

BP Catch-Up Strategic Plan 2021-2022

Summary Information					
Academic Year	2021-2022	Total Recovery funding	£2000	Total Number of Pupils	130 including Nursery

School context (all numbers exclude new FS2 children)							
Total number of pupils eligible for pupil premium funding (Y1-Y6)	Number of looked after children (LAC)	Number of post LAC	Special Guardianship Orders	Number of children with EHCP	Number of children on SEND register (inc. EHCP) (Y1-Y6)	Number of post-LAC	Number of Early Help Records
11			1	3	19		7

At the Blue Kite Academy Trust, we understand the challenge presented to children and their families because of COVID-19 lockdown. Whilst many children were able to attend school for some time during this period, we recognise that many children have missed over four months of schooling. The impact of this is significant.

We appreciate the barriers and challenges that have faced parents during this period of home schooling and recognise that all children have experienced different levels of support, engagement, and access to technology. However, we are clear that these challenges can be overcome. For disadvantaged children, the evidence base strongly suggests that the most effective way to improve outcomes is through excellent classroom teaching. We believe that this is also the case for all children returning to school. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning.

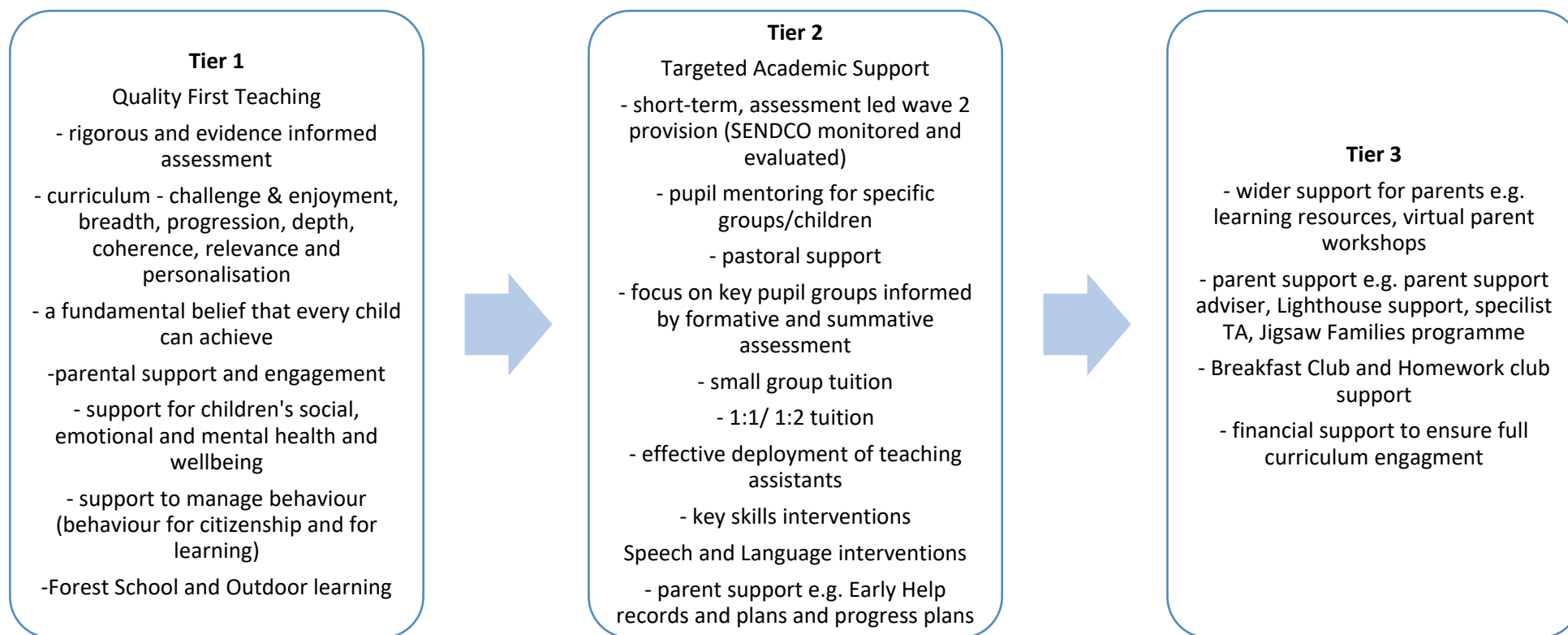
During the 2021-2022 academic year, **Badbury Park Primary School** anticipates receiving in the region of **£2000** in recovery funding. Our strategic catch-up plan is based on these figures and is in addition to additional funding received as part of the Pupil Premium Grant. In deciding on how to most effectively use this funding to provide effective catch-up, we have considered evidence and guidance from:

- Education Endowment Foundation COVID-19 Support Guide for Schools
- Education Endowment Foundation Guide to Supporting School Planning: A Tiered Approach to 2020-21, and
- DfE Coronavirus (COVID-19) catch-up premium guidance.

In addition to this, EEF research evidence has been used to identify best practice models with high impact outcomes for children.

Our strategic catch-up plan is informed by our strong starting point of curriculum review; identification of recovery, review and reconnect priorities; our knowledge of our school community and key pupil groups; and a robust model of assessment to inform teachers' planning and curriculum offer. We have adapted to new routines, are confident in our capacity to make these changes, have ensured rigorous staff training and have proactively considered how we will respond to new challenges that may arise during the academic year ahead such as falls in attendance, the need for remote learning or staffing demands. Meta-cognition strategies, teaching and learning underpins practice. This information should be read alongside this plan.

Tiered approach indicating 3 tiers of support at Badbury Park Primary School.



Planned expenditure (Some PPG or high needs funding may also be used to support initiatives)						
Academic Year: 2021/2022						
Area of Spend	Total Budgeted Cost	Contribution from Catch-up Funding	Description of Intervention *where identified by Sutton Trust	Intended Outcomes	How impact is to be measured	Impact of the catch-up funding spend
Catch up fund	2 hours per week at £11.55 per hour £900		Nursery speech and Language intervention, Talk Boost/Neli	To improve communication and interaction	Intervention group assessed at beginning and end of intervention	
Catch up fund	As above		Reception speech and language intervention Talk Boost/Neli	YR To improve English language and communication to increase chance of meeting Early Learning Goal and GLD Y1 To improve outcomes and fill the gap of not SALT support		
Catch up fund	3 children per week, hour each- £1351		ELSA intervention and supervision	Specific targets set for individual children who will take part in sessions. Targets linked to emotional management, wellbeing and self esteem	Individuals assessed at beginning and end of intervention	

Catch up fund	No cost		Parental engagement Offer reading sessions for parents <ul style="list-style-type: none"> Upskill parents in phonics and reading Recruit reading volunteers (cost of DBS) Run family sessions to raise the profile of reading Run family sessions led by parent support worker. 	Parents will support and engage in reading at home. Parents will also be enthusiastic and offer their time to read with children at school Engage the community in some reading events e.g. bedtime stories in pyjamas with hot chocolate etc.	Parent survey Reading volunteer programme success- are children reading with volunteers, how often?	
Catch up fund	No cost		Intervention to support lowest 20% with reading. will cover: <ul style="list-style-type: none"> Phonics booster group phase 2 and 3 (emphasis on keeping up as well as catching up) 1-1 daily reading for those 'well below' and 'at risk' of not making good progress. Enrichment story times and 'book talk' sessions 	For the gap to reduce between low attainers and their peers	Phonic assessment Book band tracking	
Cath up fund	£44.70 per hour £17,43.30		Intervention Extra forest school session per week.	Chn have the opportunity to be calm and take part in additional forest	Wellbeing tracking	

				<p>school sessions to promote wellbeing.</p> <p>Chn develop a positive relationship with nature.</p>		
			Intervention New children arriving mid year <ul style="list-style-type: none"> • Transition sheet, hoe visit, discussion with previous school • Baseline assessment in R/W/M • Catch up plan written and shared with parents 	Chn will settle quickly and catch up	Progress through skills	
Catch up fund	tbc		Training Wellness in the forest training session providing staff with the subject knowledge underpinning 'wellbeing and mindfulness' in the forest and suggestions for activities during these sessions.	Staff have an awareness of how time in the forest can support emotional regulation and good wellbeing/involvement.	Emotional tracking Wellbeing and involvement Leuven Scale	
Catch up fund	No cost		Training Provide staff with a training based on 'executive functioning skills'.	Staff become upskilled to recognise difficulties with these skills and are informed with a bank of ideas to support development in these areas	Individual assessment based on behaviours within various school contexts.	
Catch up fund	No cost		Free Educational visits Enrich the children's experiences in response to Covid-19 closures and procedures by:	Children and staff share memorable experiences	Children explore a range of different	

			<ul style="list-style-type: none"> Seasonal walks to Coate Water Visit to the Richard Jeffries museum 		educational outings and visits	
PPG			Wider Support Breakfast club offered to all PPG children and SG children	Children have a calm start to the day. They have breakfast. They socialise in a small group with a high ratio of adults. Children can be heard read and attend ELSA sessions during this time.		
			Sports Clubs 1 sports club per week funded for PPG if needed.	Children will gain experiences and socialise out of the classroom.		
	No cost					
Total funds allocated to catch-up provision						