



## Broke Hall Primary School

### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	630	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£50,400		

#### Rationale

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. We know that we have the professional knowledge and expertise to ensure that children recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery.

The catch-up premium is funded on a per pupil basis at £80 per pupil. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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.

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. (See also EEF - School Planning Guide 2020-21) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

#### Key issues identified for our school:

- Despite the detailed learning provided during lockdown, some children have not taken advantage of this and so have missed large parts of their curriculum
- Reception cohort: many have joined us having missed time at pre-school; as such, they are behind in both their social development and their learning.
- Phonics: children in Key Stage 1 have large gaps in phonics knowledge and in skills of correct pronunciation of phonemes and blending and segmenting.
- Writing: use of basic skills in writing and the children's stamina in writing extended pieces has regressed.
- Due to a combination of reduced staffing and reduced movement of support staff between bubbles, our existing capacity for additional interventions / AfL sessions is below that which we feel is required to tackle the 'COVID-gap'.

#### At Broke Hall the funding will be used in order to:

- Purchase curriculum resources and materials that support pupils to get "back on track".
- Pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing "catch up" in their learning.
- Fund additional teaching hours and support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.

## **Aims**

### **The broad aims for “catch up” at Broke Hall:**

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

### **Catch Up at Broke Hall is**

For all children:

- Working through well sequenced, purposeful learning schemes. For example, we have created an interim curriculum for the Autumn Term to adapt learning to focus on missed objectives and consolidate the basics. In maths, we follow the Power Maths Scheme and we have been able to use catch up premium to purchase pupil workbooks for the spring and summer terms to support learning. We have purchased a subscription to Spelling Shed to support the catch up of phonics and spelling.
- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic maths skills and reading skills relevant to age.
- Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.
- Time spent on mental health, wellbeing and social skills development. We will use the Jigsaw Recovery Curriculum in the Autumn Term to support pupil’s wellbeing and the Jigsaw PHSE curriculum planning. Early Years will have a particular focus on social skills development.

For some children:

- Additional support and focus on basic core skills in reading, writing and maths. Supported by additional staffing (teachers and learning support assistants) utilising catch up funding – dependent on need as identified through ongoing assessment.
- Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.
- Additional support and focus on skills needed to maintain end of year outcomes at exceeding in reading, writing and maths. Supported by additional staffing (teachers) utilising catch up funding – dependent on need as identified through ongoing assessment.
- Additional support for mental health and wellbeing for individual pupils. This will be co-ordinated by the Family Liaison Officer.
- The provision of devices for accessing learning from home in case of individual/class self-isolation or whole school closure. Although the school will be provided with an allocated number of devices from the DfE, the demand may be greater than the allocation.

## Planned expenditure

Quality of Teaching for all			
Year	Focus/ Provision	Desired Outcomes	What's the evidence and rationale for this choice? How will you make sure it's implemented well?
EYFS	<ul style="list-style-type: none"> <li>Employ additional full time LSA for Spring and Summer Terms to support pupils across EYFS.</li> </ul>	EYFS pupils' needs identified and interventions put in place as required	Statutory Framework for EYFS: A quality learning experience for children requires a quality workforce. A well qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children. Monitored by EYFS Lead
Years 1 to 6	<ul style="list-style-type: none"> <li>Purchase Power Maths Pupil Work books for Pupils for Spring and Summer Terms</li> </ul>	Progress in maths is accelerated to ensure pupils are able to access age appropriate learning resources and teaching/learning.	Power Maths scheme recommended by NCETM Impact monitored by Maths Subject Leaders through lesson observations, work scrutiny
Years 1 to 6	<ul style="list-style-type: none"> <li>Purchase school subscription to Spelling Shed</li> </ul>	Improved outcomes in phonics and spelling Improved engagement with spelling Children able to spell words from year group spelling lists Work shows transference of spelling/phonics rules to writing	Well established and recommended resource Impact monitored by English Lead/SLT Improvement in scores in Spelling Shed
Whole school	<ul style="list-style-type: none"> <li>Additional resources as required to support individuals eg Nessy Licenses, Speech and Language Links Subscription, additional reading books, concrete resources etc</li> </ul>	All pupils have access to high quality learning resources to support learning Staff have access to high quality assessment systems to inform planning of intervention work	Learning materials can significantly increase student achievement by supporting student learning. Impact monitored by SLT through monitoring timetable.
Whole School	<ul style="list-style-type: none"> <li>Ipads/laptops purchased to loan to pupils self-isolating to enable them to access online learning</li> </ul>	All children able to continue to access learning provision from home.	Take up and impact to be monitored by SLT
Total budgeted cost:			15,000

Targeted Support			
Year	Focus/ Provision	Desired Outcomes	What's the evidence and rationale for this choice? How will you make sure it's implemented well?
Whole school	<ul style="list-style-type: none"> <li>Access to National Tutoring Programme for identified individual pupils</li> </ul>	Target learning programme for vulnerable pupils to close the gap caused by school closures	There is extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost-effective way to support pupils who are falling behind in their learning. The <a href="#">Teaching and Learning Toolkit</a> suggests it can boost progress by up to +5 months.
EYFS	<ul style="list-style-type: none"> <li>Individual intervention sessions carried out as identified by Speech Links assessments</li> </ul>	Social skills and speech and language skills are at expected levels Identified gaps in learning to be closed.	Evidence that early intervention and identification of speech and language needs in EYFS had a positive effect on outcomes for pupils in this phase and into KS1.
Year 1	<ul style="list-style-type: none"> <li>Additional phonics booster sessions for identified pupils</li> <li>Additional LSA hours for Spring and Summer Terms for individual pupils and small group work in reading, writing and maths</li> </ul>	Identified gaps in learning to be closed. Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.  Yr 1 Phonic check outcomes to be in line with National data 2019.	<p>EEF Guidance: Interventions should be structured with a clear focus. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery</p> <p>EEF Toolkit suggest high quality feedback is an effective way to improve attainment.</p> <p>Sessions will be led by staff who knows the pupils well. This approach enables targeted learning, feedback and emotional support.</p>
Year 2	<ul style="list-style-type: none"> <li>Additional phonics booster sessions for identified pupils</li> <li>Small group sessions to accelerate progress to expected in reading, writing and maths</li> <li>Individual sessions to accelerate progress to expected in reading, writing and maths</li> <li>Small group sessions to accelerate progress to exceeding in reading</li> </ul>	Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.  Identified gaps in learning to be closed. Yr 2 Phonic check outcomes to be in line with National data 2019.	
Year 3	<ul style="list-style-type: none"> <li>Individual sessions to accelerate progress to expected in reading, writing and maths</li> <li>Small group sessions to accelerate progress to expected in reading, writing</li> </ul>	Identified gaps in learning to be closed.  Progress is accelerated term by term to ensure pupils are able to access age appropriate	

	<ul style="list-style-type: none"> <li>and maths</li> <li>• Small group sessions to accelerate progress to exceeding in writing and maths</li> </ul>	learning resources and teaching/learning.	<p>effective to close learning gaps.</p> <p>Some sessions in Years 5 and 6 will be led by teachers -EEF evidence shows that interventions led by trained teachers are the most effective.</p> <p><b>Intervention sessions will be monitored by SLT through learning walks, work scrutiny and pupil data</b></p>
Year 4	<ul style="list-style-type: none"> <li>• Individual sessions to accelerate progress to expected in reading, writing and maths</li> <li>• Small group sessions to accelerate progress to expected in reading, writing and maths</li> </ul>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Identified gaps in learning to be closed.</p> <p>Yr4 tables test outcomes to be in line with national</p>	
Year 5	<ul style="list-style-type: none"> <li>• Small group sessions to accelerate progress to expected in reading, writing and maths</li> <li>• Small group sessions to accelerate progress to exceeding in writing and maths</li> </ul>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.</p> <p>Identified gaps in learning to be closed.</p> <p>Yr6 progress outcomes for 2022 to be within the average range for national data, in all areas</p>	
Year 6	<ul style="list-style-type: none"> <li>• Individual sessions to accelerate progress to expected in reading, writing and maths</li> <li>• Small group sessions to accelerate progress to expected in reading, writing and maths</li> <li>• Small group sessions to accelerate progress to exceeding in reading, writing and maths</li> </ul>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning.</p> <p>Identified gaps in learning to be closed.</p> <p>Yr 6 progress outcomes for 2021 to be within the average range for national data, in all areas</p>	
<b>Total Budgeted costs</b>			<b>£23,000</b>
<b>Remainder of funding to be allocated through Spring/Summer term in response to identified pupil need</b>			<b>£12,400</b>