

Brunshaw Primary School

Catch up funding 2020/21

What is Catch up funding and how is it allocated?

Due to children having their education disrupted by the coronavirus (COVID 19), the government has put in place a one-off universal catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

The government has identified that although all pupils have had their education disrupted by the coronavirus, it is likely that disadvantaged and vulnerable groups will have been impacted most by the 'lockdown'. In addition to the universal catch-up premium, the National Tutoring Programme has been set up to provide additional, targeted support for those children and young people who need the most help.

Schools' are being allocated a total of £80 for each pupil from Years reception to year 6.

Payments:

This funding will be provided in 3 tranches. It will be in 3 payments:

Autumn and Spring term: total of £46.67

Summer term: £ 33.33

The funding has been calculated on a per pupil basis, but schools should use the total given to prioritise support for pupils according to their need. The plan is for schools to use this funding to target specific needs identified, to support our pupils to catch up for lost teaching over the previous months. Schools can spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

(COVID-19) Catch-up premium -.GOV.UK updated 19/11/2020)

The Education Endowment Foundation (EEF) guidance suggests a 3-tiered* approach to 2020-21

- 1. Teaching**
- 2. Targeted academic intervention**
- 3. Wider strategies**

Key points highlighted in the EEF plan re the above:

1. Teaching:

‘great teaching is the most important lever schools have to improve outcomes for their pupils’.

‘Prioritising high-quality instruction in classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged’

‘explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.

‘deep subject knowledge and a flexible understanding of content’

‘high quality assessment’

‘targeted diagnostic assessments’

‘sustained professional development’

2. Targeted academic support:

‘approaches to intervention, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place’

‘require careful timetabling and associated training’

Wider strategies:

‘re-establishing routines ... is likely to prove an effective strategy to support learning’

‘it is clear that planning to support families and the necessity for the ongoing support of, and communication with, parents and carers will prove vital’

*The EEF guide to supporting school planning: A tiered approach to 2020-21

Disadvantaged and vulnerable pupils

We define our disadvantaged and vulnerable group as pupils who are:

- or have been, in receipt of free school meals (FSM) at any point in the past 6 years – ‘Ever 6 pupils’
- subject to a special guardianship order, residence order and/ or adopted from care
- looked after or in care
- with parents who are currently serving in the armed forces – ‘Ever 5 Service children’
- displaying significant changes in behaviours
- displaying significant specific difficulties in an area of learning (SpLD)

School Overview

Number of pupils in school YR – Y6	413
% disadvantaged	37% currently
Catch-up Funding allocation (No. of pupils in school x 80)	£33,760
Date of plan	Oct 2020
Review of plan	Dec 2020
Created by	Claire Sapey

At Brunshaw Primary School we are committed to meeting the specific needs of these children so that they can achieve in line with non-disadvantaged children, therefore closing the gap between the groups.

What are the most significant barriers to learning for pupils eligible for catch up funding at Brunshaw Primary School?

	Barriers identified resulting from the COVID 19 lockdown and prolonged absence from school	Evidence for why this is seen as a barrier	Desired outcome
Teaching priorities	CPD needed for all staff to continue to raise Quality First Teaching to meet the increase in academic needs resulting from lockdown.	CPD delivered prior to lockdown and delivered through lockdown needs to be embedded into everyday practice.	Rate of progress in English and Maths increases, as all staff have further knowledge of best practice, which impacts on Quality First Teaching.
	CPD needed for all staff to develop a greater understanding of children's emotional, social, and mental health needs.	Increased number of children in school with diagnosed conditions. Several children displaying raised levels of anxiety and disengagement in learning.	Children have a more positive attitude to learning and are further engaged in their learning.
	Further development of blended learning to ensure that all children are confident and able to access it.	Basic training delivered but monitoring across school and with parents/carers needs to take place to see what impact it has.	All children can continue to access quality teaching and learn from home, if needed.
Targeted academic support	Many pupils had limited access to maths materials/teaching during lockdown resulting in maths attainment being lower than expected in many classes.	Baseline data shows: • % of children who are at risk of not reaching previous statutory benchmark • % of children who are working at expected is lower than usual, in a number of classes.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term, resulting in % working at least at expected is in line with previous years by end of spring term.
	Several children across KS1 and LKS2 have gaps in their phonic knowledge, compared to previous years.	Baseline data shows: • % of children who are working at expected is lower than usual, in a number of classes.	All children make accelerated progress in phonics from their starting points at the beginning of the autumn term, resulting in % working at least at expected is in line with previous years by end of spring term.

	A number of pupils did not read regularly during lockdown resulting in some pupils in each class working well below. Many children did not have access to quality text and had no direct teaching of reading skills, including older children with lower reading ages, including SEND.	Baseline data shows: • % of children who are at risk of not reaching previous statutory benchmark • % of children who are working at expected is lower than usual, in a number of classes.	All children make accelerated progress in reading from their starting points at the beginning of the autumn term, resulting in % working at least at expected is in line with previous years by end of spring term.
	Due to the emphasis on on-line learning, during lockdown, standards in handwriting and spelling are lower than expected.	Baseline data shows: • % of children who are at risk of not reaching previous statutory benchmark • % of children who are working at expected is lower than usual, in a number of classes.	All children make accelerated progress in writing and spelling from their starting points at the beginning of the autumn term, resulting in % working at least at expected is in line with previous years by end of spring term.
	Language skills and vocabulary further impacted, in addition to the general low baseline.	Low baseline, compared to national, on entry to school (9% expected to achieve GLD). % children living in poverty: Brunshaw Primary School 21.4% Lancashire 15% England 17%	Children in Reception classes have increased language skills to give them the best possible chances for lifelong achievement.
Wider strategies	Some children struggling to engage in learning and their motivation to learn is further reduced.	Some children are displaying behaviours that have not previously been seen or that have significantly increased	Identified children are more engaged and motivated to learn. Decrease in the number of behaviour incidents occurring.
	There is an increase in the number of parents/carers seeking support/advice from school.	Several parents/carers have sought advice/support from school.	There is a robust support mechanism for parents/carers in place.

Action plan for catch up funding at Brunshaw Primary School

Barrier(s)	Action	Desired outcome	Cost	Evidence to support this, including baseline data	Person responsible	Impact
CPD needed for all staff to continue to raise Quality First Teaching to meet the increase in academic needs resulting from lockdown.	All staff have training from Ian Richardson (IR) on questioning x4 dates Support staff training from specialist teacher and speech therapist Support staff training on IDL, online.	Questioning is used effectively to assess learning and identify next steps Support staff have knowledge and confidence in identifying specific needs and putting appropriate strategies in place, under guidance of specialist teacher	Support staff time Sara x 4 Support staff time Support staff time	Staff feedback Specialist teacher has been bought into school over time to complete individual assessments. In response to COVID role changing to provide CPD for support staff and reach more children.	CS	
CPD needed for all staff to develop a greater understanding of children's emotional, social, and mental health needs.	Training clips from NASEN on range of needs shown at staff meetings Advice on specific needs from specialists incl. Ed Psych	All staff have increased knowledge and understanding of the needs and strategies to support children with a range of diagnosis	Staff meeting and time out of the classroom (support staff) as directed by the teacher	Increase in the number of children with a diagnosis of ASD, ADHD, SEMH and Sensory needs.	CS	
Further development of blended learning to ensure that all children are	Staff training on use of Seesaw, including support staff	All children can use and access remote learning at home.	Staff meeting Training time for	From baseline assessments, % of children working at expected was	JCu	

confident and able to access it.	Questionnaire sent out to parents/carers on whether their children have access to IT equipment to be able to use Seesaw Children trained on using Seesaw Feedback from parents/carers and teachers on accessibility and impact	Learning continues to be high quality if children must work at home. Children can access their learning at home. Children accessing home learning is high. Impact of home learning is evident.	support staff	not in line with previous years.		
Many pupils had limited access to maths materials/teaching during lockdown resulting in maths attainment being lower than expected in many classes.	Identify children who need additional intervention. Identify which intervention children need, CS in consultation with class teacher: intervention within school, with either IDL numeracy x 3 per week or Plus 1/Power of 2 daily tracked and impact measured Clearly planned targeted	Identified children make accelerated progress and are working at least at expected for year group by end of spring term	Support staff time Cost of additional adult (s) TC (supply) Total: £4,000 Cost of NTP tutors: ATP (SEMH) £187.50 x 10 (1:1 for 15 sessions) Total:£1,875	See baseline data sheet (Sept 20) Discussion with class teachers	CS Class teachers Identified staff running intervention	

	intervention that is timetabled and supported by identified adult. Progress tracked half termly More targeted intervention from external agency. Identify most appropriate see National Tutoring Programme (NTP)		FFT (Reading) £220 x 10 (1:4) Y4 and 6 Total:£2,200 TES (Maths) £131.25 x 10 (1:2/3) Total: £1,312.50 Academic Mentors: £1,000 x 2 Total: £2,000 potentially			
Several children across KS1 and LKS2 have gaps in their phonic knowledge, compared to previous years.	Identify children who need additional intervention. Identify which intervention children need, in consultation with class teacher: intervention within school, with either Bounce Back or Fast Track	Identified children make accelerated progress and are working at least at expected for year group by end of spring term	Support staff time Cost of additional adult (s)	See baseline data sheet (Sept 20)	CS Class teachers Identified staff running intervention	

	More targeted 1:1 intervention and identify who. Progress tracked at least half termly					
Several pupils did not read regularly during lockdown resulting in some pupils in each class working well below. Many children did not have access to quality text and had no direct teaching of reading skills, including older children with lower reading ages, including SEND.	Identify children who need additional intervention. Identify which intervention children need, in consultation with class teacher: intervention within school, with either IDL Literacy x 3 per week, support from specialist teacher re targeted intervention, targeted reading intervention 1:1 or small group x 3 per week Clearly planned targeted intervention supported by additional adult. Progress measured half termly	Identified children make accelerated progress and are working at least at expected for year group by end of spring term	Support staff time Cost of additional adult (s) + Academic Mentors + NTP tutors See above totals	See baseline data sheet (Sept 20)	CS Class teachers Identified staff running intervention	

	More targeted intervention from external agency and select most appropriate (NTP)					
Language skills and vocabulary further impacted, in addition to the general low baseline.	Training for Reception teachers and 3 support staff in January on NELI Identify children who would benefit from NELI, using assessment Plan intervention to maximise impact	Language skills of identified children develop at an increased rate	Teacher time – supply cover for training Support staff time – supply cover for training	Low baseline, compared to national, on entry to school (9% expected to achieve GLD). % children living in poverty: Brunshaw Primary School 21.4% Lancashire 15% England 17%	CS Class teachers and identified support staff	
Some children struggling to engage in learning and their motivation to learn is further reduced. Some children are displaying behaviours that have not previously been seen or that have significantly increased	Identify children and complete SDQ assessment for baseline. In consultation with class teachers and parents/carers, identify intervention needed: • My Hidden Chimp • Lego Therapy • Academic Mentor • More targeted	Identified children show improved engagement in learning and increase in attainment. Reduction in behaviour incidents. SDQ scores show impact.	Support staff time and training Supply cover for support staff Cost of Academic Mentor Cost of NTP tutor	Teachers in some classes identified some children who are not engaging in their learning. Increase in number of behaviour incidents, particularly linked to social and emotional. List for counselling in school is higher than usual.	CS Class teachers Identified support staff	

	intervention from external agency and select most appropriate (NTP) Targeted adult support in school for an identified period of time. Track progress termly by updating SDQ assessment					
There is an increase in the number of parents/carers seeking support/advice from school.	Family Support Worker (FSW) to compile list of parents/carers with identified needs Plan drawn up for each family, including initial assessment Regular planned contact with families. FSW liaises with external support	Robust support in place for families, co-ordinated by FSW	Cost of external support – Academic Mentors NTP tutors	Increase in number of families seeking support and children displaying more challenging behaviours	AS	

	agencies to ensure that intervention matches need.					
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