



# COVID-19 catch-up premium plan 2020-21

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## 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:	<b>£14,320</b>	Planned expenditure 2020-21	£19658.40

## 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
- Additional strategies:
  - 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	Resources	Staff lead	How will this be monitored?
<p>Consolidate skills of AfL within classes to track back and adapt curriculum provision as needed.</p> <p>Use teacher and summative assessment to analyse gaps and inform in-class support and appropriate support and challenge</p>	<ul style="list-style-type: none"> <li>Learning will be precisely matched to the needs of all pupils.</li> <li>A provision map will detail how the school will meet the aims of its pupils.</li> <li>A range of assessments (GL, White Rose, Phonics, and Spelling) will show that pupils have made progress towards or achieved their last measured statutory assessment level. (eg expected or greater depth)</li> <li>Where assessment doesn't clearly show progress, a portfolio of evidence will show more nuanced improvements.</li> <li>The L&amp;B curriculum is cohesive and all opportunities to teach new concepts and deepen understanding are realised.</li> <li>Pupils can access learning quickly because they understand the processes that are in place.</li> </ul>	<p>Staff meeting time and support from reading, writing and maths leads during their management time.</p> <p style="text-align: right;"><i>Ongoing</i></p> <p>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.</p> <p style="text-align: right;"><i>£2436</i></p> <p>Leadership time will be used during phase reviews to ensure that these actions are being addressed.</p> <p style="text-align: right;"><i>Ongoing</i></p>	SB/LT	<p>During phase reviews data, book scrutiny, lesson observations and pupil voice evidence will be sought and cross referenced to provide a view of the effectiveness of this action.</p>
Use summative benchmarking to inform intervention programmes		JB	<p>Progress will be measured by comparing assessments at different points through the intervention programme.</p>	
Wider curriculum structure revisited with opportunity for overlearning and meaningful links created throughout.		SB/Subject leaders	<p>New progressions of learning will provide evidence to show progress against this action.</p>	
Clarify school approaches for all staff members to ensure that L&B procedures and expectations are embedded and consistent.		SB	<p>During phase reviews data, book scrutiny, lesson observations and pupil voice evidence will be sought and cross referenced to provide a view of the effectiveness of this action.</p>	
Total budgeted cost:			<i>£2436</i>	

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

Action	Intended outcome and success criteria	Resources	Staff lead	How will this be monitored?
Flexible new resources put in place to improve and support basic skills.	<ul style="list-style-type: none"> <li>Materials support the teaching of and development of precise phonics support and rehearsal</li> <li>Pupils' learning is supported both in school and at home</li> <li>Children's confidence and skills will increase</li> </ul>	Spellings, Phonics and Reading package implemented – Nesy and Phonics Play £935	LT/JB	During management time subject leaders will monitor the impact of these packages and report back at SLT and staff meetings.
	<ul style="list-style-type: none"> <li>Materials support the teaching of and development tables and number facts work</li> <li>Support occurs both in school and at home.</li> <li>Children's confidence and skills will increase</li> </ul>	Tables and number facts package implemented – TT Rockstars and Numbots £190	SH	During management time SH will monitor the impact of these packages and report back at SLT and staff meetings.
Additional TA support to be used in school to support writing and calculation (as needed by the teacher)	<ul style="list-style-type: none"> <li>Teachers will have the additional learning support resource to target groups of children in the areas in which they have fallen behind.</li> <li>Individuals benefit from intervention programmes that address gaps in their learning.</li> <li>Pupils quickly get back to their last assessment point (eg expected or greater depth etc)</li> </ul>	£5400	LT	Data and work samples captured at the beginning and end of the programme will be used to capture progress and plan next steps.

<p>Reading – 1:1 and small group support – impacting on phonics, comprehension and inference.</p>	<ul style="list-style-type: none"> <li>Identified children will have significantly increased rates of reading fluency.</li> <li>The teaching of early phonics is properly supported with additional groups and interventions.</li> <li>They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</li> <li>They will become confident readers and dips in reading attainment will be negated.</li> </ul>	<p>2 HLTAs 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>An additional 5 hours per week will be added from March 2021</p> <p style="text-align: right;">£1557.90</p>	<p>JB/LT</p>	<p>Data and work samples captured at the beginning and end of the programme will be used to capture progress and plan next steps.</p>
<p>Total budgeted cost:</p>			<p>£10472.40</p>	
<p><b>Additional strategies: Wider strategies for emotional, social support and development. Family support for engagement and remote learning</b></p>				
Action	Intended outcome and success criteria	Resources	Staff lead	How will this be monitored?
<p>Taking into account previous feedback, ensure that the school has a framework to ensure that learning can continue even if there is another interruption due to Covid.</p>	<ul style="list-style-type: none"> <li>All families have access to remote learning during periods when school cannot run normally (devices loaned if required)</li> <li>Pupils can interact with their teachers on a daily basis</li> <li>Work can be returned quickly and easily</li> <li>Feedback can be given remotely</li> <li>Interactions can continue</li> <li>Whole class community can be together</li> </ul>	<p>Microsoft 365 Education platform (free set up via government grant)</p>	<p>SB</p>	<p>This work will be monitored by SB/JB. Teams work can be monitored directly whilst work samples will be collected and filed as exemplars.</p>

<p>Creation of time for school's mental health first aider to deal with additional workload post lockdown.</p>	<ul style="list-style-type: none"> <li>• Children are supported to return to school and are ready to learn.</li> <li>• These pupils have good rates of attendance and are engaging with their school work.</li> <li>• Pupils are referred for level 2 support after proper assessment</li> </ul>	<p>£1350</p>	<p>SB/LS</p>	<p>The impact of this work will be monitored by the headteacher.</p>
		<p>Total budgeted cost:</p>	<p>£1350</p>	
		<p>Total Cost</p>	<p>£19658.40</p>	
		<p>School overspend (minus income)</p>	<p>£5338.40</p>	