



Bosmere Community Primary School

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COVID-19 Catch Up Provision Map

Autumn Term 2020

Rationale

Children and young people across the Country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The impact of lost time in education will be, for some, likely to be from the most vulnerable and disadvantaged backgrounds, substantial.

Our aim is to use our professional knowledge and expertise to help children to reconnect and recover, educationally and, where relevant, socially and emotionally.

Initially, time was given to pause, celebrate and value what has been learnt during time away from school-whether formal or informal-planting a mini allotment, building 3D models, baking cakes and cookies, quizzes with family and so on. Opportunities were also provided for children to talk about their experiences, positive and negative. A focus too early on formalised catch up will be ineffective and counterproductive if children are not well adjusted to the 'new normal' at school-for some re-establishing relationships with their friends and establishing ones with new teachers and classmates, alongside understanding routines in the new look school day. Planning and teaching also needed to enable children to be given time to remember what they may have forgotten. What they have learnt previously will not have disappeared without trace. Only when this has been achieved will children and staff be truly ready to move on, prepared and ready for academic learning as we knew it pre lockdown.

Early September was also about supporting the children, and indeed, the school community's positive mind health and well being. Launching our whole school PSHE/RSE programme-Jigsaw-the first half term of which focused on 'Me and My World' and collapsing the timetable in early September also enabled reconnecting to be at the heart of the children's return.

As the term has progressed and children settled to life and learning at Bosmere, our cycle of supportive measures for any child who may be underachieving resumed. Further detail of this can be found later in this document.

Important and Useful Information and Guidance

Funding allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Payments

This funding will be provided in 3 tranches. The first payment will be received in schools early in the autumn term. The second grant payment will be received in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil headcount from the October 2020 census will be used. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. A further £33.33 per pupil or £100 per place will be paid in the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Full details of the allocations and conditions of grant can be found at [Coronavirus \(COVID-19\) catch-up premium: provisional allocations](#).

Use of Funds

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](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

The Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) and [school planning guide: 2020 to 2021](#) to provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice. An extract on the effectiveness of three kinds of targeted support is shown below:

Targeted Support

One to One and Small Group Tuition

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.

Intervention Programmes

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 literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Additional information about high-quality programmes that have undergone rigorous evaluation is available on the EEF's *Promising Projects* list.

Extended School Time

In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff. Additional evidence related to extending school time is available in the EEF's Teaching and Learning Toolkit.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will

include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

Provision

At Bosmere, we have sought to spend funds on tried and tested approaches to support learners to catch up. There are a number of supportive interventions and processes on offer including tutors, tuition partners, academic mentors and programmes such as the Reception Year Early Language Programme, further information on which can be found below:

National Tutoring Programme

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. The Government is launching a [£350 million National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help.

Schools will be able to use their catch-up premium to cover the subsidised cost of the programme.

Tuition Partners

- Schools in all regions will be able to access subsidised tuition from an approved list of tuition partners.
- These organisations - which will all be subject to quality, safeguarding and evaluation standards - will be given support and funding to reach as many disadvantaged pupils as possible.
- The EEF will deliver this part of the programme. Tutoring organisations will be invited to apply from September 2020 and the offer will be available to schools from November 2020.

Read about [tuition partners](#) and how to access tutoring from them.

Academic Mentors

- Schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide small group tuition to their pupils.
- Teach First will be supporting the recruitment, training and placement of the first cohort of academic mentors and their salaries will be subsidised by the government.
- Some academic mentors will start working in schools from October half-term, with the remainder starting in spring term 2021.

The Reception Year Early Language Programme

- The Department for Education is working with the EEF and other partners to scale up delivery of the Nuffield Early Language Intervention (NELI).

Bosmere's Provision

At Bosmere priority learners for additional support and interventions are identified and planned for term on term, alongside this, staff have 'Achievement Team Meetings' every third week, during which learning, progress and achievement are discussed and how best to respond to needs as they arise, is decided upon. These are times when the effectiveness of our provision currently in place is reviewed. They constantly shape, not only who is demonstrating the need for further support, but what can be set up to respond to this need.

In order to support any underachievement, we also draw on known, tried and tested programmes and procedures, to support learners to catch up or to narrow the gap between them and their peers. Considering all that we have in place and available and what is also on offer during this time, the following provision has been finalised:



Bosmere Community Primary School Catch Up Provision



Identifying Priority Learners

Priority learners were/are identified in the following ways, recognising that not all learners have catch up needs:

- ✓ Any priority learner identified last year that has continuing needs
- ✓ Learners whose attainment and progress seems to have been adversely affected by lockdown/time away from school-e.g. they have gaps in their knowledge/gaps between them and their peers or those requiring nurture and social/emotional support

Year Group	No of Pupils	Provision Type	Focus	When	Who	Cost	Measures to Maximise Impact	Evaluating Progress
Year 5&6	10	Small group intervention	Beat Dyslexia Phonological awareness	12:30-1pm daily	Teachers & TAs	DC&KW 5 sessions weekly Within budget	<ul style="list-style-type: none"> ✓ Class teachers identifying gaps through spelling / phonic learning and assessments. ✓ Small group delivery of gap filling learning. ✓ Sessions delivered at a time which does not take children away from their curriculum. 	<p>Frequent assessment of objectives before moving on.</p> <p>HFW, Expected Spelling assessments.</p> <p>3 Weekly Achievement Team Meetings.</p>
	10	1:1 or 1:2	Learning Conferences, Gaps Focus & Prescription Catch Up	1 day per week	Class Teachers	Teacher cover for class (0.2) £6861	<ul style="list-style-type: none"> ✓ Class Teachers identifying gaps, delivering the learning and can then follow up day to day in class. ✓ Sessions within the school day to secure attendance. ✓ Teacher from within the Phase covering the class and so well known to children and their needs. 	<p>Intervention entrance and exit data.</p> <p>Provision Maps update.</p> <p>Half termly progress reviews.</p> <p>3 Weekly Achievement Team Meetings.</p>

	9	Booster Groups (Year 6 Only)	Maths	1 hour after school		3 teachers (14 weeks) £1400	<ul style="list-style-type: none"> ✓ Small group learning. ✓ Sessions delivered after school so not to disrupt curriculum time. 	<p>Phase assessments to monitor half-termly progress.</p> <p>3 Weekly Achievement Team Meetings.</p>
	9	Booster Groups (Year 6 Only)	Reading	1 hour after school		2 teachers (14 weeks) £840	<ul style="list-style-type: none"> ✓ Small group learning. ✓ Sessions delivered after school so not to disrupt curriculum time. 	<p>Phase assessments to monitor half-termly progress.</p> <p>3 Weekly Achievement Team Meetings.</p>
Year 3&4	10	1:1 or 1:2	Learning Conferences, Gaps Focus & Prescription Catch Up	1 day per week	Class Teachers	Teacher cover for class (0.2) £6861	<ul style="list-style-type: none"> ✓ Class Teachers identifying gaps, delivering the learning and can then follow up day to day in class. ✓ Sessions within the school day to secure attendance. ✓ Teacher from within the Phase covering the class and so well known to children and their needs. 	<p>Intervention/conferences entrance and exit data & notes.</p> <p>Provision Maps update.</p> <p>Half termly progress reviews.</p> <p>3 Weekly Achievement Team Meetings.</p> <p>Published writing, formal assessments.</p>
	19	1:1	Priority Readers- fluency and comprehension	Once weekly	Teaching Assistants	JB&NN 3 hours 10 mins £1037.61	<ul style="list-style-type: none"> ✓ Small group delivery of gap filling learning. ✓ Sessions delivered at a time which does not take children away from their curriculum. ✓ Sessions within the school day to secure attendance. 	<p>Intervention entrance and exit data.</p> <p>Provision Maps update.</p> <p>Half termly progress reviews.</p> <p>3 Weekly Achievement Team Meetings.</p>

	6-8	Small Group Yr 4 Autumn Yr 3 Spring	Fast maths & number fluency	Daily	Teaching Assistant	NN 1 hour, 40 mins Within budget	<ul style="list-style-type: none"> ✓ Small group delivery of gap filling learning. ✓ Sessions delivered at a time which does not take children away from their curriculum. ✓ Sessions within the school day to secure attendance. 	<p>Daily scores and times.</p> <p>Personal bests being achieved, speed and accuracy improving side by side.</p> <p>Number fluency in class.</p>
	6	Small Group	Phonics & Spelling	Daily 8:50-9:15	Teaching Assistant	NN Within budget	<ul style="list-style-type: none"> ✓ Small group delivery of gap filling learning. ✓ Sessions delivered at a time which does not take children away from their curriculum. ✓ Sessions within the school day to secure attendance. 	<p>AfL in class.</p> <p>Increased numbers of words relating to own year group lists, accurately spelt, see ongoing outcomes</p>
Year 1/2	11	Small Groups	Intervention (to include <i>Speechlink</i> assessment and follow up sessions and) Prescription Catch Up	Daily 2pm-3pm	Teaching Assistant	CW 3 hours per week £1037.61	<ul style="list-style-type: none"> ✓ Small group delivery of gap filling learning. ✓ Sessions delivered at a time which does not take children away from their curriculum. ✓ Sessions within the school day to secure attendance. 	<p>Intervention entrance and exit data.</p> <p>Provision Maps update.</p> <p>Half termly progress reviews.</p>
	8	Small Groups (Year 2)	Reading Comprehension	Daily 2pm-3pm	Teaching Assistant	CW 2 hours per week £691.74	<ul style="list-style-type: none"> ✓ Small group delivery of gap filling learning. ✓ Sessions delivered at a time which does not take children away from their curriculum. ✓ Sessions within the school day to secure attendance. 	<p>3 weekly Achievement Team Meetings.</p>
	18	1:1	Priority readers, fluency and comprehension	Hour per day, each child twice weekly	Admin staff member	£0	<ul style="list-style-type: none"> ✓ Small group delivery of gap filling learning. ✓ Sessions delivered at a time which does not 	

							take children away from their curriculum. ✓ Sessions within the school day to secure attendance.	
EYFS	9	In pairs	DMP to develop gross motor skills, and balance.	1 per week	TA	1.25 hours Within budget	✓ Small groups ✓ Within the school day ✓ Little and often ✓ Targeted and specific ✓ Focusing on skills to unlock other areas of early learning	Intervention entrance and exit data. Provision Maps update. Half termly progress reviews. 3 weekly Achievement Team Meetings.
R	8	1-1	Speechlink and Language link intervention.	Weekly	TA	3 hrs £1037.61		
	10	1-1	Fine motor and handwriting.	1 per week	TA	2hrs Within budget		
	8	1-1	Reading	1 hour per day	TA	5 hrs £1729.35		
N	11	In small groups	Fizzy fingers developing fine motor skills	1 per week	TA	1 hour TA Within budget		
	9	1-1	Counting intervention	Minimum of once per week	Teacher/TA	1 hour TA Within budget		
	17	Small groups	Nurture	Minimum once per week	TA/Teacher	1.5 hours TA £185.61		

Total Spend	£21,681.52
Total Catch Up Fund	£20,000.00
Top Up from School	£1,681.52