



Catch-up Premium Expenditure Planning 2020-2021

Funding Allocation: £16,560 Total No. of Pupils: 207

Context and Guidance:

During the academic year, 2019-2020, our children, young people and communities across the whole country experienced unprecedented levels of disruption to their education and lives. This was as a direct result of the coronavirus (Covid 19). Communities experienced not only a detrimental loss to their education but will have suffered trauma and loss induced by Covid 19 and further exacerbated by the isolation imposed on families through the national lockdown. Everyone's lives changed as coronavirus swept through the nation but for some of our families it brought further vulnerabilities and disadvantage through loss of employment, lack of access to the usual facilities and services and the general impact of Covid 19 measures on mental and physical health.

In June 2020, the government announced £1 billion funding to support children and young people to catch up on missed learning caused by coronavirus. This was especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know would be most affected by the loss of education. Schools allocation of funding would be calculated on a 'per pupil' basis. As our school is a mainstream school, the allocation is £80 per pupil from Reception to Year 6.

Using Catch-up Funding:

Schools should use the funding for specific activities to support their pupils' education recovery in line with the curriculum expectations. Schools have the flexibility to use their funding in a way that suits their cohort and circumstances so long as it supports pupils to catch up on missed learning. 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.

EEF Recommendations:

The EEF advises the following:

Teaching and whole-school strategies

- ✓ Supporting great teaching
- ✓ Pupil assessment and feedback
- ✓ Transition support

Targeted approaches

- ✓ 1 to 1 small group tuition
- ✓ Intervention programmes
- ✓ Extended school time

Wider strategies

- ✓ Supporting parents and carers
- ✓ Access to technology
- ✓ Summer support

Addressing the needs created by lockdown and school partial closure

Staff at County Bridge relentlessly endeavoured to maintain the delivery of a broad curriculum and learning during school partial closures, but teaching and learning via a remote platform inevitably caused a detrimental loss to children's learning. Nothing can be a substitute for face-to-face learning. With school's full return in September, the following areas will be addressed.

Mental Health and Wellbeing

- ✓ Whole staff training to understand how to identify needs and how to support children, parents and colleagues
- ✓ Staff to develop a welcoming environment
- ✓ Transitioning to new classes effectively
- ✓ Communication developed to increase opportunities for talk - allow pupil talk
- ✓ Ensuring individual 'bubbles' have adequate play equipment for break and lunch times
- ✓ Mental Health First aider fully trained
- ✓ Behaviour Support Worker to devise bespoke programmes for children presenting needs
- ✓ Emotional Literacy Support Assistant training to be undertaken - identify children with needs and implement strategies
- ✓ Headteacher and Inclusion Leader undertake Wellbeing training through the year
- ✓ Senior Leaders undertake the Restorative Practice training

Reading

- ✓ Increasing opportunities for adults to listen to children read
- ✓ Early reading skills development, phonics - instructional small-group teaching, instilling the love for reading, development of enjoyment of books, 1 to 1 reading opportunities to develop handling of books, etc.

- ✓ Questioning to develop comprehension
- ✓ Increasing the range of books available to children
- ✓ Designing and creating inviting class reading corners to increase children's motivation
- ✓ Formative assessment to fully identify the gaps/needs of the children
- ✓ Small group interventions to address the needs
- ✓ Increasing staffing where there are specific and urgent needs
- ✓ Sustaining opportunities for collaborative learning when children sat in rows

Writing

- ✓ Focus on and development of handwriting
- ✓ Opportunities for writing at length - extended writing - linking writing to quality reading texts
- ✓ Development the writing journey through scaffolds used previously in class teaching
- ✓ Increasing opportunities for guided writing
- ✓ Focus on the development of spelling
- ✓ Focus on the development of children's grammar skills
- ✓ Formative assessment to identify gaps/needs of the children
- ✓ Opportunities to develop writing across the wider curriculum
- ✓ Small group intervention to address the needs
- ✓ Increasing staffing where there are specific and urgent needs
- ✓ Sustaining opportunities for collaborative learning when children sat in rows

Maths

- ✓ Developing quick recall of number facts, including times tables skills
- ✓ Application of a range of skills in problem solving
- ✓ Opportunities to articulate mathematical thinking
- ✓ Formative assessment to identify gaps/needs of the children
- ✓ Small group intervention to address the needs
- ✓ Increasing staffing where there are specific and urgent needs
- ✓ Sustaining opportunities for collaborative learning when children sat in rows

Non-core Areas

- ✓ Swimming/PE, physically active sessions to be increased due to children's sedentary lifestyle choice in lockdown
- ✓ Opportunities for foundation subjects learning enhanced through face-to-face teaching, particularly curriculum areas such as music, thematic, art & design, design & technology.
- ✓ Ensuring previous knowledge that builds into future units of work is covered.

Wider strategies

- ✓ Improving remote learning for the few families who have not been able to engage
- ✓ Improving the offer of remote learning delivery
- ✓ Staff training in technology/Google Classroom
- ✓ Identification of children's needs and working with external agencies to target support urgently

All staff will be working on 'Recovery/ Catch-Up' plans so they will be looking at objectives from the previous term and incorporating into the current term's objectives where they link together. Hence, the intention is that planning will follow this model throughout the academic year.

Term ->	Autumn 1 2020	Autumn 2 2020	Spring 1 2021	Spring 2 2021	Summer 2021	Summer 2021
Termly curriculum objectives covered in 2020-21 Catch-Up plans	Summer 1 2020	Summer 2 2020	Autumn 1 2020	Autumn 2 2020	Spring 1 2021	Spring 2 2021
	Summer 2 2020	Autumn 1 2020	Autumn 2 2020	Spring 1 2021	Spring 2 2021	Summer 1 2021
	Autumn 1 2020	Autumn 2 2020	Spring 1 2021	Spring 2 2021	Summer 1 2021	Summer 2 2021

Expenditure Plan: 2020-2021

Teaching and Whole-School Strategies

Objective	Provision	Impact/Outcomes	Evaluation
To ensure there is a good transition from Summer to Autumn term, in preparation for the full opening.	1) Current teachers to create a 'goodbye, stay safe and have a good holiday' video to post via PurpleMash. 2) New teachers to create 'Hello' videos to welcome the children into their classes in preparation for September. 3) Parent letters to inform them of the new teachers in September, classes and arrangements. (no cost)	Children and families are informed and have a good, relaxing summer holiday. Children and families are not worrying about arrangements for the new term and are ready, fully informed, for the full opening.	Good, positive feedback received from parents and children before the summer holiday and after the start of the new academic year.
To ensure the first couple of weeks is about re-acquainting with children and staff.	1) staff have welcome posters and displays around school. Staff greet the children with smiles and tell them how much they have been missed. Huge priority on having conversations with whole class and individuals. 2) The first week and a half is spent in undertaking 'transition week' work so children. (no cost)	Children feel relaxed and ease into school way again. Children are comfortable with the 'new normal'. Staff greet children daily with 'Good morning', 'How are you today?'. Children, with increasing confidence, respond to all adults and develop social confidence and articulacy.	Children ease into school well. Children are so happy and are excited to be back. 'I love school', 'I really missed school', 'I missed seeing my friends', 'I missed playing with my friends' are just some of the children's voice captured.
To undertake formative assessments to provide staff, school leaders and governors a picture of 'where we are', in terms of learning	Staff to undertake appropriate assessments in phonics, reading, writing and mathematics. (costs from school budget)	Planning, teaching and learning addresses the gaps identified through assessments.	Children make accelerated progress in Reading, Writing and Maths. However, Spring lockdown has a detrimental impact on standards but a return in the

loss and correlating against teacher assessments from the end of Summer 2020.			summer term demonstrates an improving trend again.
To identify children who have not engaged well in remote learning and have increased needs.	Current and receiving teachers to have a joint pupil progress meeting as a 'handover' from one academic year to the next. (no additional cost - supply cover via school budget)	Information is clearly passed on to the receiving teacher. Targeting is effective and based on children's achievements and engagement during lockdown.	All pupil progress meetings were held with preceding and receiving teachers prior to the summer break and then again after the two transitions weeks of the autumn term. Staff are able to discuss progress, engagement online and potential for every child. Preceding teachers were able to provide support for receiving teachers. Discussions on which children are targeted for additional support has taken place. Targeting is effective as a result.
To identify curriculum gaps and modify planning and teaching accordingly.	All staff have 'Recovery/Catch-Up' Planning for Reading, Writing and Maths. (no additional cost - training day)	Staff are able to link objectives to the current term and deliver learning to accelerate children's progress, gap-filling where needed.	Autumn 2 data begins to show a marked improvement in standards. However, a further lockdown in Spring has a detrimental impact on the upward trajectory of outcomes.
To employ additional staff throughout the school where there are increased needs.	Identify the increased needs across the whole school. Additional 0.5 teacher in Reception. (Funding via PP premium)	Reception - loss of foundation blocks for learning, improving basic knowledge and skills - providing children with the learning foundation blocks	Although the trajectory for progress was inconsistent throughout the year due to the second lockdown and school partial closures in the spring term, it was clearly evident that the children were accelerated in the Autumn

	<p>Additional TA and an appointment of a teaching assistant apprentice. (cost £6,000 approx and part-funded via school budget)</p> <p>Additional experienced teacher 0.6 in the last 15 weeks of the academic year. (cost £7,000 approx)</p> <p>Targeted support work by the Behaviour Support Worker to develop positive behaviours and attitudes, increasing engagement in learning. (Funding via PP premium)</p> <p>Additional experienced teacher (0.6) to support core curriculum</p>	<p>- increasing the number of pupils achieving GLD</p> <p>Year 1 - gap-filling basic knowledge and skills missed in Reception year - improving behaviours and attitudes - supporting the individual high needs in the cohort i.e. children without EHCP (or delay in EHCP awarded) but have significant special needs</p> <p>Year 2 - securing the Year 1 learning/key skills prior to the delivery of increased expectations of Year 2</p> <p>Year 4 - targeted supported for a group of boys to develop learning behaviours and engagement in learning</p> <p>Year 5 - preparing children for SATs next year (2022) by ensuring curriculum coverage and accelerated learning outcomes</p>	<p>term and the data demonstrated that the children made accelerated progress to catch-up the learning lost. However, the learning 'dipped' again in the Spring term even when there was an improved engagement with online learning. Overall, by the end of the year, improving trends can be seen. See results below for Re, Wr and Ma attainment trends (%) throughout the year, end of Sum 20 to end of Aut 20 to end of Spr 21 to end of Sum 21:</p> <p><u>Year 1:</u> Re 66/79/59/75 Wr 59/76/51/75 Ma 66/72/51/79</p> <p><u>Year 2:</u> Re 87/83/67/83 Wr 80/77/60/69 Ma 77/77/50/76</p> <p><u>Year 3:</u> Re 70/76/72/76 Wr 60/66/62/69 Ma 57/79/76/86</p> <p><u>Year 4:</u> Re 62/71/56/69 Wr 69/71/56/69 Ma 66/79/59/69</p>
--	--	---	---

	<p>teaching to accelerate standards of attainment and achievement. (Funding via PP premium)</p> <p>Additional experienced teacher (0.7) to accelerate rates of progress and standards of attainment. (Funding via PP premium)</p>	<p>Year 6 - preparing children for SATs in 2021 following a disruption to their learning in Year 5.</p>	<p><u>Year 5:</u> Re 76/89/62/86 Wr 66/71/48/79 Ma 83/86/62/86</p> <p><u>Year 6:</u> Re 57/87/70/83 Wr 73/90/70/87 Ma 67/73/57/90</p>
--	---	---	---

Targeted Approaches			
<p>To purchase home reading books for EYFS and Key Stage 1 to develop reading further.</p>	<p>Additional reading books purchased for EYFS and Year 1 to support children's development of early reading skills. (£2,258 + £1.362)</p>	<p>Children are accelerated through the phonics scheme. Home reading books support the development of skills and are matched to the phonics skills precisely.</p>	<p>Phonics teaching is supported by home readers. Children's reading books match the skills focus in lessons and therefore they are able to make good progress. Year 1 Phonics Screening Check data 83% when tested in July 2021 and Screening Check undertaken again in Autumn 2, in Year 2 (at the request of the LA) and the result is 92%.</p>
<p>To provide additional support for SEND and disadvantaged pupils, especially for those who had limited engagement in online learning now at risk of falling behind.</p>	<p>Target pupils who are at risk at not achieving 'expected' or the 'higher' level. 'Close the gap' teaching in small groups delivered by additional teachers or support staff. (no additional cost)</p>	<p>Children are able to be 'on track' for 'expected' or 'higher' as were prior to the pandemic.</p>	<p>In Autumn '20, identified target pupils were able to make accelerated progress through quality first teaching and targeted interventions to be 'on track'. Further national lockdown followed with partial closure of schools.</p>

Wider Strategies			
<p>To further improve provision for remote learning. Enhance the PurpleMash offer with Google Classrooms</p>	<p>Google classroom installed and all staff undertake whole school training and 1 to 1 training with consultants. (school budget)</p>	<p>All staff and children have log-in details. Staff access training to improve home-learning provision and begin using Google Classroom in addition to PurpleMash. Engagement with online learning is improved.</p>	<p>Summer 2020 lockdown pupils' engagement was 65% (155 out of 240 pupils) Spring 2021 lockdown pupils' engagement was 80% (188 out of 236 pupils)</p>
<p>To train a teaching assistant as an Emotional Literacy Support Assistant (ELSA),</p>	<p>ELSA-trained staff member to lead interventions for vulnerable pupils. (no additional cost)</p>	<p>Confidence, behaviour and attitudes improve and children are able to secure better outcomes.</p>	<p>TA fully qualified as ELSA. TA delivered first set of interventions with identified children and overall impact noted. TA continuing to focus on additional pupils and work is reviewed half termly and outcomes evaluated with Headteacher & Assistant Headteacher. ELSA attends supervision meetings within the LA to discuss provision.</p>
<p>To ensure staff are alert to identifying needs or vulnerabilities in children. To support parents identifying needs in their children.</p>	<p>Behaviour Support worker to target small groups of pupils or individuals for pastoral support to deliver bespoke sessions to focus on mental health, anxieties, low mood, wellbeing, changed disposition, learning behaviours and attitudes. (no additional cost)</p>	<p>Behaviour Support Worker (BSW) targets individuals at Early Help Single Agency to ensure concerns are not escalated. Parental views are sought and families are feeling supported with any concerns arising.</p>	<p>Support is delivered half-termly and provision evaluated with BSW, Headteacher, Assistant Headteacher (Inclusion Lead). Parents informed of outcomes. Emerging needs for 'new' pupils discussed half-termly following pupil progress meetings, if raised as a concern by teachers. These children received support from BSW.</p>

