



COVID-19 catch-up premium plan 2020-21

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	179	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£14,320	Planned expenditure 2020-21	

STRATEGY STATEMENT

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.

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.

At Leigh and Bransford we will use the catch up premium to accurately assess where our pupils are academically post lockdown, support small group teaching and interventions, support mental health and provide enrichment for reading, writing and maths. We will also ensure that our pupils are ready for transition to secondary school.

The DFE guidance on catch-up premium can be found here:

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19#use-of-funds>

STRATEGY STATEMENT

Key Catch-up priorities at Leigh and Bransford Primary:

- 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, 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. Reading comprehension gaps (particularly for more able pupils) have developed as those who have read extensively have not necessarily been able to hold the deeper conversations to develop inference and subtleties of texts.
- Spelling and phonics gaps – we have noticed the range of understanding has extended, with some children moving on normally and others stalling or regressing.
- Maths – Gaps in both arithmetic and mathematical application have been created due to inconsistent home study. Pupils are now having to develop secure knowledge of both current and previous year's knowledge while also revisiting and remembering their key number facts.
- Resilience and general wellbeing have suffered, with some children needing one to one support from the school's mental health first aider.
- Social and emotional needs – Significant time away from peers and 'usual' social interactions – creating a sense of loss for the known and broader interactions - have impacted on individual's abilities to self-manage social situations, mediate their emotions and demonstrate conflict resolution skills effectively.
- 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 and improving their motivation due to the lack of fluency in their ability to write. Accuracy in punctuation, which comes with frequency of writing to a high standard, has decreased with more errors evident. Presentation has also suffered and will need to be focused on.

Leigh and Bransford aims of catch-up premium strategy:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To reduce the attainment gap between vulnerable pupils – including SEND and Pupil Premium - and all other
- To target those who has lost attainment to ensure that they reach potential (in line with KS1 outcomes and progress markers)
- To support the emotional literacy of pupils to enable them to be successful now and in their future lives

Leigh and Bransford approaches to close the gap:

STRATEGY STATEMENT

Approach:

- Tier 1:
 - Recovery curriculum based on providing time to talk, active engagement with our progressions of learning and opportunities to revisit or relearn missed aspects of the curriculum
 - Early assessment of need – through GL Assessments (September and March), Spring/Summer term observations and discussions with families
 - CPD - staff meetings to further develop AfL, writing and maths.
 - Inset training based on wider curriculum design to ensure that our school values are fully embedded into our progressions of learning.
- Tier 2:
 - Specialist phonics and spelling support through Nessy programme and Phonics Play
 - Support of basic maths skills through Numbots, and TT Rockstars
 - Individual support for reading and decoding through use of specialist teaching assistant in delivering aspects of the Letters and Sounds programme (continuing provision from Y2-Y3)
 - Reading assistant support to target children's reading fluency, oracy and comprehension individually or in pairs
 - Mental health support to target social, emotional and communication needs on an individual needs
 - CPD –
 - Writing – getting the most from hump planning
 - Maths – introduction to S planning
 - Reading – making up lost ground on comprehension and inference.
 - Resources – Wide range of reading materials sourced to further support reading in school
- Tier 3:
 - Remote learning - clear platforms, communicated with families and consistently understood with staff (inc. SEND remote learning expectations)
 - Resourcing for learning– e.g. online rehearsal of key skills (e.g. Numbots, Nessy, TT Rockstars)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Reading – depth of reading and frequency of reading during lockdown limited exposure, fluency and comprehension
B	Writing – Resilience in writing and accuracy of skills application impacted significantly
C	Maths – Application of skills within learning impacted, alongside key mental arithmetic and number skills

ADDITIONAL BARRIERS

External barriers:

D	Social and emotional impact – families working from home; loss of jobs and pressures on financial stability; multiple children working independently when isolating
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Planned expenditure for current academic year 2020-21

Tier 1 support: Teaching quality, assessment and feedback

Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
Consolidate skills of AfL within classes to track back and adapt curriculum provision as needed.	Quality first teaching Class teachers are able to quickly identify gaps in skills and knowledge as they become apparent and impact immediately	Staff meeting time and support from reading, writing and maths leads during their management time. <i>Ongoing</i> Purchase and deliver additional GL assessments in English and maths. Record as benchmark for reading and use to inform class teaching and interventions. Buy additional reading resources. <i>£2436</i>	SB/LT	
Use teacher and summative assessment to analyse gaps and inform in-class support and appropriate support and challenge			JB	
Use summative benchmarking to inform intervention programmes			SB/Subject leaders	
Wider curriculum structure revisited with opportunity for overlearning and meaningful links created throughout.			SLT	
Clarify school approaches for all staff member to ensure that the L&B way is embedded and consistent			SB	
Recovery curriculum is understood by and, allows time for collaboration, discussion and depth of discussion				
Total budgeted cost:				<i>£2436</i>

Tier 2: Quality 1:1/small group support (intervention/Tutoring)

Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Spellings, Phonics and Reading package implemented – Nesy and Phonics Play</p>	<p>Materials support the teaching of and development of precise phonics support and rehearsal (both in school and at home)</p>	<p>The programme is used fully both within and beyond school to support children identified as needing additional support Children’s confidence and skills are increasing Families are given the tools to support further learning and rehearsal at home</p> <p style="text-align: right;">£935</p>	<p>JB</p>	
<p>Tables and number facts package implemented – TT Rockstars and Numbots</p>	<p>Materials support the teaching of and development tables and number facts work (both in school and at home)</p>	<p style="text-align: right;">£190</p>	<p>SH</p>	
<p>Additional TA support to be used in school to support writing and calculation (as needed by the teacher)</p>	<p>Teachers will have the additional learning support resource to target groups of children in the areas in which they have fallen behind.</p>	<p style="text-align: right;">£5400</p>	<p>SB/JB</p>	

<p>Reading – 1:1 and small group support – impacting on phonics, comprehension and inference.</p>	<p>Identified children will have significantly increased rates of reading fluency. 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 become confident readers and dips in reading attainment will be negated.</p> <p>An additional 5 hours per week will be added from March 2021</p>	<p>2 NQTs will work with those children whose reading GL Assessments indicate have dipped below expected attainment</p> <p style="text-align: right;">£7789.50</p> <p style="text-align: right;">£1557.90</p>	<p>JB</p>	
Total budgeted cost:				£10472.40
Tier 3: Wider strategies for emotional, social support and development. Family support for engagement and remote learning				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Microsoft 365 Education platform set up.</p>	<p>All families have access to remote learning during isolation</p>	<p>Clear communications with all stakeholders</p> <p>Active engagement through home learning to familiarise for all</p>	<p>SB/JB</p>	
<p>Creation of time for school's mental health first aider to deal with additional workload post lockdown.</p>	<p>Children are supported to return to school and are ready to learn.</p> <p>Children are referred for level 2 early help if they can't be properly supported at school.</p>	<p>These pupils have good rates of attendance and are engaging with their school work.</p> <p style="text-align: right;">£1350</p>	<p>SB/LS</p>	
Total budgeted cost:				£1350
Total Cost				£19658.40
School overspend (minus income)				£5338.40