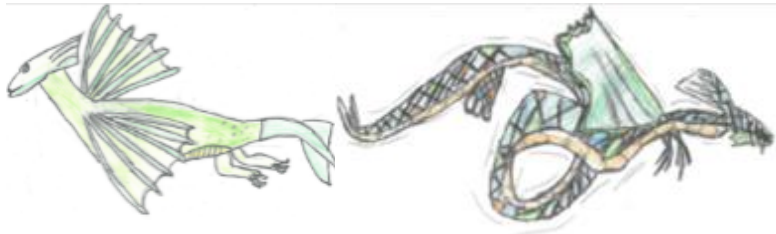


**'Boreham Primary School  
A Friendship School**

*'Daring to aim high, scale new heights, spread our wings and fly far'*



# COVID 'Catch-Up' Premium Spending Report 2020-2021

*In June 2020, following the COVID-19 pandemic and subsequent closure of schools, the government issued an amount of 'catch-up' funding to all schools to support with closing gaps in learning. The amount of funding allocated is based on pupil numbers and is paid over two financial years. This document outlines our intentions for the expenditure of the additional funding with an accompanying rationale.*

## **STRATEGY STATEMENT OVERVIEW**

Our school improvement and recovery plan and planned expenditure of the 'catch-up' funding is focused upon creating a resilient and well-being focused educational setting, prioritising the wellbeing and mental health of all members of our school community, thus, improving outcomes for all pupils, through the raising of standards and quality in teaching and learning at all levels in a safe, secure and stimulating environment. A successful school develops an ethos and structures that encompass a proactive development of the whole child. The primary role of a teacher is to educate and deliver lessons but the best and most effective teachers, ensure that the emotional well-being of a pupil in their care is of equal importance.

*"The anxious child is not a learning child"*

*Helping children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom.*

During the Autumn term our main priority was to ensure that children settled back into school and became re-familiar with their school routines whilst re-assessing the children academically, socially and emotionally and providing them with first quality teaching. Following the latest national lockdown in January 2021 which will see schools closed for at least a further 9 weeks we will need to repeat this process again.

Once the children have rebuilt their stamina and resilience they will be in a better position to cope with an extension to their school day as a large proportion of our funding will be used to enable class teachers to support their whole class for an additional hour a week after school in either English or Maths. We also firmly believe the importance of this teaching provision being provided by the class teacher who knows the children the best.

## **KEY AIMS**

*There are two broad aims for 'catch-up' at Boreham Primary School:*

- The mental health needs of our pupils are met and supported by the school.
- Accelerating pupil progress.

*At Boreham Primary School, this money will be used in order to provide:*

- Resources and materials that support 'catch-up' and mental health of pupils.
- High quality additional teaching in English and Maths.

## Adopting the Approach of our Recovery and Improvement Plan and planned expenditure

**1: Positive Relationships** - we can't expect our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. Reconnect with families and re-establish human contact, attachment needs, rebuild relationships with peers and adults, explore and celebrate differences, be mindful of loss and bereavement, establish new and stronger relationships, build trust.

**2: Support and Confidence** - openness and understanding providing the hope - we must recognise that pupil learning will have been based in the community for a long period of time. Assess individual needs, give pupils a voice, Re-evaluate and reaffirm our school values, learn from lockdown, understand the needs of the community.

**3: Coping skills** - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners. Relearn past skills, rebuild confidence and resilience, consider skills for learning in a school environment e.g. following a timetable, less flexibility.

**4: Our Curriculum** - all of our pupils will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with them to heal this sense of loss. Re-establish structures and routines, school values and rules and expectations, address gaps in learning, learn new skills (e.g. socially distancing), rebuild emotional resilience, further develop pupil leadership opportunities.

**5: Personal Development** - it is only natural that we all work at an incredible pace to make sure that all learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations. Rediscover self, time and space to be, helping wellness, address mental health, sensory issues, celebrate new skills learnt, having fun, co-regulation and self-regulation awareness restoring a sense of control and personal efficacy, provide time for holistic, focused and deep recovery.

## PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

### COVID 'Catch-Up' Premium Spending Summary

Total number of pupils	224
Amount of catch-up premium per pupil	£80
Total catch-up premium budget	£17,600

### **BARRIERS TO LEARNING**

At Boreham Primary School, in order to utilise this additional funding in the best possible way, we have used the following key data sources and documents to inform and support our school improvement and recovery plan and in order to identify the key barriers to attainment in our school.

- Internal pupil assessments and reporting software.
- Review of how individual pupils and families responded to remote learning during the lockdown / school closure period.
- Staff, pupil and parent consultations.
- School Attendance tracking.
- 'COVID-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF)
- Let's Talk - Recovery & Returning to Educational Settings (SEND Strategy & Innovation Essex SEMH Strategy Team)
- MIND, BODY, SOUL - A practical whole school approach to enhancing wellbeing. (James Hollinsley & Hannah Sandford)
- Supporting pupil and student mental wellbeing - for school and college staff on how to support the mental wellbeing of returning pupils and students (DfE)
- Stepping back into school - Step forward for SEND (Lancashire County Council)
- <https://www.evidenceforlearning.net/wp-content/uploads/2020/04/Recovery-Curriculum-Loss-and-Life-for-our-children-and-schools-post-pandemic-3.pdf>
- [http://dspl3.co.uk/wp-content/uploads/2015/05/THE\\_SIX\\_PRINCIPLES\\_OF\\_NURTURE\\_GROUPS.pdf](http://dspl3.co.uk/wp-content/uploads/2015/05/THE_SIX_PRINCIPLES_OF_NURTURE_GROUPS.pdf)
- [https://www.boingboing.org.uk/wp-content/uploads/2017/04/The\\_resilient\\_classroom.pdf](https://www.boingboing.org.uk/wp-content/uploads/2017/04/The_resilient_classroom.pdf)

## ACTION PLAN

	Barrier to future attainment	Desired Outcome	Key Actions / Who?	Costings	
Teaching Priorities	A	All staff require further CPD to develop a greater understanding of children's emotional wellbeing and Autism.	<ul style="list-style-type: none"> <li>• Staff will be more knowledgeable and skilled to effectively support pupils.</li> <li>• Staff will be even more confident at recognising and responding to those pupils who have been impacted by traumatic stress so that the pupils can make progress with their learning.</li> <li>• Enables the school to realise the prevalence and impact of trauma and respond by building resilience, relationships and safety for children, families and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Head teacher &amp; SENCO to initially complete the Essex approach to understanding behaviour and supporting emotional wellbeing - 'Trauma Perceptive Practice (TPP) online facilitator CPD course.</li> <li>• Head teacher &amp; SENCO to then train all staff</li> <li>• All staff to complete basic introduction to Autism and support staff to complete Good Autism Practice Webinar</li> <li>• Selected staff to attend x3 day ASD Training by Dr John Bidolph.</li> <li>• Socially Speaking Book and Game</li> <li>• Time To Talk</li> <li>• Practical Language Activities</li> </ul>	<p><b>No Cost</b></p> <p><b>No Cost</b></p> <p><b>£200</b></p> <p><b>£35</b></p> <p><b>£16.50</b></p> <p><b>£150</b></p>

	B	Home learning requires further refinement and development in order to improve access to learning and ability to provide more individualised feedback to pupils when working from home. Develop pupils' resilience in using online learning whilst ensuring they know how to remain safe online.	<ul style="list-style-type: none"> <li>• A strong remote learning platform offer is in place and all staff, pupils and parents are able to use it effectively.</li> <li>• Effective parental engagement supports learning.</li> <li>• Children continue to know how to remain safe online.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative staff to set up all Google Classroom staff and pupil passwords, user guides for staff and parents.</li> <li>• Letters to be sent out to parents.</li> <li>• All class teachers to receive training.</li> <li>• All pupils to receive training.</li> <li>• Each class teacher to set up their homepage and upload relevant documents.</li> <li>• Our full Remote Learning Offer to be published.</li> <li>• Remote Learning Home/School Agreement shared with pupils, parents and staff.</li> </ul>	<b>£960</b>
Targeted academic support	C	Some pupils had limited access to maths materials / teaching during the summer term 2020 and baseline assessments indicate some gaps in knowledge, therefore maths attainment is lower than expected in terms of Age Related Expectations (ARE).	<ul style="list-style-type: none"> <li>• Pupils mental maths skills rapidly improve and pupils make accelerated progress in maths from their individual starting points at the beginning of Autumn Term 2020.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly 1 hour whole class sessions in maths or reading led by class teachers in Year groups 2-6 over Summer and Autumn Terms.</li> <li>• X2 weekly 1 hour Maths sessions for targeted pupils in current Yr 5 cohort led by Headteacher.</li> <li>• Weekly before school and afternoon Maths Booster sessions run by a</li> </ul>	<b>£5,000</b>  <b>£1,500</b>  <b>£700</b>

	D	<p>Some pupils had limited access to reading materials / teaching during the summer term 2020 and baseline assessments indicate some gaps in knowledge, therefore reading attainment is lower than expected in terms of Age Related Expectations (ARE).</p> <p>Baseline reading ages for Yr 1 cohort were extremely low.</p>	<p>Pupils re-discover a passion for reading for pleasure and purpose and can develop their ability to read independently for a sustained period relevant to their age. Reading skills are much improved and rapid progress in individual reading ages are demonstrated. Pupils make accelerated progress in reading from their individual starting points at the beginning of Autumn Term 2020.</p>	<p>Teaching Assistant for small groups of targeted pupils.</p> <ul style="list-style-type: none"> <li>• 15 minute daily maths interventions for all identified pupils - basic skills using 'A Minute A Day Mental Maths' book.</li> <li>• Additional phonics sessions for targeted pupils (1:1) and in small groups for current Yr 1 cohort.</li> <li>• 1:1 Reading Intervention with identified pupils.</li> <li>• Additional reading comprehension and inference interventions for targeted pupils in small groups.</li> <li>• Reading Intervention Schemes purchased to support 1:1 and small group reading intervention through KS2.</li> <li>• Increase the depth and range of individual reading books</li> <li>• Special story books for the Head teacher to read to each class online as part of National Book Week.</li> </ul>	<p><b>£10.95</b></p> <p><b>£500</b></p> <p><b>£600</b></p> <p><b>£1588.56</b></p> <p><b>£800</b></p> <p><b>£44</b></p>
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	E	<p>Due to the emphasis on online learning, standards in handwriting, spelling and writing in general, standards overall are lower than expected in terms of Age Related Expectations (ARE). Pupils enthusiasm for writing and in particular their pace and stamina have suffered directly as a result of the COVID-19 pandemic and school closure period.</p>	<p>Pupils re-discover their enthusiasm for writing for pleasure and purpose and develop their resilience so that this impacts directly upon their writing stamina and pace so that they can write independently for a sustained period relevant to their age. Pupils take greater pride and care in the presentation of their written work. Spelling skills are much improved and rapid progress in individual spelling ages are demonstrated.</p>	<ul style="list-style-type: none"> <li>• Spelling Zone Annual Subscription</li> <li>• Termly Spelling Bees</li>   <li>• Purchase Annual Nelson Handwriting subscription to support development of handwriting across the school.</li> </ul>	<p><b>£300</b></p> <p><b>£250</b></p>
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Targeted health, safety and well-being support	F	<p>Pupil surveys indicated that approximately 70% of the pupils were worried and anxious about returning to school in September 2020. Many of these worries related to Covid-19 and the impact on their own families, particularly elder relatives. A minority of pupils struggled to settle back into school routines, having limited attention and concentration span due to COVID-19 and lack of structured learning experiences since March 2020.</p> <p>76% of our new Yr 6 cohort expressed concerns about transitioning to High School as they recognised they had missed a considerable amount of Year 5 in school.</p> <p>Since March 2020 a reduced number of pupils had participated in 60 minutes daily physical activity.</p>	<p>The school gives all pupils the skills and opportunities to express their emotions around COVID-19 and any other concerns. All pupils are able to focus on their learning for increased periods of time relevant to their age and are happy and safe and motivated and enthusiastic about their learning in school. As a result, behaviour incidents are minimal.</p> <p>The % of pupils reporting that they feel anxious and worried about school and transitioning into High School (Yr 6 only) has decreased rapidly.</p>	<ul style="list-style-type: none"> <li>• School Counsellor's time in school to be extended by a further afternoon. School Counsellor to work with identified pupils</li> <li>• Teaching Assistant to lead a 'Transition to High School - Change For Life Club'</li> <li>• Purchase every child their own skipping rope and teach the children to skip.</li> <li>• Organise Children's Mental Health Week (to include online dance lessons and Q &amp; A sessions with Strictly Come Dancing chief judge, Shirley Ballas)</li> <li>• Re-subscribe to The Children's Health Project for the next two years.</li> <li>• Head teacher / SENCo calls home.</li> <li>• The Complete Nurture Group Activity Book</li> </ul>	<p><b>£1600</b></p> <p><b>£500</b></p> <p><b>(Funded by Sports Premium)</b></p> <p><b>£1800</b></p> <p><b>£649</b></p> <p><b>£18.99</b></p>
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Supporting parents and carers	G	Parents have played a key role in supporting children to learn at home and it is essential that our school continues to work in partnership with families as pupils return to school. Providing additional books and other educational resources may benefit some parents.	The school gives clear guidance to all parents on how they can support their child both in and out of school and as a result all parents are confident in the way that the school has managed the transition back into school.	<ul style="list-style-type: none"> <li>• Google Classroom.</li> <li>• Virtual Parents Evening</li> <li>• Government funded laptops.</li> <li>• Catch Up Reading Intervention Scheme.</li> <li>• Additional books purchased to supplement whole school reading scheme.</li> <li>• Access to Epic!</li> <li>• Times Tables Rockstars.</li> <li>• Weekly Head teacher updates.</li> <li>• Yr 5 CPG Revision Guide Books.</li> <li>• Mini Whiteboards and pens purchased for children to support home learning.</li> </ul>	<p><b>£200</b></p> <p><b>£177</b></p>
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**Monitoring and Evaluation**

Barrier	Impact end of Summer Term 2021	Impact end of Autumn Term 2021
A		
B		
C		
D		
E		

F		
G		

