

COVID 19 Catch Up/Recovery Premium – Our Approach

Since March 2020 most pupils have missed a significant amount of time at school due to national lockdowns or self-isolation. As a school we are committed to ensuring that pupils at BWA are on track to make at least expected progress and leave the school ready for their next phase. To help us design our approach to school improvement and catch up provision, we have used the research published by the Education Endowment Foundation (EEF). The EEF have produced two helpful guidance documents:

1. The EEF guide to supporting school planning – A tiered approach to 2020-21	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf
2. Covid-19 Support Guide for Schools	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf

These guides suggest a tiered approach which we have adopted at BWA to ensure our pupils are safe, excellent learners, have excellent social and emotional skills and achieve and succeed.

There are three tiers set out in the table below

	Tier 1	Tier 2	Tier 3
	Teaching	Targeted Academic Support	Wider Strategies
The EEF guide to supporting school planning	<ul style="list-style-type: none"> High-quality teaching for all Effective diagnostic assessment Supporting remote learning Focusing on professional development 	<ul style="list-style-type: none"> High quality one to one and small group tuition Teaching assistants Targeted support academic tutoring Planning for pupils with SEND 	<ul style="list-style-type: none"> Supporting pupils' social, emotional and behavioural needs Planning carefully for adopting SEL (social and emotional learning) Communicating with and supporting parents Supporting parents with pupils of different ages Successfully implementing in challenging times

Covid-19 Support Guide for Schools	Teaching and whole school strategies	One to one and small group tuition,	Supporting parents and carers
	Supporting great teaching	Intervention programmes	Access to technology
	Pupil assessment and feedback	Extended school time	
	Transition support		
% of school focus on each tier – as set out in the diagram below			
	Half	One quarter	One quarter

Catch Up & Recover Premium Funding

The Government has allocated funding to each school to support 'Catch-up'

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

This DfE guidance states:

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Using recovery premium funding

Schools should spend this premium on evidence-based approaches to support pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

Catch Up Funding	£23, 280
Recovery Premium Funding	£8,555 This is also reported in the Pupil Premium Strategy.



Quality First Education Trust

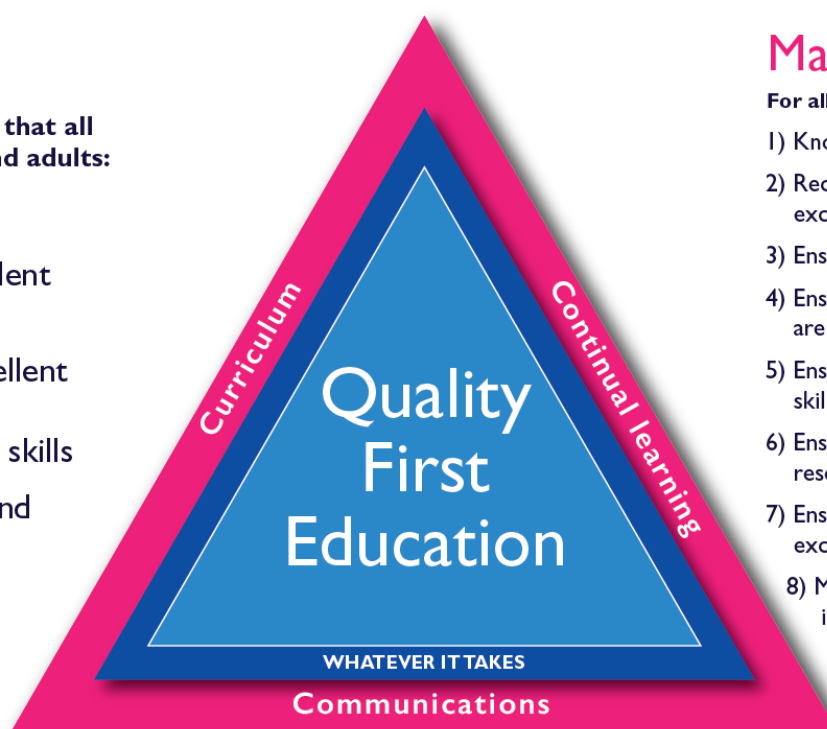
Improvement Plan 2021/22

Relentless drive for improvement, excellence and equality

Aims

Our aim is that all children and adults:

Are safe
Are excellent learners
Have excellent social and emotional skills
Achieve and succeed



Mantra

For all children and adults:

- 1) Know where we are going
- 2) Recruit, retain and develop excellent people
- 3) Ensure we know what to do
- 4) Ensure we know why we are doing the task
- 5) Ensure we have excellent skills to do the task
- 6) Ensure we have excellent resources to do the task
- 7) Ensure we do the task with excellence
- 8) Monitor, evaluate and improve

The following table sets out our intended outcome and actions for each tier.

Tier 1 - Teaching

“We know our most powerful tool we have to combat education inequality is to support great teaching in the classroom.”

Focus Area	Intended outcome	What are we doing?	Cost	Outcomes
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<p>Quality of Teaching & CPD</p>	<ul style="list-style-type: none"> • Ensure the Q of T was/is good or better for all pupils, through effective CPD for staff 	<ul style="list-style-type: none"> • Deployment of staff carefully considered for the return to school as well as for the new academic year to ensure pupils needs met • Ratio of staff to pupils is high • Increased leadership capacity to support teaches and TA's to improve the quality of teaching • Planning model for the trust reflects the key components needed for effective teaching – explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies • Weekly year group planning across the trust means every teacher has the opportunity to deepen their subject knowledge • Staff training provided on how to effectively teaching remotely • Time built in for reflection to improve practice • During remote learning SLT continued to monitor standards of provision to share good practice as well as address concerns as they arose • CPD opportunities – senior leaders modelled live remote lessons – for whole class and smaller groups • CPD continued for all staff through guided eyes, team teaching, observing senior teachers when school opened to all pupils • CPD offered weekly throughout the school year • CPD for Middle leaders through curriculum 'deep dives' when school opened to all pupils • Three week induction for ECTs in the trust in the summer term prior to starting their teaching career in September 	<p>£20K</p>	
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		<ul style="list-style-type: none"> Two day indication for new teachers to the trust 		
Curriculum	<ul style="list-style-type: none"> Ensure our curriculum is right for our pupils Ensure it reflects our LEARN statement – whether learning is face to face or remote Ensure our curriculum is appropriate for remote learning Know what the critical content is our pupils need to know Repeating critical content by looking at those key building blocks in each year group, e.g. reception are revising phonics sounds Be responsive to gaps 	<ul style="list-style-type: none"> Adapted our curriculum to be appropriate for remote learning and looked at critical content across the trust Subjects harder to teach remotely like DT, ICT, aspects of our PSHE & Art were moved to the terms when we were teaching face to face Broad curriculum offered to pupils by working around restrictions – i.e. dance was taught weekly as pupils could socially distance more and less sharing of equipment whereas gymnastics was not taught for some time as it was deemed to be of a higher risk Cross curricular texts used for reading to maximize learning time Repeating critical content by looking at key building blocks in each year group 1:1 reading for every pupil in the first week to assess their next steps CARE values and excellent learner traits at the heart of all lessons 	As per Q of T	

<p style="text-align: center;">Assessment and feedback</p>	<ul style="list-style-type: none"> • Ensure assessment was used to improve pupil outcomes • Ensure we know what the gaps in knowledge are and that we address these 	<ul style="list-style-type: none"> • Recovery Curriculum written, shared with staff and taught when pupils returned after periods of school partial closure. Focus was on emotional and social aspects of returning to school – based on relationships and resilience. Children learn when relationships are good – been our focus for returning. • Staff provided with child development booklets so they could identify if pupils not at ARE so support could be put in place. • Effective diagnostic assessment termly - analysis used to inform deployment of resources • Autumn term assessment data and PP mtgs ensured interventions planned for spring term could continue during the partial closure, remotely • Knowledge gaps identified through diagnostic assessment on the return to school and end of the year • Responsive to gaps – maths curriculum adapted with trust to gaps in assessment • Responsive to gaps: Low stake quizzes in the week for wider curriculum, arithmetic and grammar – focus on key building blocks. Purpose – long term memory/ inform planning and curr content decisions • Pupil progress mtgs held termly during remote learning and face to face • Century set up for KS2 pupils • Handover meetings for all at the end of the academic year • High quality feedback given to all pupils during the partial closure and when school opened for all classes 	<p>As per Q of T</p> <p>Century - £4K</p>	
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Remote Learning	<ul style="list-style-type: none"> Ensure remote learning is effective for all pupils 	<ul style="list-style-type: none"> All families who needed support accessing home learning given it – Wifi hotspots, devices, etc. Regular surveys to ask families if they have access to a device and wifi should they need to isolate Clear structure of our self-isolation offer will look like – document and there is Seesaw introduced to record pupils work and for teachers to provide effective feedback 	<i>As per Q of T</i>	
Transition support	<ul style="list-style-type: none"> Ensure pupils were supported to transition back to school 	<ul style="list-style-type: none"> Pupils expected to wear uniform for all live lessons, be on time and be prepared using the resources supplied by the school. Expectations of behavior, standard of work etc were maintained during partial closures. Daily live teaching schedule ensures pupils had contact with their class teacher, TA and peers 3 - 4 times a day Calls were made to pupils weekly and more for those deemed vulnerable. Pupils in year 6 who moved to yr 7 were supported with transition New pupils and families starting in Nursery and Reception had a robust transition to school programme – both face to face and virtual Every class had time with their new teacher prior to the new school year 	<i>As per Q of T</i>	

Tier 2 - Targeted Academic Support

“High quality teaching is supported by, and inextricably bound to, targeted academic support.”

We agree with the EEF that high quality teaching should reduce the need for extra support but some of our pupils will need targeted interventions to make progress, both in the short and long term.

Focus Area	Intended outcome	What are we doing?	Cost	Outcomes
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<p style="text-align: center;">Intervention Programme</p>	<ul style="list-style-type: none"> • Ensure we know the pupils who need the most support and what they need to know so we can amend the curriculum to match their needs 	<ul style="list-style-type: none"> • Trigger and build established for support pupils with gaps in maths support • Focus on writing as this is harder to teach remotely • Century launched for KS2 • Phonics Tracker purchased to inform interventions • Parent workshops and 1:1 support given throughout – responsive to needs • Interventions and 1:1 reading took place in periods of partial closure and when all pupils returned to school – delivered by teachers and TA's. TA's deployed to supplement not replace teachers. • Reading books sent home for specific pupils to read during partial closure • Book clubs set up for specific pupils during partial closure – books sent to homes so pupils could access the club • Access to Bug Club, Mathematics and MNP for all pupils • Teachers, with SLT, identified critical knowledge and skills pupils need to have achieved in that particular year group to set SMART targets that would be achieved through intense, short bursts of intervention • Rigorous review of the impact of interventions • Videos created during the first national lockdown are used for flipped learning 		
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Attainment – inc groups	<ul style="list-style-type: none"> Ensure all groups of pupils are supported effectively 	<ul style="list-style-type: none"> Pupil progress meetings identified key groups of pupils that needed support - disadvantaged and SEND Small group work still happened over zoom Additional senior teaching capacity assigned to key stages to lead interventions We read with every child in the school 1:1 in the first week to check appropriateness of their reading book and to identify support they may need EYFS and KS1 – more adult capacity in class and for interventions too – TAs, teachers and senior leaders Packs send home for pupils who had additional needs, as necessary Continued liaising with agencies offering support Pupils could stay on the live lessons for longer after the teacher input Tasks set for pupils was differentiated all teachers knew the needs of their pupils and the expectation to meet those needs Behavior expectations remained the same throughout the year. Pupils and their families supported with self-regulation as necessary 	As per Q of T	

Tier 3 - Wider Strategies

“We need to deploy a range of wider strategies to support pupils in this academic year with creativity and commitment.”

Focus Area	Intended outcome	What are we doing?	Cost	Outcomes
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Physical	<ul style="list-style-type: none"> • Ensure pupils know the benefits of physical exercise 	<ul style="list-style-type: none"> • During partial closure wake up and shake up every morning for families • Daily PE lessons part of the weekly remote learning offer • Specific/ targeted pupils invited to participate in after school clubs who may not be as active as they should • Marathon Kids launched – a whole school initiative to build community spirit and encourage the pupils to run and be outside 	As per Q of T	
Emotional and social	<ul style="list-style-type: none"> • Ensure pupils know the benefits of good emotional and social health 	<ul style="list-style-type: none"> • Recovery Curriculum planned with a focus on relationships • Consider the need for a therapist for individual children, e.g. for bereavement • CPD for teachers – mental health CPD offered in the trust and by Place to Be • Music therapy put in place when school welcomed all pupils back • A time to talk for vulnerable pupils • Online safety – information shared with parents and pupils • Mental Health & Wellbeing page on the school website and shared with the school community 	As per Q of T	
Behaviour Routines	<ul style="list-style-type: none"> • Ensure pupils knew the behavior expectations 	<ul style="list-style-type: none"> • Videos created for every class before their return after partial closure • Behavior policy adapted and shared with the school community • Support put in place for pupils who struggle and parents informed • Parent Gym access to resources shared with families 	As per Q of T	

Attendance	<ul style="list-style-type: none"> • Ensure all pupils attend school every day 	<ul style="list-style-type: none"> • Register taken every day during partial closure and non-attendance followed up on the same day • Breakfast club available to families who struggled with morning routines • Teachers spoke to parents who were anxious about the return to school • First day of absence calls made • Attendance monitored by SLT and support (internal and external) put in place for families 	As per Q of T	
Relationships	<ul style="list-style-type: none"> • Ensure the school community felt supported by the school 	<ul style="list-style-type: none"> • Parents meetings held regularly • Weekly calls made to families and more regular to those deemed vulnerable • Families knew how to contact the school if they needed to • Parent survey conducted on remote learning • Catch Up strategy – video sent to all families to explain what we were doing to support every pupil catch up • Parent workshops organised to support them support their children effectively • Parent survey for feedback is open • Frequent newsletters and videos sent out the school community • Parent Teacher meetings held via Zoom • Class emails set up 	As per Q of T	

<p>Working with the local community</p>	<ul style="list-style-type: none"> • Ensure the school community is supported so pupils flourish 	<ul style="list-style-type: none"> • Resources sent home so pupils had what they needed to complete school work • Work effectively with the PTA e.g. Marathon Kids, book wish list • Food banks supported • Pupils signposted to access a local community youth club for disadvantaged pupils • Parent help on website • Mother's Day celebrations etc continued during partial closure • Shared LA services available to parents who were struggling 	<p><i>As per Q of T</i></p>	
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