



Brookside Primary School

Learn Together - Achieve Together

COVID Catch-Up Premium Plan

Summary information							
School	Brookside Primary School						
CATCH Up Lead :	Rick Tavernor						
Academic Year	2020-21	Number of pupils	170	Date of Plan Agreed:	15/3/21		
Total Catch-Up Premium	£13360	First Instalment	£3340	Second Instalment	£4453	Third Instalment	£5567

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) 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>	<p>The EEF advises the following:</p> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however some are quite simply, ‘behind’ due to missed content or lack of engagement in the home learning sent during lockdown.</p> <p>Recall of basic skills needs addressing, such as number bonds and times table recall.</p>
<p>Reading</p>	<p>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, some children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide.</p>

Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina.
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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

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>Pupil assessment and feedback</u></p> <p>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><i>Purchase and implement PIRA, PUMA and GAPS Assessments. Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance.</i></p> <p><i>Cost of the PIRA, GAPS and PUMA tests.</i></p>		All teaching staff	Dec21
<p><u>Outdoor Learning for all.</u></p> <p>All classes to have at least 10% outdoor learning to help promote well-being and healthy lifestyles. To help all pupils settle back into school routines happily.</p>	<p>HLTA to do Forest school Level 3 training.</p> <p>Purchase equipment to used safely outdoors. Plan in 10% curriculum tie to do outdoor learning.</p>			July 2021
Total budgeted cost				£4000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group tuition Summer Term</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>An appropriate numeracy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number. Identified Gaps in mathematics addressed. Focus on Year 5.</p> <p>Children identified from pupil progress offered intervention in maths, Reading and Writing. .</p>	<p>Staff Training for SENCO and Teaching assistant Reading course.</p> <p>Employment of teaching assistant for tuition in literacy particular Reading. Children identified for programme following PIRA tests.</p> <p>After school booster Maths groups 1 hour 3 times per week throughout summer term.</p> <p>Employment of Teaching Assistant to work afternoons. Classes given extra afternoon Teaching assistant time to run intervention groups for class</p>		Rick Tavernor	July 21
<p><u>Phonics Intervention</u></p> <p>Children identified will have caught up in phonics and this will allow them to access the screening check confidently and move to Year 2 or 3 with a secure phonic knowledge.</p>	<p><i>Employment of a TA for phonics interventions</i></p>			July 21
Total budgeted cost				£ 10000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>Children have access to appropriate stationery and paperbased home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Children have access to educational resources over the school holidays and summer.</p>	<p><i>Children will be provided with access to online learning should they need to isolate.</i></p> <p><i>Whole class bubbles who are isolating will receive Google Meet lessons.</i></p> <p><i>Cost of Google Classroom and training for teachers, covered by grant.</i></p> <p>Purchase of Reading Eggs/ Eggs press and Mathletics for all children to support with home learning</p>		<p>Rick Tavernor</p>	<p>July 2021</p>

<p><u>Access to technology</u></p> <p>Children can access devices so that they can complete independent online activities at home..</p>	<p><i>Children will be supplied with laptops or Ipads from school if required at no additional cost.</i></p>		<p>Rick Tavernor</p>	<p>July 21</p>
Total budgeted cost				£ 4000
		Cost paid through Covid Catch-Up		£ 13360
		Cost paid through school budget		£ 5000