

COVID-19 catch-up premium report for Benson Community School

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	442	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£36,760	Actual (£37,650)	
Disadvantaged Children	62%		

STRATEGY STATEMENT

In order to ensure that our children are supported during a time of unprecedented national disruption to their education, we at Benson Community School have transformed the way we teach and work for our families over the last year. The government has given schools some funding to help with this work. This is called the catch up grant.

We have identified the best ways to use this funding and governors will look closely at our approaches, demonstrating their duty to monitor and hold school to account.

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.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Access to quality first teaching and assessment
B	Access to SEND/EAL provision
C	Access to materials to study

ADDITIONAL BARRIERS

External barriers:

D	Support for attendance of all pupils either remotely or in school
E	Access to online home learning, including access to the internet and to a suitable device and support for parents
F	Poor mental wellbeing of children

Expenditure for current academic year September 20 – July 21

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure every teacher is supported and prepared for the academic year by giving support for curriculum planning and training on the effective use of technology	Staff deliver a suitable curriculum for their children, understanding where there are gaps in knowledge and understanding and plan to fill those gaps. Staff use technology effectively to engage pupils in this learning.	School has adapted the curriculum to meet the needs of our pupils. We know that it is essential to build on skills embedded in a literacy rich and memorable curriculum. Other evidence used: <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	Regular monitoring and staff discussions take place via remote year group, phase and whole school meetings. Coaching is in place for staff who require additional support. Where practice with remote learning, including live streaming is strong, staff are encouraged to share practice with others.	HT	Ongoing throughout the year.
Pupil assessment and feedback	Staff will assess the wellbeing and learning needs of children and provide effective support. Staff will use standardised assessments, quizzes, observations and daily marking and feedback.	Assessment is a crucial part of the teaching cycle. Assessment for learning and of learning is central to understanding how well children are doing. Evidence from Williams, Hattie and others	Regular monitoring and staff discussion. Coaching and modelling.	DHT	Ongoing throughout the year.

Transition support	Staff improve levels of engagement with children – particularly children who are not accessing remote learning, through live teaching events and phone calls. Mental Wellbeing Award Emotional Learning Support Assistant (ELSA)	Where children have been engaged with school every day, progress and attainment have improved and it is clear that where children are not engaging rates of progress and attainment are poor in comparison and gaps are widening. Training of all staff to understand own mental wellbeing and that of children. Training of 3 key staff to support with the mental wellbeing of children.	Phone call logs are kept on Sharepoint so staff can track which families may need additional support and contact with school. Daily calls to children are made in some year groups to encourage them to attend live streamed lessons.	Teachers and teaching assistants, including senior leaders	Weekly checks
Total budgeted cost:					£3000 Award £1050 ELSA £600 Mobile Phones
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
One to one and small group tuition	Reading support for small groups will continue during lockdown Calls for younger children over TEAMS will support engagement.	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch up strategy. EFF	Teaching assistants have received training and support in use of PM Benchmark and use this as a diagnostic tool to accurately assess where children are in reading. In addition, staff are very familiar with the maths and English skills being taught each week and are able to support with individual children including children with SEN.	AHT	On-going monitoring

Intervention programmes	Several programmes continue throughout the year including WellComm, Precision Teaching, Closing the Vocabularly Gap, Colourful Shapes, IDL Online, Phonics catch up in Year 1	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch up strategy. EFF	All teaching staff have received high quality external training to ensure that interventions are taught well and also compliment quality first teaching.	AHT/SENcO	
				Total budgeted cost:	£12,000 Intervention teacher £ 1,000 intervention program + additional Wellcomm training
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Supporting parents and carers	All parents and carers will work together with school to support children. Additional materials such as books, pencils and other stationary is provided along with work packs weekly/fortnightly and regular contact with school is maintained	Where communication is strong and links are good, school and home are best placed to help our children. Feedback from parents during the pandemic has been positive when parents have understood how school is supporting. Where expectations are not met, then school works to address gaps.	School continues to make weekly calls to parents and sometimes to children to find out how they are coping. All year groups are improving engagement by delivering live streaming lessons, story times, assemblies. Some year groups are sending awards and stickers out via post.	HT/DHT	Ongoing monitoring

Access to technology	Lack of technology is a massive barrier to our children. Over 130 families either have no device/internet or share a device.	Children who are accessing live streaming lessons are making good progress and have full access to our curriculum. Those who do not have access are not experiencing the same level of provision and are not getting the regular feedback required to support learning.	All families have been identified and so far 70 laptops have been distributed across KS2. It is important that pupils have access to key boards so they can access writing activities. This process will continue as school acquires more laptops over the next few weeks.	HT/DHT/Support staff	On-going monitoring
				Total budgeted cost:	£ 10,000 Additional Laptops £10,000 extra support for families - staff

ADDITIONAL INFORMATION

- Our school uses TEAMs and Tapestry as platforms for remote learning
- Our website has a detailed section for children to access programmes including bugclub and rockstar timetables as well as the National Oak Academy and other useful sites including BBC Bitesize
- Peripatetic music lessons continue online
- We work closely with our Parent Hub who provide additional help for our families
- We have our own food 'shop' where parents can come and help themselves to a culturally diverse selection of food – they can choose things they know their family will like. Staff and friends of Benson Community School support this endeavor as do local supermarkets including Tesco and Asda.