

## Catch Up Premium Plan 2020-21

### Section 1 - Teaching

### Section 2 - Targeted Academic Support

### Section 3 - Wider Strategies

School Broseley primary	Total budget 2020-21	£19.520
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The government is providing funding to support children whose education has suffered as a result of the pandemic. At Broseley, we intend to use an approach based on clear identification of pupils' needs based on baseline assessments. Support and resources will match the identified needs to support children in their learning.

EEF have issued a guide as to the best way to support school planning. It advises the following:

1. **Teaching and whole school strategies** (Supporting great teaching, pupil assessment and transition support).
2. **Targeted approaches** (One to one and small group tuition, intervention programmes and extended school time)
3. **Wider strategies** (Supporting parent and carers, access to technology and summer support)

### 1. Teaching

*“Great teaching is the most important lever schools have to improve outcomes for their pupils. 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 or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.” Education Endowment Foundation*

	Focus and cost	Intended outcome	Staff lead	Impact
<b>Supporting great teaching</b>	CPD:Behaviour approaches (£90)	Establish rules and routines following lockdown	SA	
	CPD: Principles in Action (£120)	Staff teach to a high standard that ensures children learn effectively	SA	
	Release time to ensure each subject is monitored to ensure quality and consistency	Curriculum is well structured with clear progress and has a theme of Equality, empowerment and environment running through it	SA and RH	
	Release time for Senior leaders to coach teachers	Teachers are working at a high level	SA and RH	
	Release time for SEND Lead to coach monitor and support teachers and children (£6700)	All teachers apply good strategies that enable children to learn effectively	LS	

<b>Pupil Assessment</b>	<i>“Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, 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. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.” Education Endowment Foundation</i>			
	Focus and cost	Intended outcome	Staff lead	Impact

<b>Teachers have a clear understanding of what gaps in learning remain and use this to inform future planning and support</b>	Test materials (£800)	Provide a benchmark for children and to identify gaps in learning to enable strategic planning moving forward	SA	
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## 2. Targeted Academic Support

<b>One to one and small group tuition</b>	<i>“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. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.” Education Endowment Foundation</i>			
	<b>Focus and cost</b>	<b>Intended outcome</b>	<b>Staff lead</b>	<b>Impact</b>
<b>Identified children with gaps in Reading ability</b>	Guided reading sessions and Echo reading Reading with an adult in all classes	Improve children’s reading age	RH	
<b>Small group Writing and Maths intervention</b>	Targeted groups with RH and SA in all classes	Gaps in knowledge are addressed	SA and RH	

	<p>1 Teaching Assistants employed from Jan – July (£7, 000)</p> <p>1 teaching Assistant employed in the afternoon from Jan – July (£3,000)</p>			
<b>Intervention programmes</b>	<p><i>“In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.” Education Endowment Foundation</i></p>			
	<b>Focus and cost</b>	<b>Intended outcome</b>	<b>Staff lead</b>	<b>Impact</b> <b>Focus and cost</b>
<b>REC – NELI programme</b>	<p>Early reading intervention across EYFS.</p>	<p>A 20 week programme to improve language skills with a focus on listening, narrative and vocabulary skills.</p>	ED	

### 3. Wider Strategies

<p><b>Supporting Parents/Carers/ Pupils/Staff</b></p>	<p><i>“Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.” Education Endowment Foundation</i></p>			
	<p><b>Focus and cost</b></p>	<p><b>Intended outcome</b></p>	<p><b>Staff lead</b></p>	<p><b>Impact</b></p>
<p><b>Parental support</b></p>	<p>Well being initiative by RH</p> <p>All children have appropriate stationary to carry out effective home learning and support their children with homework</p> <p>(£1000)</p>	<p>Children are in a better physical and mental condition</p> <p>Children’s progress in school is supported at home.</p>	<p>RH</p> <p>SA</p>	
<p><b>Pupil support</b></p>	<p>Breakfast Club and After School support</p>	<p>Children have access to a warm meal and the</p>	<p>SA</p>	

	(£1000 approx – TBC) Release time for SENDCo to establish a Hub and ensure effective strategies and interventions are catered for ( already accounted for).	opportunity to socialise with their friends.  Opportunity to read to an adult.		
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<b>Access to technology</b>	<i>“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. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.” Education Endowment Foundation</i>			
	<b>Focus and cost</b>	<b>Intended outcome</b>	<b>Staff lead</b>	<b>Impact</b>
<b>Pupil engagement</b>	Use of I pads and laptops to engage reluctant learners in reading, phonics and other apps (Teaching Monsters to read)  (No cost to school so far)	Support children in closing any gaps they may have in their reading and phonics knowledge	SA	

Overall catch-up cost (Not including National Tutoring Programme)	<b>£19. 710</b>
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