

Catch-Up Premium Strategy

Branton St. Wilfrid's C of E Primary School

Summary information					
School	Branton St. Wilfrid's Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,280	Number of pupils	189 (time of census)

Guidance

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 hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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

Use of Funds	EEF Recommendations
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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.

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning. Children still have an appetite for Maths (pupil voice Aut 2020) and lockdown has not affected their attitudes however they are simply, 'behind'. Recall of basic skills has suffered – some children in Key Stage 1 are not able to recall addition facts, times tables. This is reflected in day to day lessons and assessment.
Writing	Children haven't necessarily missed 'units' of learning in the same way as maths, however they have lost essential practising of writing skills and their resilience/stamina in writing extended pieces. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those children who have maintained writing throughout lockdown are less affected, however those who did not engage fully with lockdown written work are finding writing stamina problematic. EYFS are finding a large issue with fine motor control due to children not writing during lockdown or undertaking similar activities that develop the muscles in the hand.
Reading	As a result of reduced reading during lockdown, some children are less fluent and the gap between those children that read widely and those children who don't is now increasingly wide. Children have forgotten test techniques for answering test questions with precision and understanding complex author language. This is more evident in KS2. It has also become increasingly evident that some children are demonstrating speech and language difficulties in F2 as a result of not being in school-not having this targeted support as part of daily, quality first teaching.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children 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.

Emotional Well-being and Behaviour	On initial return to school it was clear that some children, including emotionally vulnerable children (ie SEND, PP, LAP), were finding it difficult to adjust to returning to school and leaving adults and being in a larger group again. Bubble management has helped to reduce some anxiety. There is some lack of resilience and reduction in determined drive (feeling that they were incapable of achieving).This is affecting overall academic progress. Pupils require work on resilience, teamwork and working collaboratively.
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Planned expenditure – (The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> Gaps in pupils’ knowledge have been addressed and pupils regain lost ground to return working from their age appropriate curriculum.</p>	<p>All teachers delivering quality first teaching. Purchase White Rose Premium resources which highlight the gaps to plug and provide quality resources to scaffold. Videos posted to the online learning platform (Teams) will support remote learning - £120 Literacy Shed Plus purchased - £117 Classroom Secrets subscription - £220</p>		JT/SA	May 2021
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Analysis of baseline data and gaps in pupils’ knowledge identified. NFER purchased and used to support assessment - £1058 Birmingham Toolkit training to support teachers to identify gaps and plan small steps of learning for children with complex needs - £900</p>		JT/BR	Jan 2021
<p><u>Transition support- Emotional Wellbeing</u> Individual children across school develop resilience. Pupils’ confidence and ability to complete tasks in a timely manner is returned to pre-closure levels. Pupils can concentrate on a task for extended periods and work systematically through the challenges as they meet them. Children to make accelerated progress in curriculum areas while addressing feelings of self-esteem, anxiety and separation. Consistent approach across the school for emotional health and wellbeing</p>	<p><u>TA support</u> Social/ Emotional support for anxiety Training for SEMH PSHE programme across school reviewed to include resilience</p>		JT JH	May 2021
Total budgeted cost				£ 2415

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>Children are able to build writing stamina and ensure effective use of GAPS</p>	<p>Small group teacher tuition 1:6 (Y2 & Y6) to allow more focussed teaching opportunities to catch up in reading, writing and maths. Children are identified through assessment and pupil progress reviews as requiring additional support to close the gaps. (3 x afternoons a week)</p> <p>TA support to focus on gaps identified in their skills/knowledge by class teachers</p> <p>£9920</p>		JT	March 2021
<p><u>Intervention programme</u></p> <p>Children who have suffered trauma or developed emotional barriers due to COVID 19/ lockdown will be provided with the appropriate support to allow them to engage and make progress in the curriculum.</p> <p>Children will be able to read at pace whilst having a good understanding of author word choice</p>	<p>Bereavement support programme on 1:1 (1 x hour weekly) SEMH support 1:1 (3 x hours weekly)</p> <p>(x1 half day a week for the year)</p> <p>£2350</p>		JT/ JH	May 2021 March 2021
<p><u>Extended school time</u></p> <p>Children with gaps will be offered breakfast booster in maths and reading in Y5 & Y6 to close any gaps</p>	<p>Teachers will establish a booster session for reading and maths (8.15-8.45 am) (x2 teachers x1 hour a week starting Autumn 2) (£1488)</p>		JT/RW	
Total budgeted cost				13758

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. 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. Guide to home-learning produced for all parents Purchase resources for home learning packs to be produced for all bubble	Teams training Children are able to independently access their tasks to ensure effective continuation of gap filling when isolating/in bubble closure situation. This also provides pastoral support to families to ensure engagement in gap filling is high. Pupils who are at home can continue to engage in learning Pupils who are at home can continue to engage in learning and real-time teaching.		JT/RW	Jan 2021
<u>Summer Support</u> NA				
Total budgeted cost				£16,173
Overall budgeted cost				
			Cost paid through Covid Catch-Up	£15,280
			Cost paid through charitable donations	0
			Cost paid through school budget	£893