



# Catch-Up Premium Plan

## Brindley Heath Junior Academy

### Summary information

<b>School</b>	Brindley Heath Academy				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£19,500	<b>Number of pupils</b>	244

### 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

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 great 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

## Identified impact of lockdown

<b>Maths</b>	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'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments.
<b>Writing</b>	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.
<b>Reading</b>	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. The bottom 20% of readers have been disproportionately affected.
<b>Non-core</b>	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. 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>Quality same day intervention in Year 6 via increased HLTA cover time. Quality in house cover for pupils in Year 4.</p> <p>Quality curriculum maths resources to provide catch up and needed varied fluency.</p>	<p><b><i>Additional release time and additional cover will be required via Sports Coaches leading PPA sessions.</i></b></p> <p><b>(£3000)</b></p> <p><b><i>Purchase of additional maths resources and manipulatives.</i></b></p> <p><b><i>Purchase of resources to support varied fluency to support recall.</i></b></p> <p><b>(£400)</b></p>	<p>Additional HLTA cover time has allowed subject development to continue to improve. It has directly impacted on the quality of teaching and learning, ensuring provision in classes and overall in school is good or better.</p> <p>Additional release time for leaders in school has directly impacted on the Quality of Education for all.</p> <p>Enhanced maths resources are not deployed through school supporting challenge for all pupils. A wealth and range of problem solving and reasoning opportunities evidenced in monitoring and reflected in maths progress which was better than expected.</p>	<p>JM/ AB</p> <p>WD</p>	<p>Sept '21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement the updated testing - full suite for Y3 - 6</i></b></p> <p><b><i>Purchasing of Testbase and Maths.co.uk for Year 5/6</i></b></p> <p><b>(£1000)</b></p>			
<p><u>Transition support</u></p>				

Creating an effective transition back to school through supportive SEMH strategies	<b>Anxiety Training – JVM Play Therapist</b> Anxiety training £240 <b>Boxall profiling tool</b> BOXALL profiling £325 <b>Mentoring Support time</b> <b>Deescalating Behaviour Training</b> De-escalation training £350  <b>(£600)</b>	<ul style="list-style-type: none"> <li>Impact – delivery of whole school and bespoke SEMH provision in school to ensure children are ready to learn.</li> <li>Widespread mentoring and wellbeing support implemented across school.</li> </ul>		
<b>Total budgeted cost</b>				<b>5000</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-3 small group tuition – Reading focus</u> <p>Identified children will have significantly increased rates of reading fluency and prosody. 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>	<b>National Tutoring Programme – Connex Education providing 1:3 tutoring for 36 pupils in Year 5 and 6 for 15 hours small group tuition.</b> <b>(£2500)</b> <b>National Tutoring Programme – Connex Education providing 1:3 tutoring for 36 pupils in Year 4 and 5 for 15 hours small group tuition.</b> <b>(£2500)</b>	<p>The NTP had an excellent impact in reinforcing pupil knowledge, enhancing progress and attainment. Pupil focus shifted during the course of the 15 weeks to reflect emerging needs. Pupils received 2 x 30 minute 1:3 sessions focussed on key reading and maths skills.</p>	JM	
<u>1-to-3 small group tuition – maths focus</u> <p>Identified children will have significantly improved rates of fluency, number recall and mastery of calculations.</p>	<b>FFT – Lightning Squad Peer and online programme providing small group tuition, online access and support staff training for 12 weeks for 40 pupils in Year 3 and 4.</b> <b>(£2200)</b>	<p>Targeted pupils made enhanced progress. In Year 5 reading, 85% of the pupils made expected progress, with 30% making better than expected progress. In Year 5 maths, 84% of pupils made expected progress and 24% made better than expected progress.</p>		

		<p>Overall progress in Year 5 was better than expected in RWM.</p> <p>The FFT lightning programme targeted pupils in Year 3 and Year 4. In Year 3, 72% making expected progress or better with 44% of the pupils made better than expected progress.</p> <p>In Year 4, the programme was met with less success, with 55% of pupils making expected or better progress and only 15% pupils making better than expected progress.</p>		
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><b><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b></p> <p><b>(£1000)</b></p>	<p>Interventions impacted positively on learning, with pupils targeted from progress meetings. Reactive learning surgeries and interventions made positive impact in maths progress. Maths progress across the year was more than expected progress for all pupils, including PP pupils (without SEND).</p>	AL	
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1.5hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated.</p>	<p><b><i>Additional provision for 10 children in each year (3,4,5), CGP resources. The cost of a teacher and TA per club (x3 a week) and snacks for the children is made available.</i></b></p> <p><b>(£1500)</b></p>	<p>Planned for summer term upon school re-entry.</p> <p><i>The staffing implication made this not a workable options as staff capacity was limited due to enhance workload.</i></p>	AN	
<b>Total budgeted cost</b>				<b>£9700</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<b><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></b>  <b>£200</b>	Estimate for £100 printing costs of intervention packs.  Home learning resources which were non electronic support parents who struggled with electronic or online options. All pupils could then ensure learning online took place.	AL	
<u>Access to technology</u>  Provision for devices and wider internet access for pupils who do not have internet of appropriate devices in the home.	<b><i>6 additional iPads to be purchased to supplement technology in school which can be provided to support families without appropriate devices.</i></b>  <b>£1692</b>  <b><i>WIFI dongles to be purchased to support internet access within the home for pupils without adequate technology.</i></b>  <b>£300</b>  <b><i>Laptops for access to online provision.</i></b> <b>£2500</b> <i>Ipad cases</i> <i>Ipad Licences</i> <i>Ipad charging stations and housing</i>  <i>Maths.co.uk subscription.</i>	£1776 spent on cases and licences. £184 + 26 top up for data provision for families during isolation. Impact – removing barriers for engagement with remote learning for families without technology or in remote locations in the community.  Wider access to technology was instrumental. The additional Ipad which were distributed to school via the government scheme replaced the spend for laptops, but instead money was spent on ensuring software, licensing, covers, storage and charging systems were suitable.  Purchasing additional resource and subscriptions to support remote learning during lockdown ensure consistent and measurable approaches across school.	JM	
<u>Safeguarding</u> Purchase CPOMS software to enhance safeguarding procedures in school.	<b><i>CPOMS - £680</i></b>	CPOMS safeguarding software has been instrumental in enhancing safeguarding systems and processes in school. It has allowed wider information collection and sharing for pupils re: safeguarding,		

		SEND, parental communication and behaviour.		
Total budgeted cost				£4692
		Cost paid through Covid Catch-Up		
		Cost paid through school budget		