

## Covid Catch Up Premium Spending



### Using catch-up funding

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

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

<b>School</b>	Brant Broughton CE Methodist Primary		
<b>Academic Year</b>	2020/21	<b>Total Catch Up Premium (£80 per child from Rec to Y6)</b>	£8320
<b>Total Number of pupils</b>	96	<b>Date of Review</b>	

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### Strategy Aims and Outcomes

<b>Aims</b>	<b>Success Criteria</b>
1. Increased confidence, self esteem particularly in the light of the lockdown period when most children were not in school. Lockdown	Improved confidence and self esteem so that pupils can reach potential in all curriculum areas. Evident through progress data to show progress for PP

has meant that many of these children have not had support with learning at home and have struggled to maintain progress. For many PP children, there has been an adverse impact on family life impacting on pupil wellbeing.	pupils in reading, writing and maths to be the same as all pupils (see below for details).
2. The majority of PP pupils are working below Age Related Expectations in reading, writing and maths and struggle to make expected progress in these areas. PP pupils have made less progress in maths than in reading and writing.	PP pupils to reach age-related expectation in reading, writing, maths.
3. Mitigate for Lack of resources and support to develop learning at home or take up additional curriculum opportunities such as music or sport or in the event of further periods of lockdown/isolation.	PP pupils to maintain good progress in all curriculum areas.
<b>How Improvement will be measured:</b>	
1. Teaching observations, pupil and parent feedback.	
2. Use of Pupil Progress internal data and end of Key Stage national data in reading, writing and maths to track pupils' achievements.	

## Planned Expenditure

### Teaching

Priority	Activity	Cost	Review Date
Effective use of diagnostic assessment for reading, writing and maths.	Use of Power Maths end of previous year tests for Years 2 – 6 by October 2020. Analysis of results to identify those falling behind. Use of NFER reading and maths tests for all Year 1s as no prior data. Use of STAR reading for Years 3 – 6 reading assessments to identify significant falls in standardised scores and reading ages. Use of NFER reading for Year 2 pupils. No More Marking national tasks used for year groups scheduled for Autumn 2020 and early spring 2021. For other year groups, use additional No More Marking assessments – own tasks – to identify falls in writing age and standardised scores.	<b>£100</b>	Power Maths end of year group data analysed for all year groups in KS2. <i>Some issues but this to be resolved by use of single year group teaching on full return to school??</i> Year 2 Power Maths assessment awaiting completion due to 3 <sup>rd</sup> lockdown in Jan/Feb 2021 Children identified for reading/writing support across school from KS2 and Year 2. Due to lack of prior data for Rec/Year 1, children continue to be taught in small groups with high adult/pupil ratio. Small group and 1:1 support to be reviewed in summer term 2021.
Maths Mastery Strategy to be used across the school.	Power Maths used by all year groups from Sept 2020.	<b>£5200</b>	

	Additional teacher hours purchased for Spring/Summer 2021 full return to allow for single year group teaching in KS2 (where classes are larger and gaps more evident).		
EEF Study – Metacognition and Self Regulation	Staff CPD time (teachers and TAs) to study Metacognition and Self Regulation recommendations and conduct self audit. Plan for peer observations to look for examples of this in summer term 2021.		

### Targeted Academic Support

Priority	Activity	Cost	Review Date
Small group and 1:1 sessions for Catch Up tutoring.	Jade Loftus to provide small group or 1:1 sessions for children identified using end of Autumn 2020 data collection and diagnostic assessments (see above). Pre-teaching strategies used to focus on reading and writing in the spring term 2021 in KS2. Summer term focus to move to KS1. Pupils identified on central list so that progress can be tracked easily.	<b>£3900</b>	
NELI – Nuffield Early Language Intervention Programme	Claire Hewkin to complete training for NELI programme and deliver with identified reception children during spring/summer 2021.	<b>£100</b>	

### Wider Strategies

Priority	Activity	Cost	Review Date
1:1 Counselling	Rachel Clark to provide 1:1 sessions for children identified due to impact of family situations as a result of lockdown.	<b>£500</b>	
Values and vision	Update to Home Learning Protocol emailed to parents in Jan 2021 (start of lockdown) to explain losses of vision/values/ethos during Lockdown 1 and strategies to reduce this.	No cost	

	<p>Daily Collective Worship – registers taken, parents contacted if children are not attending. Continuation of usual CW session to reiterate the value for the term, Christian message, links to national events and use of Worship Leaders (years 5 and 6), inclusion of the Joy Foundation and Rev Chris as in school. Continuation of singing.</p> <p>Daily class Zooms – registers taken, parents contacted if not attending. Regular reviews of work adapted usual class planning in line with children in school.</p>		
PSHE	Continue to work towards inclusion of new PSHE curriculum. HE (co-ordinatory) to attend virtual conference in March and disseminate to staff.	Free training, cover for HE	
Wellbeing	<p>RS to attend wellbeing training in Jan 2021 and disseminate to staff.</p> <p>Focus on Children’s Mental Health Week in Feb 2021 via Collective Worship.</p> <p>Continue to monitor and update wellbeing tracker for each class, identifying where children may need additional support.</p>	<p>Free INSET training</p> <p>Free</p> <p>Time to monitor – staff meeting</p>	

**Total Spend: £9800**

**(additional £1480 to be taken from main budget)**