



Summary information

School	Brookside Primary School				
Academic Year	2020-21 (continued into 2021-22)	Total Catch-Up Premium	£35,600	Number of pupils	445

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 Yr6.

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

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies
 Supporting QFT 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
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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 the strategies for the 4 operations. This is reflected in cohort 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. Handwriting/fine motor skills have also been identified as an area to address. Our EAL children have particularly suffered.</p>
Reading	<p>Children were able to access some reading during lockdown, however this depended upon the circumstances of the family. As a result our children are less fluent in their reading and confidence has dipped. The gap between those children that read widely and those children who don't is now increasingly evident. The bottom 20% of readers have been disproportionately affected. Our children are struggling with inference and comprehension.</p>
Non-core	<p>There are now significant 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.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors, celebration days.</p> <p>Family learning has not been delivered, which has a significant impact on our child and their families ability to support them.</p> <p>Physical fitness has been affected, with children's stamina and concentration affecting work output.</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>Supporting QFT teaching:</p> <p>The planning of all subjects will ensure that key skills missed are addressed. Knowledge will be taught alongside new learning so that knowledge gaps can be reduced. If this cannot be facilitated within lessons, then topic days will be held.</p>	<p><i>Additional time for teachers to research and plan all subjects. Teacher day given for Covid catch up.</i></p>		SLT	March 21

<p>Maths planning now includes objectives from previous year group to either revisit or learn new concepts. This is also the case for Grammar.</p> <p>Writing genres missed will be taught explicitly.</p> <p>Reading is taught through whole class guided reading or group guided sessions. Extra comprehension lessons are incorporated into intervention maps or on a guided reading plan.</p>	<p><i>Additional intervention teachers employed. (£3,005)</i></p> <p><i>Additional LSA support. (£ 8,807)</i></p> <p><i>Class teachers paid to work with children outside school hours. (£8,800)</i></p> <p><i>Teachers to keep Covid Catch up folders.</i></p> <p><i>Additional PPA time for subject leaders to work alongside colleagues in our Trust.</i></p> <p><i>Riverbank PLB open for an extra 20 minutes a day. (50% of cost is £7,318)</i></p>		<p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>March 21</p> <p>March 21</p> <p>March 21</p>
<p>Teaching assessment and feedback:</p> <p>Teachers have a very clear understanding of what gaps in learning remain from detail assessment and analysis.</p>	<p>In house assessments used (Headstart and White Rose)</p> <p>Gaps analysis undertaken.</p> <p>New Headstart Grammar and Punctuation Tests purchased.</p> <p>(£340)</p> <p>Headstart guided reading support materials (300)</p>		<p>SLT</p>	<p>July 21</p>
<p>Transition support</p>				
<p>Children who are joining Brookside EYFS and Riverbank from different settings have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of the EYFS setting and PLB base was shared online.</i></p> <p><i>Additional time allocated for staff to contact new starters either phone or virtually.</i></p>		<p>WW, VC, GS</p>	<p>Ongoing</p>
Total budgeted cost				£28,570

ii. Targeted approaches				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>1-to-1 and small group intervention</p> <p>Identified children will have significantly increased rates of reading fluency and confidence. 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><i>Headstart guided reading texts used.</i></p> <p><i>Lsa intervention time</i></p> <p><i>Teacher led intervention</i></p> <p><i>Intervention maps created and updated.</i></p> <p><i>Additional release time for Early reading lead to observe intervention and model lessons for lowest</i> <i>20% Yr3 (£1778)</i></p>		<p>VC</p> <p>VC</p> <p>SLT</p>	<p>March 21</p> <p>March 21</p>
<p>Extended school time</p> <p>Identified children are able to access after school tuition 3 nights a week. (1.0 hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the tuition.</p>	<p><i>Class teachers to take groups of children after school for catch up work.</i></p> <p><i>Intervention teacher to continue tuition 3 times a week</i></p>		<p>CT</p> <p>SK</p>	<p>Ongoing</p>
Total budgeted cost				£1778
iii. Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting parents and carers</p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the</p>	<p><i>Additional online learning resources will be purchased, such as Collins Reading to support children reading at home. Likewise, Spelling</i></p>		<p>SLT</p>	<p>March 21</p>

<p>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 paperbased home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Shed and Numeracy will be purchased so that children can practise spellings at home. CGP booklets purchased. (£1500)</i></p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all children.</i></p> <p><i>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. Plastic wallets and exercise books for Home learning. (£800)</i></p>		CT	March 21
<p>Access to technology</p> <p>During the home learning children can access additional devices so that they can access work set on Teams. This mirrors class work as closely as possible.</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><i>4 new laptops purchased for staff to allow quality home learning, other laptops redeployed. (£2,952)</i></p> <p><i>Chromebooks can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.</i></p> <p><i>Each child has own log in instructions under one password for Teams, Purple Mash, TT rock stars, Spelling and Maths shed.</i></p>		LM LM	March 21 March 21
<p>Summer Support</p> <p>N/A</p>				
Total budgeted cost				£35,600
Cost paid through Covid Catch-Up				£35,600
Cost paid through school budget – 50% of RB time				£7,318
Total				£42,918