

BEECHFIELD SCHOOL CORONAVIRUS (COVID 19): CATCH UP FUNDING PLAN

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. We will use this funding for specific activities to support our pupils to make up for lost teaching over the previous months. This plan outlines how we are going to invest our funding. It outlines our overall goals and the subsequent expected impact.

SUMMARY INFORMATION

School	Beechfield School		Academic Year	2020-21	Number of pupils	410 Oct 20 421 Mar 21	% Disadvantaged Pupils	100 90 FSM – Mar 21
Total Catch-Up Premium	£28,240	First Instalment	£7060	Second Instalment		Third Instalment		

Contextual Information

- Beechfield School is situated in North Watford. It is in a multi-cultural area of relatively high deprivation and contains a mix of privately owned houses as well as Housing Association. There are high numbers of pupils with EAL. Many children join our school with limited or no English at all.
- We experience very high mobility. We have high numbers of children moving in and out of school during the school year. Many move away abroad or to different counties, some move to local schools when spaces become available.
- Many of our children enter school working a low attainment level, however, progress at the end of KS2 in 2019 in reading, writing and maths was in the highest 3% of all schools in 2019 (IDSR October 2019). We were 14 out of 481 schools in Hertfordshire. The low attainment levels have been further impacted by Covid 19 and school lockdown.

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Summary of Key Priorities *(related to overcoming challenges for pupils catching up on lost learning)*

A.	BE KIND: To understand, and support, the reduction in the gaps in mental health, wellbeing and social learning, and support development to get back on track
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B.	WORK HARD Academic : Enhance the teaching of Maths and Writing across the school
C.	LOVE LEARNING Spoken/written Communication impacting on all areas of the curriculum: to enhance the provision for English as an Additional Language
Summary of Expected Outcomes	
A.	Children are well supported so that they are ready to learn. Children build positive relationships and demonstrate resilience, confidence and perseverance.
B.	All teaching is good or better and children make accelerated progress from their baseline data
C.	All staff are confident with a range of strategies to support EAL learners at different stages of their development. Progress is accelerated for all pupils.

STRAND 1: BE KIND – to understand and support the reduction in gaps in mental health, wellbeing and social learning and support development

Element of Strand <i>(eg, Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Costed within the existing school budget	Cost (National Funding)
Social and emotional well – being, and issues from home,, impact on some of the children’s ability to learn	Protective behaviours, network flower, safe spaces in all classrooms, 5 keys to well being PSHE embedded in school curriculum All children baselined using Boxall Profile (Oct 2020 follow up March 2021) Teachers refer pupils to pastoral team Interventions/support for those with needs Pastoral team to support parents Referrals to Intensive Family Support/other agencies	Whole school	All children are supported and ready to learn. Therefore they make at least good progress.	AH – Pastoral Lead LB – SENCO RM –PSHE Lead	½ termly PSHE and pastoral monitoring Pastoral team/SENCo follow up Boxall Referrals made for those who require them	Pastoral team SENCo PSHE Subject Lead	
Physical well-being impacted by 6 months away from school	Daily mile for all classes and weekly PE Structured activities at lunchtime run by sports coach KS2 trim trail Table Tennis tables/picnic benches/playground markings/additional equipment/multi surface for more space considered	Whole school	Improved physical stamina Improved emotional wellbeing Boxall evidence	TS – PE lead TL – Sports Coach	Links with sports premium plan and evaluation – ½ termly review	Sports Premium Sports Coach PE Lead	
6 months for many away from school Persistent absenteeism Attendance affected by self-isolating impacting on progress and attainment	Families with poor attendance monitored by AHT every 2 weeks Offer support to families who need it from Pastoral Lead Work with Attendance Improvement Officer Remote learning through Google Classroom Work marked and given feedback Brought back into school and put in books for continuity of learning Laptops lent to families who need them	Whole school	Whole school attendance improves	TM – Attendance Lead JA – office lead attendance All teachers	Attendance monitored fortnightly	AHT time Admin time Class teachers	

Cost - Sub-totals	0
Total budgeted cost for Strand 1	

Strand 2: WORK HARD Academic : Improve the teaching of Maths and Writing across the school

Element of Strand (eg, Interventions)	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Enhance the teaching of Maths across the school so that modelling, demonstrating and assessment is used effectively to fill gaps and accelerate learning	<p>Maths Leader participates in Maths Mastery course run by NCETM for two years starting September 2020 Leadership time weekly to improve teaching and learning</p> <p>Lead staff CPD at least half termly (teachers and TAs) 1 day teacher for additional release from spring term so that Maths lead can model good practice and improve teaching across the school</p> <p>Maths interventions are short and evidence shows they have good impact on closing gaps</p>	Whole school	<p>All lessons are good or better.</p> <p>Children make at least good progress.</p>	JE	<p>Lesson observations</p> <p>Data – gaps close, progress accelerated</p> <p>Feedback from INSET</p> <p>Pupil voice</p>	NCETM provides cost of cover for some release	2,694
Enhance the teaching of Writing so that modelling, demonstrating and assessment is used effectively to fill gaps and accelerate learning	<p>Talk 4 Writing training – over two years from January 2021.</p> <p>AHT leadership time weekly (autumn 20) to improve teaching and learning in reading and writing across the whole school.</p> <p>English interventions are short with evidence of good impact. Gaps are closing.</p>	Whole school	<p>All lessons are good or better</p> <p>Children make at least good progress</p>	MC	<p>Lesson observations</p> <p>Data – gaps close, progress accelerates</p> <p>Feedback from INSET</p> <p>Pupil voice</p>	AHT day a week release	4500
Clear progression in knowledge and skills in all subjects	<p>Subject leaders work with AHT each half term and monitor impact and implementation.</p> <p>Subject leaders use Cornerstones to ensure coverage and progression.</p> <p>Foundation subjects assessed using Cornerstones.</p>	Whole school	Clear progression in knowledge and skills in all subjects	<p>TM</p> <p>Subject leaders</p>	<p>Lesson observations</p> <p>Data – gaps close, progress accelerates</p> <p>Pupil voice</p>	<p>AHT day a week</p> <p>SL time</p>	
Improving Parental confidence to support their children at home	<p>Reading, writing and maths workshops are held remotely so parents know how to support their children at home</p> <p>Phonics videos are recorded and uploaded to website by phonics and EYFS Lead</p> <p>Remote learning signposts Oak National Academy and other online supports e.g, BBC Bitesize and Purple Mash</p>	Whole school	Parents know how to support their children at home	Phase leaders	Parent voice shows parents know how to support and home and give suggestions of future workshops	Phase leader release	

Support Year 5 with closing gaps	A morning TA to support with English and Maths so there is a TA in each Year 5 in the mornings. TA to run interventions before school from 8:30 for Reading and Maths. Teacher to run boosters after school on a Monday and Tuesday for Maths/English.	Year 5	Progress since baseline data – progress accelerates	UKS2 phase leader	Data Quality of provision is good or better	Year 5 teacher	6573
Support Year 4 with closing gaps	A morning TA to support with English and Maths so there is a TA in each Year 4 in the mornings. TA to run interventions before school from 8:30 for Reading and Maths. Teacher to run boosters after school on a Monday and Tuesday for Maths/English.	Year 4	Progress since baseline data – progress accelerates	LKS2 phase leader	Data Quality of provision is good or better	Year 4 teacher	6573
Teaching Assistant training programme run by AHT	A TA training programme in place to upskill the teaching assistants.	Whole school	Progress since baseline data – progress accelerates	AHT	Data Quality of provision is good or better	AHTs	
CPD for pupils with SEND	Training for the following: Supporting children with Speech, Language and Communication needs; Specific difficulties in English and Maths; Pupils with ASD; Working memory and processing difficulties	Pupils with SEND	Staff have a range of strategies to support	SENCo	Data Quality of provision is good or better	6 staff INSETs	
Cost - Sub-totals							20,340
Total budgeted cost for Strand 2							20,340

STRAND 3: LOVE LEARNING Spoken/written Communication impacting on all areas of the curriculum: English as an Additional Language

Element of Strand (eg, Access to technology)	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
There are 24 out of 29 children in Nursery who do not speak English	EYFS use Wellcom Adult modelling Focus on acquiring vocabulary EYFS training for supporting children with EAL – February 2021 by EAL Academy	Pupils in EYFS	Acquisition of English accelerates Staff confident in using range of strategies	KN	Wellcomm taught for all classes in EYFS as whole class provision Strategies from training in place	EYFS teachers daily wellcomm activities	£7900 for 2 years of training from EAL Academy
Many children across the whole school have not	Quality First Teaching <ul style="list-style-type: none"> Exposure to English language and grammar Using LILAC strategies in all subjects 	Whole school	Better understanding of	TM	Vocabulary explicitly taught in all subjects Evident in books	All teachers using LILAC strategies	

spoken English at home for 6 months and have forgotten basic vocabulary and sentence structure	<ul style="list-style-type: none"> Adult modelling 		vocabulary/grammar Spoken English and written English improves	Subject leads	Pupil voice Evident in learning walks/observations		
Children who are new to the country with no English at all	CPD from EAL Academy: Supporting New Arrivals training March/April 2021 The new induction process will enable all staff to know the first language of the pupil, how long they have spoken English, prior education experience, family circumstances, hobbies, likes dislikes etc.	Whole school	Staff are confident and put strategies in place	GJ Class teachers	Better induction process Staff feel confident and use strategies	All teachers	
EAL impacting on reading comprehension	CPD from EAL Academy Supporting Advanced EAL Learners 1 May 2021 We will continue to run CPD for the teaching assistants. Reading comprehension CPD will be included to ensure they are skilled in running these sessions and skilled in their explicit instruction.	Whole school	Strategies in place	GJ Class teachers	Staff feel confident and use strategies	All teachers	
EAL impacting on writing English – verbs, tenses, sentence structure	CPD from EAL Academy Supporting Advanced EAL Learners 2 May 2021	Whole school	Strategies in place	GJ Class teachers	Staff feel confident and use strategies	All teachers	
Financial Summary Cost - Sub-totals							£7,900
Total budgeted cost for all strands							£28, 240