

Bramcote Hills Primary School
Curriculum Recovery – Phase 2
Catch-Up Premium Plan



Summary information					
School	Bramcote Hills Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£19,380 before 01/04/21	Number of pupils	416

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
<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>The EEF advises the following:</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

Identified impact of lockdown	
Maths	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 towards maths. Data from Autumn 1 suggests that, although there are gaps in learning, children's level of attainment have not been restricted as much as other areas.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills, leading to lack of fluency in writing. Assessments show that children's use of spelling and grammar, in particular, have not developed. Their use of more complex writing features and their stamina for writing have also been adversely affected.
Reading	Some children accessed reading during lockdown more than any other subject. 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. Some lower attaining children have forgotten phonic knowledge and other reading strategies.
Non-core	There are now gaps in knowledge – 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. This will take time to restore and it is not going to be targeted by any catch-up programme. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

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><i>Retention of Knowledge</i> Teachers are planning sequences of lessons, working from the curriculum depth maps. Key pieces of knowledge should be taught effectively and revisited to ensure retention.</p> <p><i>Progress of Children with SEND</i> Given that some of our most vulnerable SEND children have lost study skills and key pieces of knowledge, we need to focus on regaining these quickly. This can be done by teachers focussing on pupils' targets, in class, as often as possible.</p> <p><i>Progress in Pupil's Knowledge and Application of Grammar</i> Children to rebuild their knowledge of grammar, through effective whole class teaching</p>	<p><i>Additional time for teachers to generate materials designed to embed 'sticky knowledge'. This might be knowledge organisers and resources for carrying out low stakes testing</i></p> <p style="text-align: right;">(£2000)</p> <p><i>Additional time for teachers to prepare resources that can support children at SEND support meet their targets. These are to be used in the classroom consistently.</i></p> <p style="text-align: right;">(£2000)</p> <p><i>Staff training from co-ordinator on effective strategies for teaching and ensuring retention of grammar</i></p>	<p>Assessed through observation and pupil interview</p> <p>Assessed through data analysis, work analysis and observation.</p> <p>Assessed through writing assessments and standardised tests</p>	<p>KG & AO</p> <p>PT</p> <p>AO</p>	<p>Mar 21</p> <p>Feb 21</p> <p>Mar 21</p>
Total budgeted cost				£ 4000

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><i>Progress in Reading</i> Identified children will have significantly increased rates of reading fluency and improved comprehension. 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>Small group or 1:1 tuition with qualified teacher. Children target through data analysis and teacher knowledge. Consideration to PP and EAL</i></p> <p style="text-align: right;">(£3000)</p>	<p>Assessed through informal methods and standardised tests</p>	<p>KG</p>	<p>Mar 21</p>

<p><i>Progress in Phonics</i> Children who have forgotten phonic knowledge will be targeted to regain learning lost and make further progress. Target year 1 to 5</p> <p><i>Progress in Spelling</i> Targeted children to revisit spelling patterns from previous years and also pre/post teach, current spelling patterns that support read, write, ink. Target all years according to data with a focus on EAL</p> <p><i>Progress in Writing</i> Children in years 1 and 2 missed crucial time in school (when in F2 and year1) where this skill would usual flourish. Selected children to be targeted with a focus on EAL.</p>	<p>Small group, regular input with TA. Focus on SEND, PP and EAL. (£1500)</p> <p>Small group or 1:1 tuition with qualified teacher. Children target through data analysis and teacher knowledge. Consideration to PP and EAL (£2000)</p> <p>Small group or 1:1 tuition with qualified teacher or TA. Children target through data analysis and teacher knowledge. Consideration to PP and EAL (£2000)</p>	<p>On-going assessments</p> <p>On-going assessments</p> <p>Assessed through writing assessments</p>	<p>SH</p> <p>KG</p> <p>SH & VF</p>	<p>Feb 21</p> <p>Mar 21</p> <p>Mar 21</p>
<p><u>Intervention programme</u></p> <p><i>Develop Early Literacy skills.</i> Some children's speech and vocabulary has been limited and needs development.</p> <p><i>Develop Children's level of Health and Fitness</i> Some children's participation in physical activity is limited. Target children to engage in regular activity, focussing on the social benefits of engagement too.</p> <p><i>Develop Social and Emotional Well-being</i> Targeted selected children to participate in activities to promote social interaction, develop self-esteem and provide opportunities for talking through concerns</p>	<p>Use of Nuffield Early Language Programme for years F2 and 1. Purchase and use Nesy for children with SEND Purchase and use Word Shark to support spelling tuition above (£1000)</p> <p>Use of PE outreach support staff to run additional sessions for target children within the context of their social group. (£1000)</p> <p>As above and also use of 'Drawing and Talking' programme for selected children. (£500)</p>	<p>Assessed through normal early years assessments procedures</p> <p>Assessed through participation and informal assessments</p> <p>Informal feedback from pupils and staff used for assessment purposes</p>	<p>VF LH&JD SH</p> <p>J&J through KG</p> <p>KGaw</p>	<p>Mar 21</p> <p>Mar 21</p> <p>Feb 21</p>
Total budgeted cost				£11,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers and Access to Technology</u> <i>Developing IT skills of Targeted Parents</i> Offer support for individual parents in order to develop their ability to support their children with remote learning. This could also highlight potential technology needs. A focus on PP families.	Meet with parents in Covid secure way to coach parents with online learning resources. £1000	Assessed through participation	CM MW KG	Mar 21
	Meet technology needs for home learning. £1380	Assessed through feedback of those who accessed technological support	JM	Mar 21
<u>Access to technology</u> Ensure that PP children have access to suitable laptops that can enable access with online teaching resources as appropriate. 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.	<i>In line with above</i> Purchase new laptops for staff, including TAs to ensure they have the hardware and software to manage and continue to home learning (£2000)	Assessed through feedback of those who accessed technological support	JM	Feb 21
		Assessed through feedback from staff	JM	Feb 21
Total budgeted cost				£ 19,380
			Cost paid through Covid Catch-Up	£19,380
			Cost paid through charitable donations Not on this plan but assessment resources for Phase 1 paid for by PTA	£3,000