

## COVID catch-up premium report

### COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	88	Percentage of Disadvantaged	17% (National 22.4%)
Percentage of SEN Support	11.4% (National 12.8%)	Percentage of EHCP	4.8% (National 1.8%)
Amount of catch-up premium received per pupil:	£80	Total catch-up premium budget:	£7440

### STRATEGY STATEMENT

**At Brookland CE Primary School, catch up funding will be used in order to provide:**

- Curriculum resources and materials that support "catch up" and closing of significant core learning gaps.
- Additional teaching and learning staff to develop the outcomes of children who have been identified as needing "catch up" in their core learning.
- Support for the wellbeing of the school community.

**There are two broad aims for the catch up funding at Brookland CE Primary School:**

- Attainment and progress outcomes at end of 2020-21 for all year groups will be at least in line with national expectations and in line as to where the pupils were in Term 3 of the 2019-20 academic year with expected progress accounted for.
- To ensure that emotional wellbeing and mental health are supported so that children are better placed to access school and learning.

**Catch Up at Brookland CE Primary School:**

(For all children)

**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 fact recall of the four operations and reading skills relevant to age.

## STRATEGY STATEMENT

### **Additional lesson time on core teaching.**

- Reading, writing and maths teaching will require increased teaching time in order to cover missed learning.

### **Particular focus on early reading and phonics.**

- Phonics in Yr R, Yr 1 and Yr 2 will require increased teaching time in order to cover missed learning.

### **Assessment of learning and of basic skills to identify major gaps.**

- Teachers will work to identify gaps in learning and adapt teaching accordingly.

### **Adaption of curriculum and end points to ensure pupils are ready for next stage of learning in September 2021**

- Teachers will revise curriculum planning and progression documents to cover key aspects of learning in preparation for next steps.

(For some children)

### **Additional support and focus on basic core skills.**

- Supported by additional staffing, utilising catch up premium – 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 time to support those children who were on track for Greater Depth.**

- This again will be dependent on need of children in order to re-establish good/accelerated progress from those who were on track to exceed end of year expectations.

### **Catch up at Brookland CE Primary School IS NOT:**

- Cramming missed learning
- Pressuring children and families into rapid learning
- Categorising missed learning by end points detailed by external accountability measures.
- Teachers time spent ticking off assessment points and extra tracking

## Planned expenditure of catch up funding

**Quality First Teaching for all**

Objective	Intended outcome and success criteria	Actions	Monitoring	Staff lead	When will you review this?
<ul style="list-style-type: none"> <li>- Clear learning expectations set to ensure children settle in school quickly and no further learning opportunities are lost.</li> <li>- Daily phonics sessions delivered in line with milestones document.</li> <li>- Daily reading opportunities in all year groups to develop fluency, stamina and vocabulary development</li> <li>- Reading vipers used to develop reading comprehension and understanding</li> <li>- Writing rich opportunities across the school curriculum.</li> <li>- Maths mastery approach to strengthen understanding of four operations</li> <li>- Increased access to PE and Outdoor learning with a focus on fitness and wellbeing.</li> <li>- PSHE to focus on wellbeing, rebuilding relationships, communication and confidence</li> </ul>	<p>All children have access to quality first teaching, securing sound behaviours for learning, high expectations and consistent application of basic core learning skills.</p>	<ul style="list-style-type: none"> <li>- Establish starting point and end point expectations</li> <li>- Make all learning expectations clear, provide clear feedback during and after lessons.</li> <li>- Scaffold and model the task and the skills required to achieve learning.</li> <li>- Encourage and celebrate good behaviours for learning, at every opportunity.</li> </ul>	<p>Work scrutiny Pupil voice Lesson observations</p>	<p>HT Subject leaders</p>	<p>Data collection tracking grids and analysis points: Termly Progress meetings</p>

Total budgeted cost:

**Targeted support – Funded by Catch Up Premium**

Objective	Intended outcome and success criteria	Actions	Monitoring	Staff lead	When will you review this?
<ul style="list-style-type: none"> <li>- Focused phonics session to accelerate rates of progress for identified children</li> <li>- Focus on basic core skills in reading, writing and maths</li> <li>- Focused intervention sessions to accelerate progress of the most able.</li> </ul>	<p>The gaps are closed as quickly as possible to allow access to main class teaching</p>	<ul style="list-style-type: none"> <li>- Time limited and intense support focused on key concepts</li> </ul>	<p>Through class planning, provision maps, assessments</p>	<p>HT/SEN Co</p>	<p>Termly</p>
<ul style="list-style-type: none"> <li>- Bubbles reorganised to allow for infant bubble to have additional support across year groups and better access to extended provision.</li> </ul>	<p>Children have access to play based learning to consolidate key aspects of EYFS and KS1 whilst allowing greater flexibility for focused year group support</p>	<ul style="list-style-type: none"> <li>- Year 1 have missed large parts of reception year and year 1 and need access to a variety of provision both EYFS and KS1 curriculum.</li> <li>- Year R have time to develop rebuild relationships with EYFS as well as developing further relationships with Year 1 prior to transition</li> <li>- Year 2 to have focused intervention in preparation for transition to year 3.</li> </ul>	<p>Through class planning, provision maps, assessments</p>	<p>HT</p>	
<ul style="list-style-type: none"> <li>- Increased use of CCCU students to support catch up over term 5/6</li> </ul>	<p>Additional focused adult support for term 5&amp;6 for children most at risk of slow progress. Targeted intervention groups</p>	<ul style="list-style-type: none"> <li>- Additional classroom support to allow for extra quality first teaching interventions delivered by teachers.</li> </ul>	<p>Mentors through observations and coaching</p>	<p>HT</p>	
<ul style="list-style-type: none"> <li>- Identification of resources, directly linked to supporting pupils to accelerate learning and/or support remote learning</li> </ul>	<p>Resources to support in school and at home to ensure all pupils have access to high quality resources.</p>	<ul style="list-style-type: none"> <li>- Investment in ICT software and learning platforms. – Education City for remote learning. White Rose Maths books</li> </ul>	<p>Through class planning, provision maps, assessments</p>	<p>HT</p>	
<p>Education City - £650</p>					

White Rose Maths Workbook - £485 Staffing – Costs TBC					Total budgeted cost:
Other approaches					
Objective	Intended outcome and success criteria	Actions	Monitoring	Staff lead	When will you review this?
- Home learning targeted to support catch up through wider curriculum	Children prepared for next stage of foundation subjects allowing teacher time/interventions to focus on core areas	- Home learning used to consolidate knowledge from taught units			
- Remote learning offer maintained for foreseeable future to support those having to self-isolate	Immediate switch to work linked to school curriculum.	- Education City continued to be supported for additional consolidation			
					Total budgeted cost: