

BRAMCOTE C OF E PRIMARY SCHOOL



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	195	Amount of catch-up premium received per pupil:	£80 PP x 195. Autumn: £4000 Spring £ 5,100 (Est) Summer £6,499 (Est)
Total catch-up premium budget:	£15,600 (Est)		

STRATEGY STATEMENT

A brief overview of our catch-up premium strategy.

- To identify pupils gaps in learning and key skills which have diminished or have been lost throughout an extended period of lockdown and home learning.
- To support pupils well-being on returning back to school in Full Time from September 2020 and March 2021.
- To ensure that planning addresses gaps in learning whilst continuing to offer a broad and balanced curriculum.
- To provide all children with access to quality first teaching, marking and feedback to ensure they can make good progress.
- Planned interventions are timetabled to support children who are considered to be significantly off track.
- The core approaches you're implementing and how these will contribute to helping pupils catch up missed learning

OUTCOMES

- A blended learning plan is in place to ensure that pupils are adequately supported in the event of lost learning in school resulting from bubble closure, local or national lockdown.
- The outcomes at the end of 2021 will be at least in line with those at the point of lockdown in March 2020.
- The mental health and well-being needs of the pupils that have arisen as a result of the pandemic are met and supported by the school.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in learning of age related skills and knowledge have deteriorated whilst learning at home.
B	Writing stamina and loss of key skills due to lockdown e.g. punctuation, spelling, handwriting.
C	Low self-esteem and fixed mindset resulting in children not coping with setbacks, giving up or failure.

ADDITIONAL BARRIERS

External barriers:

D	Pupils unable to access remote learning at home e.g. lack of devices, technology, Wi-Fi.
E	Parents unable to support children at home e.g. due to work commitments, lack of understanding of school expectations.
F	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020 and then from January 2021

Planned expenditure for current academic year 2020-21

TEACHING						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	cost	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To plan and implement a catch up curriculum, identifying and addressing gaps in pupils' learning as a result of school closure during the COVID pandemic.</p> <ul style="list-style-type: none"> • Baseline assessments are undertaken to assess where children are currently working. • Quality first teaching is in place, lessons are carefully planned to enable children to access the curriculum through explicit teaching and scaffolding. • Marking and feedback given by the teachers is timely given and accurate enabling the children to appropriately respond to it. • High expectations of pupils ensures that lessons build on prior learning and expand their skills and knowledge and support with consolidation and catch-up. 	<ul style="list-style-type: none"> • Evidence from pupil's work will show that through support Children are able to make accelerated progress. • Children will be able to respond to marking and feedback to embed and improve on their learning. • Children will become confident in their learning and produce high quality age and ability appropriate outcomes. • Outcomes from children are good both from their starting point and in terms of ARE • Gaps in learning will be narrowed. 	<ul style="list-style-type: none"> • Prolonged time away from normal teaching routines and loss of academic resilience and learning behaviours. • Evidence from EEF guide to supporting school planning. • Flexibility in approaches needed in order to meet the needs of all pupils e.g. changes to timetables. • Baseline assessment in September 2020. 	N/A	<ul style="list-style-type: none"> • Teacher's to oversee content of interventions and monitor progress being made. • Teacher to deploy class TA support appropriately to support pupils who need additional support in order to improve skills and knowledge. • Subject Leaders and SLT to monitor progress of the children identified through observations and book scrutiny • Tracking and pupil progress data collected will show positive progress that children are making. 	HT / DHT	Termly

TEACHING

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>There will be a strong teaching focus on consolidation and recovery of basic skills</p> <ul style="list-style-type: none"> Key skills are regularly taught and checked e.g. Key age appropriate spellings & reading of HF words, handwriting, punctuation and grammar skills using Rainbow Grammar, times tables using TTRS. 	<ul style="list-style-type: none"> Children will be confident in applying what they have learned consistently into their work. Children are able to progress through TTRS and can apply knowledge and understanding by recalling times tables accurately and using them confidently within problem solving and reasoning. Children are able to respond to marking and feedback. Pupils confidence with key word spelling increases and is consistently applied within work. 	<ul style="list-style-type: none"> Prolonged time away from normal teaching routines and loss of basic skills e.g. spelling, handwriting, recall of times tables etc... Evidence from EEF guide to supporting school planning. Initial baseline assessment September 2020. 	£250	<ul style="list-style-type: none"> Marking and feedback in English demonstrates pupils growing confidence in writing, spelling. Evidence in pupils books during book scrutiny. Recorded progress in key word spelling tests and TT tests. 	CT/ HT /DHT	Termly

<p>To ensure that a cross curriculum approach to writing is implemented, so that opportunities are given to write for a range of reasons and genre and enable the children to make good and accelerated progress.</p> <ul style="list-style-type: none"> • Teacher plan for writing opportunities to take place in different subjects across the curriculum • Teachers produce a list of age related non-negotiables to enable children to develop a clear understanding of expectations in writing. • Teachers are able to demonstrate good subject knowledge through clear planning and teaching checking pupils understanding and addressing misconceptions. • Timely feedback is given to children in order to support or progress them further. • Teaching enables the children to remember and cumulate their skills and knowledge into future learning. 	<ul style="list-style-type: none"> • Planning is clear and concise –giving children opportunities to write for different purposes. • Children are aware of what is needed to consistently produce good pieces of work. • Teaching demonstrate that teachers are confident with subject matter and can support and challenge all pupils appropriately. • Accurate and timely marking and feedback enable the children to move forward in their learning. • Children become confident learners and can recall knowledge taught in previous lessons and year groups. 	<ul style="list-style-type: none"> • Evidence from work sampling and scrutiny • Evidence from EEF guide to supporting school planning. • Initial baseline assessment September 2020, CT observations. 	<p>N/A</p>	<ul style="list-style-type: none"> • Lessons are well planned and enable children to build on their current writing knowledge. • Teachers are able to identify how written work can be improved. • Gaps are quickly identified and addressed through accurate marking and feedback. • Children are able move forward in their learning gaining more skills and knowledge year on year this is evident through their work and how they talk about their learning. 	<p>AB / HT / DHT</p>	<p>Termly</p>
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TEACHING

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>A whole school strategy for blended learning, enables children to access learning remotely in the event of COVID disrupting to onsite learning.</p> <ul style="list-style-type: none"> To develop a protocol of remote learning and publish on website. To write a policy for blended and remote learning. To develop planning and resources which can be used to support learning at home. To use Class Dojo to communicate with parents and set homework. To develop staff confidence with using Zoom and Google classroom to provide remote learning lessons Teachers have support and CPD to develop and adapt their teaching strategies to remote learning. Teacher / TA /SENCo to make phone calls home to check on pupils. Communication with home is consistent including taking daily registers via class dojo, weekly phone calls by class teacher / TA's /SENCo, with follow up Phone calls, letters sent to chase children who we have not been able to be contacted. 	<ul style="list-style-type: none"> A strong remote learning offer is in place and available on website. Home learning packs are printed and made available for those requesting them. Class Zoom calls support well-being and give pastoral support. Teacher lesson recordings support learning at home. Safeguarding measures are in place even if children are not in school. 	<ul style="list-style-type: none"> Evidence from EEF guide to supporting school planning. Initial baseline assessment September 2020. 	£500	<ul style="list-style-type: none"> Children are supported at home and are provided with the tools they need which enable them to continue to learn and progress evidenced in work submitted to class teacher. Teachers report that they are confident in providing recorded lessons to support children's learning. Parental feedback on home learning. 	HT / DHT	Termly Reviews

TEACHING

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Pupils are able to access online home learning in the event of self-isolation, class bubble & school closure.</p> <ul style="list-style-type: none"> Registered on the government website for government Create a register of those who do and do not have access to 5 laptops provided by government. Use some catch-up funding to buy additional laptops. 	<ul style="list-style-type: none"> All children are able to access remote learning and resources on line. 	<ul style="list-style-type: none"> Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology can also be valuable: for example, by facilitating access to online tuition or support. (EEF 2020) 	£2,000	<ul style="list-style-type: none"> Children are able to complete work and submit it remotely to class teachers. Children are able to join in with class Zoom events. 	CT / HT	Termly

TARGETED ACADEMIC SUPPORT

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Children have targeted phonics support from Y1 - Y4</p> <ul style="list-style-type: none"> Assess phonics knowledge retained from previous year 2 and target children in years 3 and 4 and compile list of children for intervention groups Set up daily short phonic interventions in Year 2 delivered by class teacher and supported by class TA. 6 week small group intervention combining phonics recognition and application for children with gaps in phonic knowledge in years 3 and 4. 	<ul style="list-style-type: none"> Targeted children are able to make good progress from their starting points. Children in Y2 make rapid progress in learning and retaining phonic knowledge and are able to apply effectively Targeted children in years 3 and 4 make good progress by being able to apply a more comprehensive phonic knowledge to their reading and writing. 	<ul style="list-style-type: none"> Prolonged time away from normal teaching routines and loss of phonics knowledge and skills to blend and segment to read and write. Baseline teacher assessment September 2020. There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch up strategy (EEF 2020) 	<p>£2,500 (3 terms)</p>	<ul style="list-style-type: none"> Employ additional trained teaching staff to support small group interventions. Evidence in pupils work and reading ability through teacher assessment. Work scrutiny carried out by SLT. 	<p>Class teachers / HT/ DHT</p>	<p>Termly</p>
<p>Baseline teacher assessment of reading, writing and maths ascertains children who are off track and need additional support to recover.</p> <ul style="list-style-type: none"> Small group and 1:1 reading, writing and maths intervention are timetabled to support learning of children in Y2-Y6. 	<ul style="list-style-type: none"> Target children are able to make good progress from their baseline assessment and the attainment gap is narrowed to bring them more in line with ARE by the end of the year. 	<ul style="list-style-type: none"> Initial baseline assessment in key areas identified. There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch up strategy (EEF 2020) 	<p>£7,000 (3 terms)</p>	<ul style="list-style-type: none"> Accelerated progress is made each term measured on initial baseline data. Children's work demonstrates clear progression and more alignment to ARE for their year group. 	<p>CT / DHT/ HT</p>	<p>Termly</p>

WIDER STRATEGIES

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Well-being of and children: Teaching children to develop strategies and giving them opportunities to look after their mental wellbeing.</p> <p>Children are given the opportunity to create a "Happiness Box" to support them with the return back to school.</p> <ul style="list-style-type: none"> • Create quiet areas for pupils within or outside of classroom • Implement a series of collective worship/PSHE curriculum events to promote good mental health / Themes around belonging, anti-bullying, e-safety • Well-being Wednesday introduced in Spring Term to support children with identifying and coping with feelings and emotions. • To provide external counselling /couching support for children who may be feeling vulnerable or have worries or emotional issues which need intervention. 	<p>Pupils feel they have a supportive and approachable point of contact if they are feeling anxious or need support. he children identified</p>	<p>Evidence to be ongoing by observing children in and around school.</p>	<p>£250 £30 £1,620 (3 terms) £1,450 2 (terms)</p>	<p>Children demonstrate that they can use strategies to support them when feeling anxious, worried or upset.</p> <p>Pupil questionnaire</p> <p>Children demonstrate resilience and growth mind-set not giving up and showing perseverance.</p>	<p>SENCo / HT</p>	<p>Termly</p>
Total budgeted cost:						£15,600