

Catch-Up Premium Plan Brentfield Primary School

Summary information					
School	Brentfield Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£38,000	Number of pupils:	453

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 years reception through to 11.

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
<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)</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting quality first teaching ➤ Pupil assessment and feedback <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes

<p>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>	<ul style="list-style-type: none"> ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown	
<p>Maths</p>	<p>Specific content has been missed such as shape and space, measures and money. In Key stage One, key skills including multiplication and division were also missed. This has led to gaps in learning and the sequence of key threshold concepts being interrupted. Recall of basic number skills has suffered – pupils are not able to recall addition facts, times tables and have needed revision of some previously taught calculation strategies. This is reflected in the baseline assessments and the NfER autumn tests. The NfER analysis has identified that fractions, measure and shape and space are all areas, which will require a focus.</p> <p>During Spring 2021, teachers taught the Spring term objectives remotely, via live video lessons, recorded lessons and independent tasks set via Google Classroom. Although this ensured that they were able to teach the planned objectives, there were limited opportunities for pupils to use and apply the knowledge that they gained in Spring 1.</p>
<p>Writing</p>	<p>Pupils haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Those who have maintained writing throughout lockdown are less affected; however, those who evidently didn't write regularly have had to work additionally hard on writing stamina, handwriting and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Units of work in English were taught in line with the curriculum overview, with minor changes made to the order in which some texts were taught, to support pupils learning at home. Lessons were taught via live video lessons, recorded lessons and independent tasks via Google Classroom. As with the previous lockdown, pupils will need to work on stamina for writing, handwriting and editing and re-drafting work.</p>
<p>Reading</p>	<p>Many pupils did not regularly read during lockdown, as some families do not have access to a wide variety of books at home. In order to address this, pupils were invited to come into school to take books from the library but take-up was low. Online reading resources were also available via the school website. Pupils are less fluent in their reading on their return to school, and this is particularly evident in Key stage 1 and the gap between those pupils that read widely and those pupils who didn't is now increasingly wide.</p> <p>Reading was set via Oxford Owl, live small group reading lessons and as part of live whole class English lessons during lockdown. Although engagement in reading was higher than the previous lockdown, due to this more targeted approach, reading still remains an area of focus. Time needs to be spent on re-visiting learning behaviours and developing reading for pleasure.</p>
<p>Topic</p>	<p>There are now gaps in knowledge – whole units of work have not been taught in Spring 2 2020. From summer 1, the online offering was adapted to ensure that topics were covered as part of home learning although we recognise that the impact was not as good as it would have been, had the</p>

pupils been in school. Pupils have also missed out on the curriculum experiences e.g. trips, visitors etc. Celebrations of learning were unable to take place meaning that pupils did not have the opportunities to make connections between knowledge and themes or have the opportunity to explain their learning to parents and other pupils.

Topic lessons were planned and taught in line with the curriculum overview during the lockdown, with minor adjustments where needed, e.g. for practical lessons in DT and Art where resourcing these lessons at home may have been a challenge for some families. Subject Team Leaders are now developing reviewed overviews for the Summer term, focusing on key threshold concepts that teachers will cover in the Summer term. These revised documents will focus upon the key skills and knowledge needed for the pupils to move onto the next stage of their learning.

Desired outcome	Chosen approach and anticipated cost	Staff lead	Review date
<p><u>Supporting quality first teaching:</u></p> <p>Teachers have a clear understanding on the use of formative assessment to close gaps in learning.</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> -Building a culture for high self-efficacy -Effective talk, questioning and the impact of cognitive science -Knowledge, skills, Learning Intentions and Co-constructed Success Criteria -Feedback – theory, in-lesson and post-lesson to teacher, teacher-to-student and student-to-student 	<p><i>Shirley Clarke twilight training.</i></p> <p><i>4x 90 minutes</i></p> <p><i>Spring Term: 18th January, 25th January, 22nd February 22nd March 2021</i></p> <p style="text-align: right;"><i>(£3000)</i></p>	DHT	Summer 2021
<p><u>Supporting quality first teaching:</u></p> <p>Teachers have further developed their knowledge and understanding of teaching writing, with a focus upon developing quality pieces of cross-curricular writing.</p> <p>Whole school moderation of writing. (Autumn term) to look at standards and to quality assure outcomes.</p> <p>Spring training to focus on incidental pieces to develop stamina.</p>	<p><i>External consultant twilight training</i></p> <p><i>4X1hr</i></p> <p><i>Autumn term: 2nd and 30th November</i></p> <p><i>Spring and summer terms: 1st March and 24th May 2021</i></p> <p><i>Dedicated time to whole school moderation, including external moderation for years 2 and 6) 27th January 2020</i></p> <p style="text-align: right;"><i>(£1500)</i></p>	English Lead	<p>Autumn moderation review</p> <p>English Subject leader's termly report.</p> <p>Summer report to governors.</p>
<p><u>Supporting quality first teaching:</u></p> <p>Children in upper Key Stage 2 have access to a wider range of DR books at their interest level to engage them in reading lessons, stimulating discussion, which will lead to increased understanding and the development of key skills.</p>	<p><i>Purchase additional DR books for Years 5 and 6, which are more engaging to pupils.</i></p> <p style="text-align: right;"><i>(£1000)</i></p>	English Lead	Feb 2021
<p><u>Supporting quality first teaching:</u></p>	<p><i>Purchase banks of books, linked to topics and themes.</i></p>	English Lead	April 2021

Children will have access to a wider range of texts, linked by theme to be used to develop discussion, encouraging pupils to verbalise their understanding, ask questions about what they have read and read a wider range of genres and authors.	(£3000)		
<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 age related expectations, giving a greater degree in confidence and accuracy of assessments.	<i>Purchase and implement the NFER termly tests. Complete tests and record assessments using gap analysis to identify gaps.</i> (£4000)	JH	July 21
Total Budgeted Cost			£12500

i. Targeted approaches			
Desired outcome	Chosen action/approach	Staff lead	Review date
<u>1-to-1 and small group tuition</u> Children at the early stages of learning English in Upper Key Stage 2 have access to a wide range of books that are low challenge and high interest to engage them in reading.	<i>Purchase additional levelled readers for upper KS2 children who are reading below ARE to support learning in small group work.</i> <i>E.g. Fast Forward Readers (PM level 6-24)</i> (£2000)	English Lead	Feb 2021
<u>Intervention programme</u> Children identified as having key gaps in their learning to have access to additional small group teaching with their class teacher to close gaps, moving them back to ARE	<i>HTLA to release teachers one afternoon per week</i> (£3000)	DHT	Dec 2020 Feb 2021
<u>Maths Interventions</u> Children identified as having gaps in their learning to have access to additional boosters and small group sessions outside of the regular maths lessons to close gaps, moving them back to ARE.	<i>Additional part-time teacher/HLTA teacher</i> (£3000)	Maths Lead	Feb 2021 Apr 2021 June 2021

<p><u>Intervention programme</u> Speech Link speech and language intervention programme used to screen the speech, language and communication of all children in Reception and identified pupils in years 1 and 2. Identified, pupils will be supported through a series of small group sessions focusing on areas such as listening, concepts, reasoning and vocabulary.</p>	<p><i>Speech link subscription</i></p> <p style="text-align: right;">(£750)</p>	<p>Inclusion Lead</p>	<p>Dec 2020 Feb 2021</p>
<p><u>Extended school time</u> Identified children are able to access weekly boosters. (when guidance permits) The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><i>Payment to staff identified school staff to raise attainment in targeted children.</i></p> <p style="text-align: right;">(£2000)</p>	<p>DHT</p>	<p>Feb 2021</p>
Total budgeted cost			£10750

ii. Wider Strategies			
Desired outcome	Chosen action/approach	Staff lead	Review date
<p><u>Supporting parents and carers</u> Parents will be confident in how to support their children at home to access learning remotely.</p>	<p><i>Parent workshops lead by computing lead</i></p>	<p>Computing Lead</p>	<p>Feb 2021</p>
<p><u>Access to technology for families.</u> Additional chrome books will be available to pupils who do not have access to technology at home to support with remote home learning.</p>	<p><i>Chrome books x 30 to access remote learning during closure of bubbles.</i></p> <p style="text-align: right;">(£8600)</p>	<p>Computing Lead SBM</p>	<p>Feb 2021</p>
<p><u>Access to technology: Staff</u> All teachers will have remote access to school systems to enable them to deliver high quality lessons in the event of any closure or periods of isolation, ensuring that the education of the pupils is not disrupted further.</p>	<p><i>15 laptops (loaned to staff in the event of bubble closure, school closure or periods of isolation)</i></p> <p style="text-align: right;">(£8000 in total with</p>	<p>Computing Lead SBM</p>	<p>Feb 2021</p>

	£4000 from school budget)		
<u>Librarian:</u> Children will develop a passion for reading and be guided to read a wide range of genres. Targeted reading support will be in place for identified children to close gaps. Additional 1:1 reading support will be in place for identified pupils, giving them further opportunities to read aloud and discuss their reading.	Employment of a full time librarian <i>(£18810 in total with £15000 from school budget)</i>	English Lead	Feb 2021 Apr 2021 June 2021
Total budgeted cost			£16410
			Cost paid through Covid Catch-Up £38000
			Top-up Cost from school budget £1660
			Cost paid through planned expenditure in school budget £19000
			Total Cost of Catch-up programme £58660