

Brandesburton Primary School

Catch-Up Premium Plan 2020/21



Summary information					
School	Brandesburton Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 12,000	Number of pupils	150

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The aggregate impact of lost time in education is substantial, and the scale of our response aims to match the scale of the challenge.</p> <p>Schools' allocations have been calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years FS 2 to Year 6. 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.</p>	
Use of Funds	EEF Recommendations
<p>As a school we are able to use this funding flexibility for specific activities, in line with the guidance on curriculum expectations for the next academic year.</p> <p>All pupils will receive a high-quality education. Our curriculum remains broad and ambitious, but make use of existing flexibilities to create time to cover the most important missed content.</p> <p>Plans have been written on the basis of the educational needs of all pupils. Plans have been informed by an assessment of pupils' starting points and addresses the gaps in their knowledge and skills, in particular making effective use of regular formative assessment.</p> <p>Where needed, remote education is high-quality and safe, and aligns as closely as possible with in-school provision.</p> <p>To support our plans we have used the Education Endowment Foundation (EEF) report coronavirus (COVID-19) support guide for schools and the evidence-based approaches detailed.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ High quality teaching for all ➤ Effective diagnostic assessment ➤ Supporting 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 pupils' social, emotional and behavioural needs ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Context and Rational

- Our school remained open for key workers during both the Spring and Summer term.
- The vast majority (75-85%) of children from Reception to Year 6 engaged with the remote learning that was provided.
- From 8 June 2020 when school opened more widely, 50-60% of children in the designated year groups returned to school and a further 15% of other year groups.
- During the first half of the Autumn term, a whole school focus on well-being gave the children time to reconnect with their school community.
- As a school we have employed a range of informal and formal baseline assessments to identify gaps and regression in learning. The results have been used to plan a robust strategy to support pupils through a range of interventions, curriculum support and catch up strategies.

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of specific areas. Children still have an appetite for maths and lockdown has not affected their attitudes. Recall of basic skills has suffered – children have lost pace in recalling facts or taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children have not necessarily missed ‘units’ of learning in the same way as Maths, however they have lost writing stamina and the essential practising of writing skills. GPS specific knowledge has suffered, leading to lack of fluency in writing. Many pupils are having to work additionally hard to improve their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less confident or able to answer comprehension questions- to infer and deduce. Gaps in phonic recognition and phonic application for pupils’ in years 2 and 3 has also been identified.
Non-core	There are now gaps in knowledge – pupils are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Pupils have and continue to miss the additional curriculum experiences e.g. visits, visitors and powerful curriculum moments that make learning real.

Planned expenditure

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (following review)	Staff lead	Review date?
<u>Supporting teaching</u> The foundation subjects will be planned with consideration for how pre-requisite knowledge will be taught, alongside new learning, so that gaps in knowledge can be reduced.	<i>Subject leadership time provided</i> <i>Harvest of Knowledge meetings will ensure knowledge gaps are identified and plans are adapted to address these.</i> <i>KS research/assessments to drive the planning of core and non-core subjects to ensure attainment across the</i>		JL- all staff	Termly

Despite the limitations placed on each key stage, physical resources will be shared, with necessary precautions e.g. manipulatives in Maths and phonic resources, to ensure rigor and raised expectations.	curriculum is maintained and pupils attain in line with National expectations by summer '21. <i>(4 x ½ days (x2)=16hrs)</i>			
<u>Teaching assessment and feedback</u> Teachers have a clear understanding of gaps in learning. Analysis will be used to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Complete 'new' assessment profiles: Identify gaps and next steps and use Venn highlighting to track performance. Time provided for subject leader progress meetings Subject leaders to revisit progression grids to adjust curriculum map accordingly. <i>(8 x ½ days (x2)=32hrs)</i>	Initial completion Dec '20 and discussions taken place with MB/RA	RA, MB	Half termly
ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency. Gaps in phonic recognition and phonic application for pupils' in years 2 and 3 will be closed. Pupils will be able to comprehend reading and infer and deduce confidently. They will apply these skills consistently and across the curriculum. Children will have an increased writing stamina. GPS specific knowledge will be developed to support the fluency of writing.	RA to receive additional release time and to provide training to support the delivery of the reading fluency. <i>(4 x ½ days=8hrs)</i> Time planned to team teach reading and to moderate as a Key Stage <i>(4 x ½ days (x2)=16hrs)</i> 1-to-1 and groups will be identified from assessments. HLTA cover provided. 10 hours per week. How this cover is used will be agreed by SLT. <i>(4 x ½ days (x26)=208hrs)</i>		RA/JL RA/JL RA/MB	Termly Jan, Mar, May 21 Every 6 wks
<u>Intervention programme</u> Intervention will support identified children in reinforcing their understanding of basic maths skills and application of number. Pupils will show greater resilience when solving open ended problems.	Single year group basic skills sessions to be provided in Spring/Summer terms Y3-6. Intervention groups will be identified from assessments. HLTA cover provided. 10 hours per week. How this cover is used will be agreed by SLT. Staff will be chosen		MB/RA	Every 6 wks

	<p><i>carefully within phases to effectively and confidently deliver the intervention. (4 x ½ days (x26)=208hrs)</i></p> <p><i>MB to receive additional release time and to provide training to support the delivery of maths. (4 x ½ days (x2)=16 hrs)</i></p> <p><i>Time to be planned for moderation as a Key Stage. (4 x ½ days (x2)=16 hrs)</i></p>			
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting well-being</u> Welfare, emotional, social and attendance barriers will be addressed and minimised. Families will be supported to reduce barriers to children’s achievement – e.g. financial and emotional.</p> <p>Pupils will demonstrate high levels of engagement with work that is challenging and meets needs as appropriate.</p> <p>All children will have equal opportunities and access to a range of cultural experiences</p>	<p><i>All staff to promote activities that support the well-being of all pupils, promoting preparedness and enthusiasm. Wellness Wednesday to be introduced. Social skills to be planned weekly. Chat n Chill for KS 2.</i></p> <p><i>All staff to promote aspiration and positive attitudes to learning – including attendance, confidence, concentration and access to educational resources.</i></p> <p><i>Parents have the opportunity to email all class based teachers to communicate concerns/celebrations. It is agreed teachers will respond within their working day. (£1,000)</i></p>		JL/KP All staff	Half termly
<p><u>Supporting home learning</u> Children will have opportunities to access learning at home as required. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children to have access to appropriate stationery and paper-based home-learning if required.</p>	<p><i>Seesaw to be established and promoted as an additional online learning resource</i></p> <p><i>Personalised learning activity grids created in collaboration with class teachers. Stationery packs made available and set aside for children to take home when home-learning is required. As detailed in home learning plan. (£800)</i></p>		RA Aut '20 DP	Jan '21 Jan, April '21
Total budgeted cost £10,260.04 (1,739.96 to be reviewed March '21)				