

Catch-Up Premium Plan

Brookdale Primary School

Summary information

School	Brookdale Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,720	Number of pupils	209

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 from FS2 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.

Use of Funds

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. We have used this document to help them direct their additional funding in the most effective way.

EEF Recommendations

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
- Summer support

Identified impact of lockdown	
Maths	<p>72% at or above, 47% (PP) at or above - This data is for Year 2-6</p> <p>Overall children have retained a good level of knowledge and attainment for maths. Children do have gaps in the knowledge which relate to units that they missed out on during lockdown. These include shape and measures. This lack of knowledge in these areas then has a knock-on effect when tackling some reasoning questions within assessments.</p>
Writing	<p>62% at or above, 41% (PP) at or above - This data is for Year 2-6</p> <p>This area of learning has been hit hardest by lockdown. It is the hardest area to support at home and this has led to children having gaps in their GPAs knowledge and also lose some of their stamina for writing.</p>
Reading	<p>73% at or above, 48% (PP) at or above - This data is for Year 2-6</p> <p>Children on the whole have maintained good reading habits and for those that haven't this has been a focus of the first half term back in school. Analysis of summative tests has highlighted specific areas that have become focus areas within guided reading sessions. Children with SEN have fallen further behind than their peers. A large group of Year 3 children have gaps within their phonics knowledge and this will need additional provision.</p>
Non-core	<p>During lockdown teachers sought to provide remote learning right across the curriculum. Upon returning to school we have continued to be committed to teaching a full curriculum. Some children who did not engage fully with remote learning will have missed key knowledge and skills from specific topics in subjects such as science and geography. The school teaching practices within these subjects includes a re-visiting of knowledge from previous year groups through the use of knowledge organisers and low stakes quizzing. Knowledge organisers have been added to class pages on the school website and can be accessed by children in any year group. A new planning format enables teachers to carefully re-visit previously learnt knowledge to ensure this is retained by pupils.</p>
Social and Emotional	<p>Upon return to school we devoted the first week and a half to PSHE and well-being activities. On the whole children quickly established a high level of behaviour for learning supported through our whole school values and Growth Mindset culture. After the first few weeks of the 'honeymoon period' children started to suffer with some of their peer relationships. Targeted teacher level support has been put in place. In addition, a proportion of the Sports and PE Premium will be used to buy additional playground resources and markings.</p> <p>Our two transition years (Yr1 and Yr3) have been the most affected by the lockdown. These year groups missed the critical Summer term in which accelerated progress is normally seen and enhanced provision is put into place for moving up to Year 1 and Year 3. We will expect these two year groups to take the longest period of time to catch up.</p> <p>A second period National Lockdown has led to further children requiring expert support in this area.</p>

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 related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>High quality teaching for ALL...</u> <u>Supporting great teaching:</u>	High quality outdoor display boards to support knowledge teaching within history and geography. The displays will include a personalised timeline to match our school and curriculum and appropriate key stage World maps. £ quotes needed		NS	July 2021
<u>Effective diagnostic assessment...</u> <u>Teaching assessment and feedback:</u>	Summative assessment papers purchased to accurately assess children at the end of the first half term in school. These tests will then be analysed to provide hard data and also pinpoint gaps in learning. £300		RB	Nov 2020
<u>Supporting remote learning...</u> <u>Ensuring equity of access for all:</u>	Purchase of a whole school licence for Literacy Planet. This website allows teachers to set individual and group targeted work to address gaps in English learning including phonics, grammar, punctuation, spelling and reading comprehension. This work can be done as part of remote learning, homework, additional targeted provision in school, as a tool for tutors and as a whole class teaching resource. £1149		DK	July 2021
<u>Focusing on professional development...</u> <u>Supporting great staff:</u>	One lead member of staff to complete a PG in Attachment, trauma and mental health through Chester University. Learning from this will then be used to support individual children who need social and emotional support. £200		GK	July 2021
<u>Transition support...</u> <u>Welcoming new starters:</u>	All new starters have had a smooth transition and this is not an area we are feeling the need to target money at. Year 1 and Year 3 - see lower down for Yoga classes		LH	Apr 2021
Total budgeted cost				£1649

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>High quality 1-to-1 and small group tuition... Academic tutoring programme</u>	<p>Tutor groups identified on the back of formative and summative assessment tests.</p> <p>2 x Yr2 groups for literacy and maths</p> <p>2 x Yr 3 groups for literacy</p> <p>1 x Yr4 for literacy</p> <p>1x Yr5 for group literacy</p> <p>1x Yr6 for group literacy</p> <p>Initially planned for Spring term for 8 weeks then review.</p> <p>£1500</p>		GK and DK	Apr 2021
<u>Teaching Assistants and targeted support... Intervention programme</u>	<p>Additional teaching assistant hours to provide targeted support for a year group. This will be used to provide classroom quality first teaching support on two days when teaching hours have been limited.</p> <p>£1500</p>		LH	Apr 2021 and July 2021
<u>Planning for pupils with SEND... Intervention programme</u>	<p>Orrets Meadow outreach support for children with specific literacy difficulties. Specialist teacher working in school for half a day a week for two terms. This work will be with a total of children.</p> <p>£4200</p>		LH	Apr 2021 and July 2021
Total budgeted cost				£7200

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u>	<p>Family support worker access as a pay as you go means. This work will support families in the home to provide the best possible home environment which in turn will help children thrive in their learning. The support would last for a 6 week period for each family.</p>		RB	After each case

	£1350 allocated which would support 3 families			
<u>Ensuring access to technology...</u> <u>Enabling all learners equal access to the provision:</u>	<p>Purchase of headphones and charging station(s) for new Ipad to increase the school Ipad capacity. These will be used within the classroom for targeted provision.</p> <p>£TBC for headphones</p> <p>£ 1,100 per quarter for a 3 year Ipad lease through School Budget. 4 quarters accounted for in this spend.</p>		JD	July 2021
<u>Supporting pupils' social, emotional and behavioural needs...</u> <u>Whole school recovery curriculum/SEL curriculum:</u>	<p>Additional playground resources and markings to be bought through the PE and Sports Premium. This is to be provide the best possible play experience within bubbles both at playtime and during lunchtime.</p> <p>£8000 from PE and Sports Premium</p> <p>Bought in support from a pastoral lead to work on social and emotional support with pupils. The programme would last 6 weeks and be for up to 2 groups of 4 children.</p> <p>£350</p> <p>Yoga sessions for whole school with a focus on transition year groups of Yr3 and Yr1.</p> <p>£1100</p> <p>Thumbs Up Programme delivered remotely to home learners and for children in school. The programme will take place over a 6 week period.</p> <p>£375</p> <p>Play Therapy specialist to provide assessment and follow up sessions for individual children.</p> <p>£490</p>		GJ and LH	Apr 2021
Total budgeted cost				£16,065

Cost paid through Covid Catch-Up	£13,614 so far
Cost paid through school budget	£11,300
Total Cost	24,914