



## **BREDBURY GREEN PRIMARY SCHOOL**

# **CATCH UP PREMIUM 2020/21**

The Catch Up Premium was introduced in September 2020, and paid by means of a specific grant based on school census figures for all pupils registered. This funding was released to support schools to catch up lost time following the periods of school closure during the COVID 19 pandemic.

## VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
03.02.2021	1.0	Publication of 2020/21 catch up premium strategy on the school website. Circulated to Senior Leadership Team and awaiting ratification from governing board.	J Marchi
25.02.2021	1.0	Publication of 2020/21 catch up premium strategy on the school website. Circulated to Senior Leadership Team and awaiting ratification from governing board. Amended for Bredbury Green Primary School.	H. Moorcroft

Head of School

Governor

Date: February 2021

Date:



## **OVERVIEW**

The Catch Up Premium was introduced as a one off premium to support schools in helping children to overcome lost time during school closures (as a result of the COVID 19 pandemic). Although all children are eligible to receive this funding, it has been noted by the EEF that “Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

The Catch Up Premium is additional to main school funding and is to be used by the school to address any underlying inequalities, by ensuring that funding reaches the pupils who need it most.

## **OBJECTIVES FOR CATCH UP PREMIUM AT BREDBURY GREEN PRIMARY SCHOOL**

The Catch Up Premium has been used to:

- Ensure quality first teaching (QFT) is the prime approach in the removal of barriers to learning.
- To identify and address gaps in learning resulting from time spent away from school during school closure.
- To provide additional educational support to improve the progress and to raise the standards of achievement for pupils identified as having been disadvantaged by the period of school closure.
- To narrow and close the gap between the achievement of all pupils.
- To address any underlying inequalities arising as a result of school closure and the COVID 19 pandemic
- To ensure all children are ready to learn and access the curriculum by supporting their needs
- To ensure staff are supported in providing the best educational offer possible for our pupils

We have ensured that the additional funding reached the pupils who need it most and that it has made an impact on their education, and the education of others.

## **ACCOUNTABILITY**

The leadership team has regularly and rigorously monitor, evaluate and review the strategies we have put into place for Catch Up Premium and have reported this to the Governing Body. The school has an identified member of the leadership team who is responsible for Catch Up Premium.

## FUNDING 20/21

- Our school has been allocated £19.360 for Catch Up funding for 20/21
  
- There were four main foci for the spend:
  - Supporting academic development
  - Supporting social and emotional wellbeing
  - Supporting the development of remote provision
  - Refinement of school assessment processes
  
- All approaches within this strategy are based on academic research and knowledge of the needs of pupils and our school as a whole. The Educational Endowment Fund (EEF) offer a wide research base to find strategies, which show the greatest impact. The EEF is one of the ways we used to inform this strategy.
  
- The following prioritisation criteria has been used to inform where the need for additional support may be greatest:
  - children identified as vulnerable
  - children identified as in need of additional academic support through autumn term baselining
  - children who have missed a significant proportion of 'on-site' educational provision (due to both school closure and bubble closure)
  - children identified, by staff and parents, as having struggled to engage with home learning during the period of school closure
  - children identified, by staff and parents, as in need of additional well-being or pastoral support resulting from pressures presented by COVID-19 and the period of school closure.

## Appendix Catch Up Premium Strategy

1. Summary information			
School	Bredbury Green Primary School		
Academic Year	2020-21	Total Catch Up budget	£19,360

2. Desired outcome	
A.	To raise the attainment of all pupils and in particular identified groups to close the gaps presented by school closures as a result of COVID 19
B.	To support the development of our remote learning offer to ensure the gap does not widen, should there be additional periods of school closure and to ensure an outstanding educational offer can be delivered remotely.
C.	To support the development of children's wellbeing and the promotion of their collaboration and communication skills, which may have diminished during the period of school closure, as a result of COVID 19

3. Identified Barriers	
A	Children have gaps in knowledge because of the period of school lockdown. Teachers need to accurately assess where these gaps lie and to use this information to plan diagnostically for next steps.
B	Resources are needed to improve remote learning offer and to ensure outstanding provision can be maintained in the instance of an additional school closure
C	There are children at risk of lowered attainment due to poor engagement with home learning, reduced attendance and vulnerabilities, which may have heightened during the period of lockdown.
D	Children's wellbeing has suffered because of lockdown and their communication and collaboration skills have diminished. Children have suffered as a result of limited time spent with their peers and diminished social interaction.

<b>4. Plan for Catch Up Premium</b>					
<b>Identified need</b>	<b>Chosen Action/Support</b>	<b>Rationale for chosen action</b>	<b>How impact will be measured</b>	<b>Staff Lead</b>	<b>Review of impact</b>
Refinement of assessment processes to allow teaching to be planned for diagnostically to ensure gaps in knowledge (as a result of school closure) are identified and addressed	Purchase of NFER Tests Scheme (Years 2-6)	EEF: subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.	Difference in children's test scores from baseline to exit.  Evidence in planning of a more bespoke approach showing clear consideration of prior learning and logical next steps.	<b>SG (Senior Phase Leader/Assessment Lead)</b>  <b>NM</b>	
Support for teachers to develop their ability to plan diagnostically following assessment to ensure gaps are addressed and learning is effectively built upon.	Staff CPD provided by assessment lead.  Refinement of school assessment processes to focus upon effective baselining and the triangulation of diagnostic, formative and summative assessment	EEF: Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning—is likely to be valuable.	Effective diagnostic assessment will be performed and from this key priority areas for each year group identified. These will be tracked throughout the year through standards review process.	<b>JM (ELT support)</b>  <b>SG</b>	

<p>Subject specific intervention to address gaps and to diminish the difference for children identified on baselining and at Autumn standards review at risk of underperformance.</p>	<p>Small group tuition/intervention to be delivered by TAs in each year group.</p>	<p>EEF: There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p>	<p>Children in these identified groups to be profiled at each standards review to ensure progress and attainment is closely measured. Children will be expected to make accelerated progress from their starting points (to move beyond their current assessment band)</p>	<p><b>Monitored by SG and Phase Leaders</b></p>	
<p>Additional support for vulnerable children and those identified as engaging poorly during lockdown 1 to close the gap and diminish the risk of further disengagement during subsequent lockdowns</p>	<p>Use of Academic Mentor to support PP children. Other children identified as vulnerable/having engaged poorly during lockdown one to also be included within these tuition groups.</p>	<p>EEF: There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p>	<p>The gap between vulnerable and non-vulnerable groups in the school will be further diminished.</p>	<p><b>Susanne Petzoldt (Academic Mentor)</b></p>	

<p>Poverty-related attainment gap may have widened during global pandemic</p>	<p>School to participate in 'Making the Difference for Disadvantaged Pupils' Programme supported by EEF and Alexandra Park Primary School (Associate Research School)</p>	<p>EEF: A tiered approach to the development, implementation and monitoring of the PP Strategy can ensure the link between family income and educational achievement can be broken</p>	<p>A coherent PP Strategy aligned with the tiered approach and a detailed and actionable implementation plan to embed approaches</p>	<p><b>SG, Phase Leaders</b></p>	
<p>Improving access to technology to develop school's hybrid approach to home-learning in the event of further school closures/bubble closures and to ensure peer relationships can continue to flourish.</p>	<p>Purchase of an additional laptop for each classroom, laptop for Pastoral Lead (to improve access during TACs etc) and IWB for Sunshine Room (Y1 children to be split from re-opening)</p>	<p>EEF: Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children</p>	<p>There will be sufficient technology in classrooms to ensure effective delivery of remote provision.</p>	<p><b>HM, ESI Tech</b></p>	
<p>Ease transition back to school for identified children to ensure children who have record of persistent absence attend school regularly from re-opening on 8<sup>th</sup> March</p>	<p>Breakfast transition sessions to be held at 10:00am on Thursday 4<sup>th</sup> and Friday 5<sup>th</sup> March. Families to discuss issues regarding attendance with Pastoral Lead and SLT</p>	<p>Gov UK: Actions to address pupils who are persistently absent: having a review and clinic drop in</p>	<p>Identified children will attend school regularly from re-opening on 8<sup>th</sup> March and persistent absence overall rate will decrease</p>	<p><b>SLT, SG (Pastoral Lead)</b></p>	

<p>To support children's wider development by providing enrichment opportunities and opportunities for collaboration</p>	<p>Funding of training for 2 members of staff on Children's Mental Health</p> <p>Partial funding of Forest School to provide more children with the opportunity to access this facility</p>	<p>Staff to provide drop-in sessions for children to discuss concerns/worries that children may have</p> <p>During lockdown, many children missed opportunities for collaboration and to work practically with their peers. These days were designed to re-establish children's collaboration skills whilst promoting well-being.</p>	<p>Children will demonstrate improved collaboration and they will show an improved awareness of their own wellbeing and how best to support this (Pupil Questionnaire)</p>	<p><b>MS and MR (Mental Health Ambassadors)</b></p> <p><b>GFS and KH (Forest Leads)</b></p>	
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