



COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	600	Amount of catch-up premium received per pupil:	80
Total catch-up premium budget:	80 x 600 = £48,000		

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.

This document purely sets out how Battling Brook will use the specific Catch-up Funding this academic year; this is in addition to the other interventions and provision that we believe to be essential for our pupils and their families.

STRATEGY STATEMENT

Our School Aims of Equality, Active Learning, Compassion and Honour', provide the framework for education in our school.

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account and includes and prioritises such pupils.

Catch Up, **for all children** at Battling Brook is:

- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.
- Working through well sequenced, purposeful learning. For example, in maths we will utilise the White Rose Maths Scheme as the spine of the learning and the teaching of writing is adapted to focus on missed objectives and consolidate the basics.
- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- Additional time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, the teaching of some subject areas may be adapted in the autumn term.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.

Utilising the principles of Assess – Plan – Do - Review

Quality First Teaching is essential in order to facilitate all of the above.

STRATEGY STATEMENT

Catch Up, **for some children** at Battling Brook is:

- Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- Additional time to practice basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Catch up at Battling Brook IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning

The EEF advises the following in planning the use of the Catch-up Premium :

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

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: it is important to note that not all of the below is relevant to all children

A	<p>Maths</p> <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 addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
B	<p>Writing</p> <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills, including the ability to draft and edit. 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.</p>
C	<p>Reading</p> <p>Some children accessed reading during lockdown more than any other subject. This may have been 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 difference between simply reading, and reading for comprehension using the skills of inference and deduction is now an area on which to focus.</p>
D	<p>Non-core</p> <p>There are now differing gaps in knowledge across cohorts – whole units of work may not have been accessed 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.</p>

E	<p>Mental health and well-being</p> <p>It is fair to say that for some children the period of lockdown was a positive experience; spending time at home with their families, learning in small groups with dedicated adult attention may have enabled some children to thrive. However, this is not the case for all pupils for a variety of reasons. Perhaps parents were also working from home and juggling work commitments and home learning expectations. Perhaps there were a number of children in the house with limited access to technology in order to facilitate home learning. Parents or Carers may not have been able to provide the support for a variety of reasons. Children may have been isolated from anyone their age and so social skills, communication and interaction opportunities may have been limited. All of these potential barriers also need to be considered when planning any post COVID provision.</p>
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ADDITIONAL BARRIERS

External barriers:

F	Attendance issues relating to pupils/staff needing to isolate resulting in the potential for disruption to the continuity of learning and teaching
G	Technology issues for some families at home; no access to IT to enable home learning should the need arise
H	Ongoing health issues for either children or their adults may have long term effects on pupils and such circumstances must be considered.

Planned expenditure for current academic year

Teaching and Whole School Strategies						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Reskill/upskill/revise staff's understanding of QFT and differentiation...external speaker to deliver INSET	All teaching over time to be good, taking into account all children's needs	EEF Reference: <u>Supporting great teaching</u> Great teaching is the most important lever school have to improve outcomes; professional development	Weekly monitoring with Phase and Year leaders e.g. book trawls, lesson obs, learning walks	Lisa Mathie Kate Browning speaker	ongoing	£450
Drafting INSET	The teaching of writing is consistent; a uniform approach to drafting and editing	EEF Reference: <u>Supporting great teaching</u> Great teaching is the most important lever school have to improve outcomes; professional development <u>Pupil Assessment and Feedback</u> Providing high-quality feedback	Writing Lead (Anna H)	Anna H.	Dec 2020 and subsequent assessment fortnight periods	Equivalent cost of cover supervisor for 2 afternoons £66.69
RML Development Day with Becky from Read Write Inc	To ensure consistent quality teaching of Phonics to facilitate children achieving ARE in phonics	EEF Reference: <u>Supporting great teaching</u> Great teaching is the most important lever school have to improve outcomes; professional development	Quality of teaching in RML groups are monitored; groups regularly assessed and groupings adapted as necessary.	Vicki B. Hannah S.	½ termly as a guide but more often if necessary	Cost already accounted for

Subscribe to RML online	To access online videos for training purposes but also for home learning and to ensure consistency across the RML groups	EEF Reference: <u>Supporting great teaching</u> Great teaching is the most important lever school have to improve outcomes; professional development	Quality of teaching in RML groups are monitored; groups regularly assessed and groupings adapted as necessary.	Vicki B. Hannah S.	½ termly as a guide but more often if necessary	£1500
Reading Lead to attend training on inference and deduction and share with colleagues To improve comprehension skills of pupils	Leading to more children achieving ARE in reading	EEF Reference: <u>Supporting great teaching</u> Great teaching is the most important lever school have to improve outcomes; professional development	Guided reading groups are adapted to ensure up to date guidance/advice regarding acquiring comprehension skills	Vicky D.	Training completed Spring Term 2021	Cost of cover supervisor cover to the equivalent of 3 full days £266.75
Total budgeted cost:						£2283.44

Targeted approaches						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Year 6 additional group for English and Maths Instead of grouping 3 ways (3 classes) this yr gp will split into 4 groups to allow for greater differentiation	More children meet ARE	EEF Reference: <u>One to one and small group tuition</u> Extensive research supporting the impact of high-quality...small group tuition as a catch-up strategy	Weekly monitoring with Phase and Year leaders e.g. book trawls, lesson obs, learning walks	LM SJ LP	Termly assessment fortnight but also ongoing	£30, 060
Specific children to attend Booster groups in order to rapidly recover Reading skills (including phonics)	For children who were achieving at the ARE and have now slipped back in their learning due to COVID, to regain their pre-COVID standards	EEF Reference: <u>One to one and small group tuition</u> Extensive research supporting the impact of high-quality...small group tuition as a catch-up strategy <u>Intervention Programmes</u> Effective intervention follows assessment; regular sessions over a sustained period...consistent delivery <u>Extended School Time</u> Provide additional academic support; positive impact supported by both parents and staff	Analysis of data collected during assessment fortnight periods 9 reading booster groups	Lisa M. Phase Leaders	Beginning of Spring term	£2486.25 inc on costs

<p>Specific children to attend Booster groups in order to rapidly recover Writing skills</p>	<p>For children who were achieving at the ARE and have now slipped back in their learning due to COVID, to regain their pre-COVID standards</p>	<p>EEF Reference: <u>One to one and small group tuition</u> Extensive research supporting the impact of high-quality...small group tuition as a catch-up strategy <u>Intervention Programmes</u> Effective intervention follows assessment; regular sessions over a sustained period...consistent delivery <u>Extended School Time</u> Provide additional academic support; positive impact supported by both parents and staff</p>	<p>Analysis of data collected during assessment fortnight periods 2 writing booster groups</p>	<p>Lisa M. Phase Leaders</p>	<p>Beginning of Spring term</p>	<p>£392.13 inc on costs</p>
<p>Specific children to attend Booster groups in order to rapidly recover maths skills</p>	<p>For children who were achieving at the ARE and have now slipped back in their learning due to COVID, to regain their pre-COVID standards</p>	<p>EEF Reference: <u>One to one and small group tuition</u> Extensive research supporting the impact of high-quality...small group tuition as a catch-up strategy <u>Intervention Programmes</u> Effective intervention follows assessment; regular sessions over a sustained period...consistent delivery <u>Extended School Time</u> Provide additional academic support; positive impact supported by both parents and staff</p>	<p>Analysis of data collected during assessment fortnight periods 8 maths booster groups</p>	<p>Lisa M. Phase Leaders</p>	<p>Beginning of Spring term</p>	<p>£2514.24 inc on costs</p>

Classroom Calm Training for GD to then be implemented at KS1 and lower KS2 Julia Hankins Well-Being	Children will be provided with skills and an outlet for their emotional needs	EEF Reference: <u>Intervention Programmes</u> Effective intervention follows assessment; regular sessions over a sustained period...consistent delivery Might focus on other aspects of learning such as behavior or pupils' social and emotional needs	Discussions with GD and class teacher's as to the children's emotional presentation and potential readiness to learn	Gemma D	termly	£50 (reduced cost at this time)
2 ELSAs to attend 'Coping with Anxiety' Course	Staff feel confident In dealing with increased anxiety in children	EEF Reference: <u>Intervention Programmes</u> Effective intervention follows assessment; regular sessions over a sustained period...consistent delivery Might focus on other aspects of learning such as behavior or pupils' social and emotional needs	Attendance at course run by Leicestershire Autism Outreach Team	Tina B. Emily S.	ongoing	£70 x 2
Specific children to attend Booster groups in order to rapidly recover skills in reading/writing or maths	For children who were achieving GDS and have now slipped back in their learning due to COVID, to regain their pre-COVID standards	EEF Reference: <u>One to one and small group tuition</u> Extensive research supporting the impact of high-quality...small group tuition as a catch-up strategy <u>Intervention Programmes</u> Effective intervention follows assessment; regular sessions over a sustained period...consistent delivery <u>Extended School Time</u> Provide additional academic support; positive impact supported by both parents and staff	Analysis of data collected during assessment fortnight periods	Lisa M. Phase Leaders	Spring term	t.b.c.
Total budgeted cost:						35,642.62

Wider strategies						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Purchase additional technology (parents/carers must sign an agreement)	To provide pupils who are isolating with access to technology Purchase 4 Kindle fire tablets	EEF Reference: <u>Supporting Parents and carers</u> <u>Access to technology</u> Important factor affective effective home learning; in particular, lack of access to technology has been a barrier for many children; invest in additional technology	Monitoring the completion of work from the children who have been provided with technology whilst isolating	Lisa M. Class teachers	ongoing	£160
Total budgeted cost:						£160