



Catch-Up Premium Plan

Broad Oak Primary School

Summary information					
School	Broad Oak Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£34080.00	Number of pupils	468

Guidance

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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.

Use of Funds	EEF Recommendations
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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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in 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.</p>
Reading	<p>Most children accessed reading during lockdown on Reading Plus in KS2 and in EYFS and KS1 banded books were signposted online. 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.</p>
Non-core	<p>There are now gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase of Learning by Questions (LbQ). Providing low stakes assessment opportunities linked to individual objectives in Core subjects and Science. The ability to create our own question sets in foundation subjects. 3 x bundles £4800 and 15 1 year licences £1650</p>	<p>LBQ has enabled teachers to quickly address gaps identified through the NFER tests. As an in-class tool the teacher can respond in the moment to pupil errors as well as using question sets for home learning.</p>	KC	Termly PP Meetings (Jan 2020)
Total budgeted cost				£16050.00

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></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 be confident readers and dips in reading attainment will be negated.</p>	<p>Following Benchmarking of pupils in Y1-3 Love2Read introduced to target 45 children through an external teacher 5 days per week. Y3 targeted in Autumn Term Y2 targeted in Spring / Summer term. - £14000.00 (½ Catch up and ½ PP funding)</p> <p>Phonics small group tuition for 6 pupils in Y3 who did not pass the Phonics Screen in Y1 provided by KS out of class 09/20 - 12/20 - £6000.00</p>	<p>Identified pupils accessed Love2Read when bubbles were in school. The programme was also hit by the teacher needing to isolate on 2 occasions. Most pupils made the expected progress. attendance was a factor for those pupils who did not.</p> <p>Identified pupils made the expected progress.</p>	<p>JE/HS</p> <p>KS</p>	Termly PP meetings (Jan 20)
<p><u>Intervention programme</u></p> <p>Reading intervention supports those identified children in reinforcing their application of phonics and developing decoding and comprehension strategies.</p>	<p>Provided additionally from our pre-existing budget: FFT reading intervention targeting 12 pupils Y2 focus in Autumn Term Y2 focus Spring Term Y1 focus Summer Term</p> <p>Provided additionally from our pre-existing budget:</p>		JE/HS	

	Daily Phonics in Y2 in Autumn Term	88% of Y2 pupils passed the phonics screen (Dec 2020).		
Total budgeted cost				£20000.00

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Seesaw premium purchased for home learning, homework and communication with Parents & Carers following positive feedback from families following Lockdown 1 - £2000.00	Record of pupil interaction in Y3/Y5 during bubble closure Nov. 20 shows the majority of pupils accessing home learning.	RO	Termly (Dec 2020)
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	Toshiba laptops provided by school to identified vulnerable families. These are pre-loaded with pupil login details for the identified apps LbQ, Spelling Shed and TT Rockstars. Pupils identified through a parental survey and teacher identification of pupils / families not engaging with homework / home learning. – no cost. New suite of laptops on lease for all teachers. Previous teacher laptops re-distributed to TAs to ensure consistency of teaching when Teacher /TA absence occurs due to isolation or class bubbles are isolating. Access to G-Suite and support provided via DfE. £8000.00 per year (3 year lease)	All pupils requiring tech support were provided with devices. These are available for bubble closures and on long term loan to disadvantaged pupils. All staff have a new laptop. TAs have access allowing them to deliver intervention during periods of remote learning.	RO KC	Termly (Dec 2020)
<u>Summer Support</u> TBC - £3030.00 allocated for emerging issues following Pupil Progress meetings	National tutoring programme. Subsidised online learning to address gaps for identified pupils in Y5/6 during the summer term. Pupils identified following NFER test analysis.	Sessions took place before school. some pupils did not attend regularly and complete the programme. Those that did made good progress.	KC	Following PP meetings
Total budgeted cost				13030.00

	Cost paid through Covid Catch-Up	34080.00
	Cost paid through school budget	15000.00
	Total	49080.00