



## Bridgewater Primary School

### Return to school after lockdown and Catch up Premium Funding 2020/2021

At Bridgewater Primary, we intend to use a multi-layered approach to supporting the wellbeing and the learning for our pupils. This plan is based upon the assessments of the children as they have returned to school and the understanding of the impact of the mental, physical and economic challenges that COVID-19 has brought to our school community. We are supporting children through our QFT, our inclusive provision and through using the Catch up Premium in different ways to support children to re-establish their learning routines and to:

- Support gaps in learning as a result of forgotten learning
- Provide additional opportunities for children to read and write; including application of phonic knowledge, sentence construction, grammar, spelling and composition
- Provide additional opportunities for children to revisit and embed their skills in maths; including number sense, arithmetic, place value, reasoning, problem-solving and times tables
- Provide pastoral support throughout the school for children and their families, including resources and support for wellbeing and nurture

The support for our learners is detailed below:

#### FOR ALL CHILDREN

Mental health, wellbeing and social skills development and support has been put in place by all members of the school during the return to school. This will be at the core of all catch up support as many children will have not been in the school setting for a number of months. We will continue to use our year group nurture support, our PSHE curriculum and reflection times within the whole school curriculum as part of our offer of a broad and balanced curriculum, with wellbeing at its heart. Alongside this, additional time will be spent focusing on mental health and wellbeing of individual children and classes, for example, reflecting on outcomes from the Pupil Well-Being Survey. Nurture support has been re-organised to be supported in each year group, whilst we cannot cross 'bubbles.'

The Inclusion Team, including the Learning Mentor and the Parent Link Worker, will continue to support families who need advice and support. They will signpost families to appropriate support and liaise with other members of the school team to make the transition back to school positive and supportive. This year we also have a teacher leading on transitions in recognition of the unusual times the children are facing; she is working across the school and is identifying how we can enrich the transition experiences now and looking towards the end of the year, to ensure it is well planned and appropriate at this time.

Assessment and planning has identified immediate priorities. As appropriate, teachers have adapted planning in order to focus on the moving the learning on, whilst checking on prior learning and objectives and checking that learners have the opportunity to develop and consolidate strong habits for learning.

Focus on consolidation of skills and fluency. These include handwriting, spelling of high frequency and common exception words, punctuation, times tables fluency, phonics, spelling and reading skills relevant to age.

Particular focus on early reading and phonics. This is delivered through the Sounds Write Programme and is an identified focus within the school to develop children's reading ability and vocabulary. This includes training for KS2 and the assessment of skills to identify major gaps. Teachers will identify support needed and adapt teaching accordingly.

Curriculum Development: training to support retrieval practice in line with the School Development Plan and to ensure spaced learning to support any gaps in knowledge or forgotten learning is being supported through retrieval practice/ clear links to prior learning.

Talk for Writing/CPA approach in maths/Chris Quigley Vocabulary and Curriculum Training to ensure QFT for all pupils and to support the Curriculum design.

### **FOR SOME CHILDREN**

Additional support and focus on securing learning in core subjects. Supported by an experienced teacher, HLTA or teaching assistant utilising catch up premium, this is dependent on need as identified through ongoing assessment (see separate table below).

Staff in each year group undertake specific interventions for pupils as identified by class teachers and through assessments on return to school. This will provide additional time within school for learners to practice basic skills to support good progress and fluency in basic skills and to support any lost learning in phonics and reading, increasing vocabulary, writing and mathematics. This additional support will be provided by class teachers, HLTAs and teaching assistants.

As part of quality first teaching, have a particular focus on the prime areas of communication and language, personal social and emotional development and physical development across EYFS. Targeted 1:1 and/or small group support is in place with a particular focus on PP/EAL and VLs. Maintain well researched approach with high quality adult interactions and well-established practices to develop oral language and support early reading and writing skills.

Additional targeted language support for EYFS Reception children. Teachers will work to identify children who will benefit from small group and one-to-one language support. This will be delivered by TAs trained to deliver the Nuffield Early Language Intervention (NELI).

## **Additional 'Catch up Funding' allocated to Bridgewater Primary School**

The government is providing funding to cover one-off universal catch-up premium for 2020 to 2021 academic year - total £50,160

### **Rationale**

EEF guidance states that:

- Both small group and one to one tuition can be effective as catch-up approaches
- In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary
- A particular focus for interventions is likely to be on English (reading, phonics, writing, spelling and handwriting) and Mathematics. Programmes are likely to have the greatest impact where they meet a specific need; therefore, year group leaders have worked alongside the teachers in their teams to identify what children would benefit from
- Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Our proformas will track the progress of learners from baseline to exit.

Year Group Targeted Support	CATCH UP SUPPORT/ SUMMARY OF ACTIONS <i>Specific funding has been allocated to carry out additional one to one / small group support for targeted pupils in:</i>	HOURS IMPACT (updated July 2021)
<b>Early Years – Reception</b>	Speech and language, phonics and other identified gaps in learning, as appropriate, including for children with SEND Sounds Write interventions for phonics and early reading and writing Physical development – including handwriting interventions Communication and language – linked to ‘Understanding the World Maths fluency incl. shape decomposition, repetition and creation of patterns	
<b>Year 1</b>	Phonics - basic fluency Writing: Developing simple sentences and then building on Capital letters/full stops being revisited Physical development: core strength for writing/handwriting formation, style and pace Handwriting practice using the Kinetic Letters resources, physical development skills Pre-teaching, over-learning and flashbacks for missed learning Maths - fluency, securing number facts, CPA approach	
<b>Year 2</b>	Reading/Phonics: - pace/fluency in reading – pausing at punctuation, knowledge of sounds for blending and segmenting Writing - writing standards a focus across the tutor groups with particular reference to: <ul style="list-style-type: none"> <li>• Developing simple sentences</li> <li>• Capital letters/full stops being secured</li> <li>• Handwriting formation, style - little differentiation between the height of letters</li> <li>• Accuracy in a more sustained write, T4W supporting meaning and structure</li> </ul> Spelling – CEW Maths - number sense, ‘show me’ different representations of a number practically and visually are in place	

<b>Year 3</b>	<p>Reading- fluency, comprehension</p> <p>Spelling – for a number of children not achieving 90 or above in their spelling of CEW (out of 109)</p> <p>Grammar - CL/FS and other punctuation below ARE</p> <p>Writing – structure, content, meaning, vocabulary use</p> <p>Handwriting and presentation</p> <p>Maths- reasoning, place value and number sense</p>	
<b>Year 4</b>	<p>Reading- decoding and comprehension, phonics, fluency</p> <p>Writing - skills in grammar, punctuation and sentence structure</p> <p>Handwriting and presentation - particularly gross motor skills for an identified group</p> <p>Maths- reasoning and problem solving</p>	
<b>Year 5</b>	<p>Reading- fluency and comprehension, skills of summarising, inference and deduction</p> <p>Writing – applying grammar skills, sentence structure in creative writing, using ambitious vocabulary, editing and improving,</p> <p>Handwriting and motors skills</p> <p>Maths- arithmetic, problem-solving, times tables, reasoning</p>	
<b>Year 6</b>	<p>Reading- reading comprehension, including point, evidence, explain and being able to infer and deduce from the Text</p> <p>Reading fluency</p> <p>Writing - SPAG (sentence structure and sense) use of ambitious vocabulary and widen use of punctuation</p> <p>Maths- arithmetic practice, problem-solving, place value</p>	
<b>Total cost</b> £20, 931.22		
<b>Number of hours of tutoring per 12-week programme</b> 906 (75.5 hours a week)		

Appendix below is a breakdown of the aspects from the EEF document supporting the school's planning

## Appendix

### EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Bridgewater Primary School



#### 1 Teaching

- Curriculum: emphasis on high quality formative assessment, retrieval practice, effective feedback and summative assessment to identify gaps
- Frequent low-stakes testing to ensure all learners' knowledge gaps are identified and addressed.
- POP tasks support assessment of progress
- CPL in place to support staff development of retrieval practice, habit stacking and learning behaviours across phases.
- Learners have access to engaging QFT through a rich and engaging curriculum
- Sounds Write across phases to impact on phonics, reading and spelling
- Monitor and evaluate year groups to support
- Maintain existing SDP focus on 'Fewer Things at Greater Depth' focus on retrieval practice, teacher efficacy, Healthy School/ wellbeing, effective feedback and metacognition.



#### 2 Targeted academic support

- Catch-Up Premium Tutoring sessions
- Pre-teaching and over-learning
- Interventions targeted at gap-filling in year groups
- Tutoring (parents/carers supported at home)
- Positive discrimination for PP in classes
- Precision Teaching for fluency
- Reading Eggs, Bug Club, Spelling Shed and TT Rockstars for English and maths support

#### 3 Wider strategies

- Continue use of a blended learning model using Seesaw
- Provide devices and internet access for VLS
- Inclusion Team support families with weekly check-ins (PLW/LM) and identifies/supports reducing barriers
- Nurture throughout year groups
- Monitor attendance and support where needed