



Catch-Up Premium Bretherton Endowed C.E. Primary School

(Updated April 2021)

Summary information					
School	Bretherton Endowed CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£8400 (2/3 payments received)	Number of pupils	112 currently (105 used to calculate)

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. Every school will have been affected by Covid-19 differently and the EEF acknowledge that school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders. Our response is fully responsive to the needs of our children and families as understood through stakeholder consultation, class quality assessments, and consideration to the whole school action plan which has been written with Covid-19 impact in mind.

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.

School leadership has used the following documents to plan for spending this catch up premium and will measure the impact and report to Governors and add to the website for parents to review.

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

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

Use of Funds	EEF Recommendations
	The EEF advises the following:

<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
<p>This document is to be read in conjunction with the Covid recovery plan Sept 2020 and has been updated in light of the Jan – March 2021 national lockdown This document covers Covid catch up spending upto summer 2021.</p>	

Identified impact of lockdown	
<p>Maths</p>	<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 still have gaps in their learning. This is different depending on the categories of maths, eg number, calculations, reasoning, statistics etc.</p> <p>We have identified that some basic skills has suffered.</p> <p>Teachers are assessing children’s knowledge and application of Spring and Summer 2020 coverage and through identification on an individual and class basis are planning for this. Learning By Questions and other assessment tools are being utilised to identify patterns and tailor education to specific year groups and individual children and groups. This is already showing good progress for KS2 and children conferences and ongoing assessments are supporting KS1.</p> <p>Impact of 2021 lockdown in maths is lower than previous year. Small group assessments in all classes have shown some areas to revisit, the greater impact has been on our youngest children.</p>
<p>Writing</p>	<p>Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however we have identified that there are aspects of grammar work in all year groups and stamina for writing and editing that is impacting on the writing outcomes of children. Spellings continued while school was closed and staff using resources such as spelling shed, spelling frame and learning by questions in KS2 and phonics assessment and teaching in KS1 and EYFS are planning to specifically fill the gaps. This is being measured through internal monitoring, professional dialogues with staff and including children and moderation.</p> <p>A large majority of children maintained writing through the lockdown, however, we have identified many have lost motivation and fluency.</p> <p>Planning of writing during 2021 lockdown was considered a priority after the previous year. Significant writing opportunities were planned for and achieved by many pupils. Spelling has been maintained to some degree although stamina for writing has been impacted. Greater focus on core skills and inspired, real reasons to write is priority on return.</p>
<p>Reading</p>	<p>Reading was a priority in lockdown and children accessed reading more than any other subject. This is something that was more accessible for families and required less teacher input. However, some children are less fluent in their reading and we have seen a gap between those children that read widely and those children who don’t widening. This has been a challenge now back in school with reduced number of parent helpers/volunteers due to Covid-19</p>

	<p>restrictions. However, virtual workshops for phonics and reading in EYFS and KS1 has been completed to support parents in helping their child progress at home in addition to increased opportunity to read and comprehend in our school timetable. We will work with children in a targeted way to support their sustained reading and comprehension.</p> <p>Phonics will be a high priority for EYFS and KS1 and into year 3.</p> <p>Reading has been individually assessed on return after 2021 lockdown and is seen as high priority. Curriculum content reviewed to include more opportunities to read and understand texts in summer 2021</p>
Non-core	<p>As a staff team, we have reflected on our curriculum topic areas and subjects and identified any National Curriculum objectives that haven't been covered as thoroughly as would have been in school. Having been identified, these are now included in greater depth as we meet them this year and if are not due to be met are being taught through stand alone planned sessions into this years curriculum/learning, making links in learning where possible. Our staff continued to offer a wide curriculum in remote learning through lockdown. We are aware of the number and extent of access to our remote learning throughout that period and have planned accordingly. It has to be said that many of our children have experienced enrichment in other ways whilst at home including, nature, exercise, speaking and listening and an understanding of the world around them. Our children talk confidently about their learning, learning behaviours and understanding of that time. These informal discussions have also fed into our re-connect curriculum.</p> <p>Wellbeing and social and relationships education will continue to be important and our new resource Jigsaw along with group work will support this. Individual subject leaders have evaluated any gaps in teaching and this coupled with teacher's assessment of children's understanding have resulted in our catch up planning.</p> <p>Subject leaders have reviewed content delivery and any topics in their subject area missed due to remote learning and will evaluate whether this will be included this year as essential or rolled forward to 2021 2022 school year. Cornerstone has offered clarity of assessments and staff have reviewed content coverage and checked understanding and assessed on our return.</p>
EYFS	<p>Transition has been managed well and slower start to Full time Early Years education was provided for new starters September 2020. This allowed for support and assessments of current year 1 children and a pastoral start to full time education for new starters founded in wellbeing. Additional workshops for parents to support in phonics teaching and early reading and maths provided.</p> <p>Use of our Evidence Me assessments to more keenly inform planning. Review of speaking and language and children's communication and vocabulary is a priority as is social and relationships.</p> <p>Our early Years children have mostly benefitted from the 1 to 1 support in learning at home and all engaged with remote learning in a practical and sequential way through support of families. Children have settled back well.</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>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, school to ensure children's learning is concrete and purposeful.</p> <p>Offering high quality teaching to catch up curriculum area of MFL from September</p> <p>To maximise targeted and personalised learning for our youngest children with the intention to reduce any negative impact of Covid on their future education. High priority on basic skills in maths, writing and reading and learning behaviours.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. All staff PPA afternoon for use in assessing and planning.</i> <i>(£500 plus HT cover)</i></p> <p><i>Purchase additional manipulatives and phonics reading books for EYFS/KS1 initially. (£500)</i></p> <p><i>Purchase of French specialist in school 1 afternoon to enhance provision</i> <i>(£1300)</i></p> <p><i>Additional class teacher employed to separate class 1 children into EYFS and Year 1 for 4 mornings a week for the summer term.</i> <i>(£4500)</i></p>	<p>Staff are able to evidence changes to non core subjects being taught to include lost NC objectives and assess children's knowledge and understanding of lockdown learning to ensure learning has 'stuck'</p> <p>We have been able to find a Covid safe way of accessing equipment for all children</p> <p>This has worked well through Lockdown and in school. We have extended this to include Class 2 children also to enrich their curriculum coverage. Class staff utilising this time to work with individual children on pastoral and academic needs ensuring that the same children don't miss the French sessions each week. This personalised approach to support by class teacher has seen children show more confidence in discussing their relationship challenges and supported over-learning when needed.</p> <p>Having commenced at the start of national lockdown, this placement has resulted in personalised remote learning and in thorough assessments/baselines on our return.</p>	<p>AM</p> <p>LW/JC</p> <p>All class staff</p> <p>LW/JG</p>	<p>Feb 21</p> <p>By Jan 21</p> <p>June 2021</p> <p>End May 2021</p>

<p>To ensure that quality teaching takes place in all subjects, not just English and Maths and all subjects have quality through content and teaching opportunities</p>	<p>Recruitment of Teaching Assistants to support the teaching and learning of all subject areas and possible intervention sessions required in KS2. High quality staff appointed and rapid and comprehensive induction planned for.</p> <p>(2020-2021 £2500; £2000)</p>	<p>Two staff appointed and commencing role April 2021 for future impact beyond summer 2021</p>	<p>SLT</p>	<p>March 2021</p>
<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 that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> <p>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p>	<p>Implement appropriate termly tests , ongoing assessments including quizzes and applying learning – use for planning both short and medium term and include within pupil progress meetings and record assessments on tracker to identify gaps</p> <p>(£500)</p> <p>Allocate time for qualified staff to undertake 1 to 1 reading assessments to benchmark children and support the planning of catch up curriculum in Class 2 (£400)</p> <p>Staff workshops reviewing EEF and DFE documents in respect of maximising effective feedback through whole class feedback and pupil conferencing opportunities. Involvement of all staff in this to progress TA’s knowledge and understanding after last year’s TA CPD focus.</p>	<p>Pupil progress meetings planned summer 2021 as time needed for assessment and teaching</p> <p>Completed by class teacher and utilised to plan support. Will be reassessed June 2021. Support moved to class 3, time provided for class teacher to conduct assessments.</p> <p>Spelling assessments have been undertaken and maths calculation ongoing summer 2021</p>	<p>All staff</p> <p>JC</p> <p>SA</p> <p>JC/NS</p>	<p>Immediately July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Bretherton</p>	<p>Support provided for children/cohorts transition to KS1 and into KS2 by Class 2 skilled staff- in particular provision for phonics boosters and reading.</p>	<p>Planned for summer term</p>	<p>All</p>	<p>Ongoing</p>

<p>have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Additional time is made to cover the teacher so that they can have a virtual meeting with their new starters so that the child is confident in joining Bretherton. New starters support for parents in supporting school in communication and language and phonics</i></p> <p><i>(£300)</i></p>			
<p><u>Physically active and wellbeing</u></p> <p>Common understanding that children will return to school after Covid requiring support in wellbeing and returning to a more active and physical lifestyle and that being outside provides a high focus for wellbeing</p> <p>Reconnecting and sense of belonging to both school and local area after periods of time of ‘stay at home’ Government instructions.</p> <p>Observational evidence that some of our children are struggling with wellbeing through teacher observations and conversations, pupil questionnaires and parent wellbeing questionnaires</p> <p>Staff to be fully aware of how 2021 lockdown may impact on children as they return to school.</p>	<p><i>Employment of additional welfare staff to facilitate all classes participation in lunchtime physical clubs (3 x a week) (£650)</i></p> <p><i>Resumption of daily mile/active Bretherton boost in our curriculum offer</i></p> <p><i>(nil)</i></p> <p><i>Support of pastoral TA for targeted interventions of individuals or small groups out of class and within class for 3 afternoons and 3 lunch times to support both pastoral and academic needs.</i></p> <p><i>(Included within staffing budget)</i></p> <p><i>Include within our curriculum a greater emphasis on working within our community and outside to support reconnecting staff, pupils and school community.</i></p> <p><i>(nil)</i></p> <p><i>CPD for subject lead on utilising TOP physically active sessions and cascaded to staff</i></p> <p><i>(Tardis cluster costs)</i></p> <p><i>School staff complete Plan2be and mental health first aid training after 2021 lockdown to enable all staff to fully be aware and support children in event of needs.</i></p>		<p>SLT</p> <p>All</p> <p>MB/AM</p> <p>ALL</p> <p>AM</p> <p>All</p>	
Total budgeted cost				£ 13150

<p>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.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Additional online learning resources will be available, such as Google Classrooms, Spelling Shed, TT rock star, LBQ to support children learning at home. Training will be given to staff to support the delivery</p> <p style="text-align: right;">£600</p> <p>CPG book packs are purchased and ready to distribute for all children.</p> <p style="text-align: right;">£500</p>		AM	Feb 21
<p><u>Supporting staff for remote and blended learning</u></p> <p>Staff CPD to support both at home remote learning and the opportunity to utilise blended learning to match our curriculum coverage to ensure that impact of any lockdowns are reduced/minimised.</p>	<p>Continued support from Ed tech through 1 to 1 support, staff in house workshops and external google education training.</p>		SLT	April 2021
<p><u>Access to technology</u></p> <p>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.</p> <p>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.</p>	<p>Additional chromebooks to be purchased to support those with limited access to technology at home.</p> <p style="text-align: right;">(£2800)</p> <p>Additional technology for TA's to support home learning and plan for in school learning (£1200)</p>		AM	Feb 21
<p><u>Wellbeing support</u></p> <p>To support parents through challenging and anxious times after extended period of home learning and possible challenges this causes within family life</p>	<p>The activities included in the overview above for mental health and wellbeing</p> <p>Continuation of birthday celebrations for children within classes at the end of each month with refreshments and party bag</p> <p>To plan a parent workshop to support parents in supporting their child's mental health and wellbeing by external expert.</p> <p style="text-align: right;">(£100)</p>			

	<p><i>To plan parent workshop on internet safety to address concerns and experiences nationally of possible harm through appropriate and inappropriate use of technology at home.</i></p> <p>(£250)</p>			
<p>Attendance /extended hours/summer school</p>	<p><i>Attendance is high at Bretherton and we feel that there is no significant need to address attendance in relation to Covid Catch up.</i></p> <p><i>Children are working hard at school and participating well in lessons and additional support offered. Our children are displaying high levels of fatigue after a school day and so we cannot see a need to extend the day with academic focus but have implemented after school sporting and active activities to support children's wellbeing and physical fitness</i></p> <p><i>At this time, we have no plans for additional summer school provision. IF any additional support is required, this will be discussed on an individual basis with consent of parents and will involve 'little and often' additional resources accessed at home.</i></p>			
Total budgeted cost				£ 10150
		Cost paid through Covid Catch-Up	£10150 Included in above overall figure	
		Increased use of existing staff to maintain maximum interventions with identified children	£1300	
		Cost paid through school budget anticipated	£6050	