

Brookside Academy Catch-up Premium Plan 2020-21

Aims

- Attainment outcomes at the end of 2020-21 for all year groups will be **at least** in line with those at the point of lockdown in March 2019-20. This means that if a child was working at an age-related expectation in a subject in March 2020, they are working to at least an age-related expectation in the same subject by July 2021.
- Quality first teaching and where necessary additional targeted support and intervention during the Spring and Summer Terms 20/21 will enable further pupils to reach or exceed their expected outcomes by the end of this academic year.
- The mental health needs of pupils, including those arising as a result of the pandemic, are met and supported by the school.

Strategy Statement

At Brookside Academy, catch up is:

(For all children)

- **Pastoral Support throughout the remaining weeks of the 20/21 academic year.** When pupils returned to school, they needed support as they readjusted to extended periods of learning and working to a timetable. Some pupils have ongoing Covid-related and/or social anxiety issues. Being at home for extended periods has affected the emotional health and well-being of pupils and families
- **Working through well sequenced, purposeful learning schemes.** Teachers and subject leaders have spent time identifying missed units in core subjects and have made plans for gaps in knowledge to be prioritised as pupils move through school
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly, both in daily practice and formal assessment points.
- **Focus on consolidation of basic skills.** The key core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling, phonics, times tables recall, basic number and place value, calculation methods and reading skills/ comprehension relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching was given increased teaching time during the Autumn Term to cover missed learning. Following the second school closure, this will now continue during the remaining weeks of the Summer Term.
- **Targeted focus on early reading and phonics.** To enable children to reach expected levels and to develop reading ability and vocabulary.

- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children have not been in a formal school setting for a number of months.

(For some children)

- **Ongoing individual pastoral support.** Some pupils will need support beyond the Spring Term or require more targeted intervention for specific anxieties. These children will be supported by our ELSA/ PFSA/ trusted adults or external professionals.
- **Additional support and focus on and practice basic core skills.** Supported in class through increased staffing utilising catch up premium – dependent on need as identified through ongoing assessment. Small group work.
- **Targeted Intervention.** This will be implemented by teachers and teaching assistants as we feel that children would make greater progress with a person who knows them well, know their gaps in learning and is able to provide regular support for rapid progress. This could be in the form of Wave 3 interventions
- **Catch up on FUN!** Lockdown has been particularly hard for children, especially those who have no siblings. Throughout the remainder of the school year, and in line with governments guidance and restriction, we aim to ensure that every child is able to catch up on fun.

At Brookside Academy, catch up is NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teacher time spent highlighting missed objectives
- Teacher time spent ticking off assessment points and extra tracking
- Blanket revisiting of chunks of learning for whole cohorts of pupils
- A heavy focus on core subjects at the expense of a wide, varied, exciting curriculum
- Pupils feeling that they are missing out on “fun” activities whilst they catch up on missed learning.

Funding Allocation

Coronavirus (Covid-19) catch-up premium funding is available for all state-funded mainstream and special schools and alternative provision (AP) at rates of £80 per pupil for mainstream and £240 per place for special and AP.

Funding is provided in three tranches, two of which fall in the current financial year and amount to £46.67 per pupil for mainstream and £140 per place for special and AP. A further £33.33 per pupil to be paid during the Summer Term 2021.

Funding allocation 2020/21 - £43,440

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. ([See also EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Identified impact of lockdown	
English	Phonics, gaps in retention of taught sounds, ability to blend graphemes lower than expected. Spelling accuracy with high frequency words and previously known spelling patterns Noticeable dip in handwriting and presentation. Quality and quantity of extended writing, punctuating and separating clauses confidently. Reading comprehension and understanding, answers lack detail and children have found inference and explanations challenging.
Maths	Quick recall of multiplication facts, accuracy in formal written calculation methods. Significant gaps in subject knowledge, algebra, fractions, ratio, percentages, shape, data handling. Recall of key vocabulary and ability to transfer skills to different areas in maths.
Non-core	Access to experience rich wider curriculum experiences, trips, visits, whole school events, performances and themes
Pastoral - SEMH	Ongoing responsive PSHE lessons are in place to support social, emotional needs. Some pupils have struggled with the re-establishment of routines and expectations, they show anxiety and/ or a lack of confidence around performance, taking risks with learning, stamina, resilience, motivation and perseverance. Some have returned with an over reliance on adult support and a sense of learned helplessness.

Priority actions within each year group/ team	Who	Expected Outcome / Success Criteria and EEF link	Cost	Impact / evidence
<p>Phonics – Ensure excellent targeted teaching of phonics to enable all children across Reception, Year 1 and year 2 to reach their potential and make progress from their starting points in Sept 20.</p> <p>EEF – 1:1 and small group tuition, intervention programmes</p>	<p>Teacher planned, teacher and TA delivered</p>	<ul style="list-style-type: none"> All children making expected or above progress with phonic skills Gaps identified and targeted teaching/ additional intervention in place 	<p>TA delivered</p> <p>£9750</p> <p>£4875</p>	
<p>Teachers, Team Leaders and English and Maths Leads have a very clear understanding of what gaps in learning remain and use this to inform planning and assessments.</p> <p>EEF – Pupil assessment and feedback</p>	<p>Teaching staff</p>	<ul style="list-style-type: none"> All assessments analysed and key gaps identified and teaching reflects year group priorities. All children improve on baseline assessments as measured July 21. Book scrutiny's in English and Maths show progress across all year groups 	<p>Cover teacher</p> <p>1 day per week</p> <p>£7020</p>	
<p>Flexible, daily small group interventions/ target teaching groups to ensure misconceptions in previous learning addressed and children secure in core English and Maths skills as identified by teachers/ subject leads.</p> <p>EEF – Pupil assessment and feedback + 1:1 and small group tuition</p>	<p>TAs as directed by teachers</p>	<ul style="list-style-type: none"> Improvements made by all children with handwriting and presentation Spelling gains across the Academy Significant gaps in subject knowledge, algebra, fractions, ratio, percentages, shape, data handling narrowed and a higher % of children secure in these areas Improvement in recall of key vocabulary and ability to transfer skills to 	<p>TA delivered</p> <p>£9750</p> <p>£9750</p>	

		<p>different areas in maths and quick recall of multiplication facts and accuracy in formal written calculation methods.</p> <ul style="list-style-type: none"> • Improvements made in x table scores as measured by TT rockstars • No More Marking results maintain progress above national comparison figures • Book scrutiny's in English and Maths show progress across all year groups 		
Investment in further high quality teaching and learning resources to support class teachers planning and delivery of lessons and engage all learners	Teachers, subject leaders	<ul style="list-style-type: none"> • Purchase additional high interest/ relevant engaging texts across Academy linked to guided reading and across themes/ topics • Maths - White Rose resources, I see reasoning resources, additional practical resources to support identified children. 	Resources £2500 £700	
Ensure PSHE teaching reflects the ongoing needs of the children post lock down, purchase quality scheme with resources which will match need. EEF – Supporting great teaching	Subject Leader Teachers	<ul style="list-style-type: none"> • PSHE scheme of work to use across Academy, subscription and additional resources. • Training for PSHE lead • Staff meeting to introduce 	Resources Staff training/ mtg £1500	

<p>Ensure all vulnerable children and families are identified and monitored, clear systems of support are in place EEF – Supporting parents and carers</p>		<ul style="list-style-type: none"> Weekly SLT and ELT safeguarding meetings with children and families identified and actions monitored 	<p>ELT/ SLT meeting time. No cost</p>	
<p>Ensure the PLIMs in SP support wider pastoral and curriculum support</p>		<ul style="list-style-type: none"> Staff meeting time to ensure updated and shared with support staff and parents at planned points in the year. 	<p>Staff meeting time No cost</p>	