

Catch-up Funding Statement

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

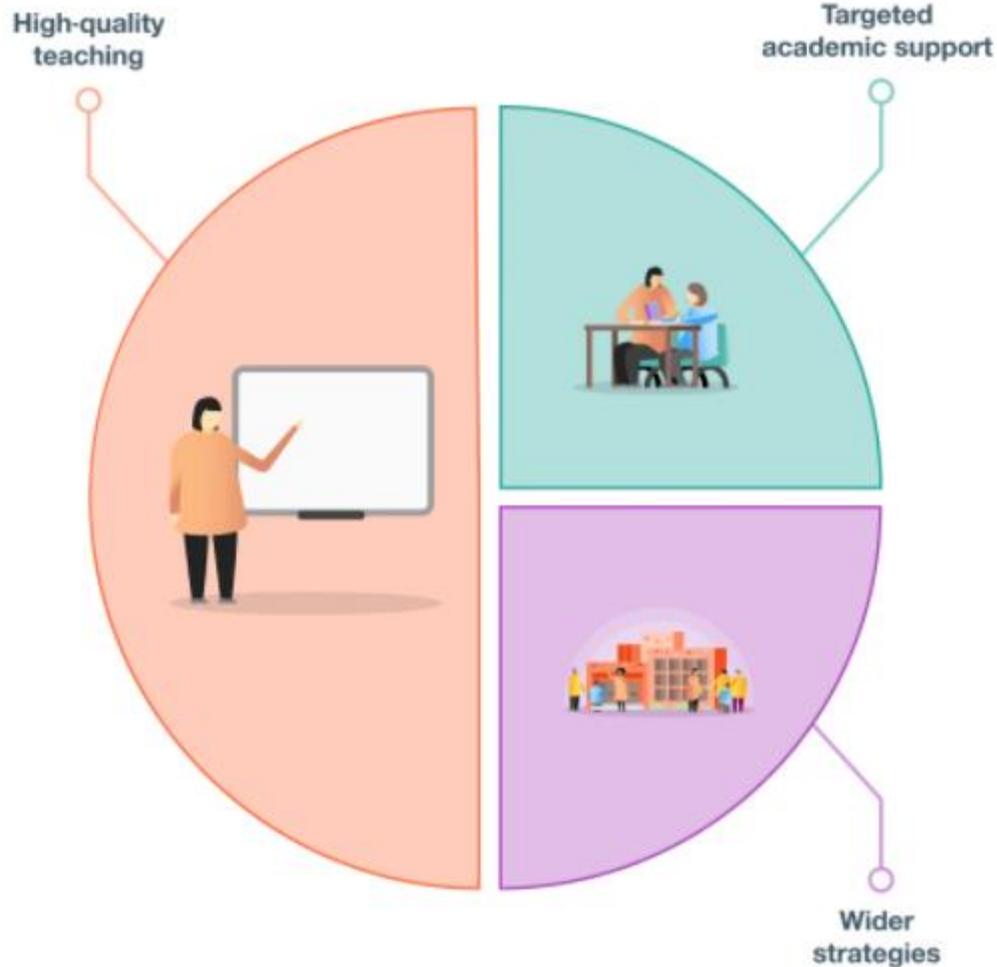
Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil. 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 the Education Endowment Foundation (EEF) [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

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

Funding focus

- Emphasis on core subjects through quality first teaching during Autumn.
- Baseline assessments in September to identify gaps in learning to inform curriculum planning / intervention groups.
- Ongoing assessments to identify pupils who require additional Tier 2 support.
- Whole school focus on reading fluency: Read Write Inc Programme.
- CPD for all staff (reading / phonics).
- White Rose maths curriculum.
- Home learning programme.
- Jigsaw / PSHE curriculum.
- PE and sports provision to maintain physical health and wellbeing.
- Time for creative lessons to develop resilience, concentration and self-expression.
- Embedding metacognition strategies.
- Additional teachers employed in Years 2 and 6 to provide support for the bottom 20% in order to bring them up to ARE and plug gaps in learning.



- Intervention programmes based on question level analysis from baseline assessments.
- 'Keep up' groups targeted following half termly Read Write Inc assessments.
- Fresh Start programme in Y5/6.
- One to one support for targeted pupils (RWI).
- High quality SEND provision including personalised programmes and TEACCH provisions across all key stages.

- ELSA programme to support emotional wellbeing.
- Attendance support for vulnerable families.
- Welfare phone calls for all pupils who are isolating.
- School meals hampers for all FSM pupils if bubble closes.
- Additional safety measures to support risk assessments for staff / pupils / families.
- AdvoTalk face to face contact and phone calls continue
- Pastoral offer in place both as a continuous offer and bespoke to COVID-19 arrangements.

Action / Tier Led by Impact	Intended Outcome	Evidence / Rationale	Cost: Core budget Catch up fund	Led by	Impact
1. Teaching 3. Wider strategies	Improved standards through focus on core subjects, Improved physical and emotional health. Full broad and balanced curriculum in place. Metacognition sequence developed as a school to ensure that all sequences of learning follow this approach.	DFE guidance 2020		HS/NW/V C/EC	Autumn Evidence that core subject focus throughout Autumn term is addressing issues caused through lost learning, although additional time has had to be allocated to reading for pace and comprehension and to maths provision at KS2 as significant content has been missed. Emotional wellbeing support has been effective, pupils have settled well despite ongoing disruption caused by bubbles closing. Pupil surveys show pupils feel safe and supported. Mid-year pupil progress shows children are making good progress TA shows pupils continue to make good progress.
1. Teaching 2. Targeted support Standardised baseline assessments for all pupils	Gaps in learning identified through QLA Autumn interventions accurately informed by assessments. Evidence of good progress for all pupils from baseline to end of year assessments	EEF Covid 19 support guide: 'Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catchup support.'		HS/phase leaders	Autumn analysis completed including question level analysis through KS2. KS1 curriculum adapted to ensure that all lessons, provision and resources are based on the children's phonic ability to ensure that reading strategies are being embedded at all times. CPD undertaken with KS1 staff to support this. Intervention groups based QLA. Spring Mid year pupil progress data show children continue to make good progress.
1. Teaching 2. Targeted support Train all staff on Read	All staff in all year groups have required skills to teach phonics and reading fluency so all pupils who require support can be targeted.			HS/ L Moore (RWI Lead)	Autumn RWI training completed for all staff. Observations show improved subject knowledge. Additional development day in the Spring Term has further improved practice. All phonics interventions are run by trained staff, including Key Stage 2. Weekly staff supervision sessions run at 8am every Tuesday morning for all staff teaching RWI to reinforce key messages and coach staff. So far, three development

Write Inc phonics and early reading.					days have been held with our external designated RWI lead to identify strengths and support in any identified areas.
1. Teaching 2. Targeted support Introduce and embed Read Write Inc for phonics / early reading	All pupils in EYFS, Y1, Y2 plus any non-secure readers in Y3/4 benefit from a structured, proven approach to become fluent readers. Regular diagnostic assessments ensure 'keep up' programme / 1:1 so no child is left behind.	Ofsted EIF overview of research 2019. English Hub support.		HS/ L Moore/ Phase leaders	Autumn RWI programme up and running from September 20. Some disruption to groupings Autumn 2 due to renewed Covid restrictions / staff absences This has impacted slightly on pupils' groupings although programme has continued. The impact of this has been positive, clear gains in phonic understanding between Entry and each assessment point. Assessments used to regroup and identify all pupils requiring intervention and catch up.
2. Targeted support Introduce and embed Fresh Start intervention programme	All non-secure readers in Y3/4 benefit from a structured, proven approach to become fluent readers	EEF trial 2015 Ofsted EIF overview of research 2019. English Hub support		L Moore/ H Melbourne	Staff trained, intervention areas and resources set up. Y3/4 groups running until disruption to grouping due to Covid, structure and groups adapted from Autumn2. Assessments completed to identify pupils in need of Fresh Start programme in Y56. Staff trained but slight disruption to groupings due to Covid / staff absences Summer2- 1 TA identified and to be funded to run the Y56 groups to ensure consistency
1. Teaching Adapt maths scheme of work to include recap steps in addition to core teaching.	All maths units include recap steps in addition to age-appropriate learning ensuring lost learning is covered. Additional time devoted to maths throughout Autumn Term to embed core learning.	White Rose Maths Hub materials. EEF Covid 19 support guide: re quality teaching		HS/ JK/ Phase leaders	Autumn maths curriculum successfully adapted to include recap steps prior to core year group content. Additional time has been needed to address identified gaps in learning. Staff have used their analysis of the assessment at the beginning of the school year to target more specifically the learning gaps which are being met through lessons planned, intervention and additional maths skills to be practiced in 'Fast Maths' time. This will continue into the next term to ensure that all areas of mathematics are complete, and gaps are closed by the end of the year.
2. Targeted support Intervention programmes,	A range of small group interventions and one to one tuition are provided over and above core subject teaching time	EEF Covid 19 support guide: 'In order to support pupils		HS/ VC/NW/P hase leaders	Intervention programmes established in each year group and mapped out on provision maps in all key stages. Children are also receiving extra support when and where appropriate within the school day either to revisit or practice a concept or to look at pre-learning for the next day. Half termly Read Write Inc assessments

<p>one to one support, extended school time</p>	<p>to target pupils who require catch up support beyond quality first teaching. Clear entry and exit criteria enable progress to be measured accurately.</p>	<p>who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.'</p>			<p>have been used to identify pupils requiring catch up work and 1:1 support in phonics. Support for Y1 and Year 6 lowest 20% has been in place in the form of an additional teacher taking children for targeted support in phonics, English and maths lessons. This has had an impact on meeting expectations, standards has been positive for many.</p> <p>NTP Tuition is in place across years 3, 4 and 5. This takes place every morning and all day on a Friday. This is designed to target and plug gaps in knowledge, allowing the children to reach their full potential. This is carefully planned and primarily targets the bottom 20% attainers and children in receipt of Pupil Premium.</p>
<p>1. Teaching 2. Targeted support 3. Wider strategies Ensure quality home learning support programme for all pupils unable to attend school.</p>	<p>Weekly home learning activities set to support any pupils who must isolate. Remote learning activities and live lessons provided where bubbles close. Remote learning covers the same objectives as class lessons so pupils unable to attend do not fall behind their peers.</p>	<p>Gov.uk 'Remote Education Good Practice.' EEF Covid 19 support guide:</p>		<p>MM / HS / Phase leaders</p>	<p>All pupils unable to attend school have been able to access remote learning via live lessons. Laptops have been provided for families with limited technology at home to improve home learning access. Support in place for families who require resources, materials etc additional to the live lessons and work available on the school website.</p> <p>At Bricknell we have a high percentage of SEND children, with many having an EHCP in place. In order to ensure that the children had the highest quality of learning during any isolation period in which they couldn't access school, bespoke learning packs containing activities specifically designed to meet the targets that they required for those who required them. They were also provided with manipulatives including numicon, fine motor support work and a range of classroom support resources such as number charts. Within school, some children were previously accessing AQA life skills programs at school, and this was able to continue as we provided parents with the targets that they could access at home and continued to gather the evidence virtually to accredit the awards.</p> <p>Despite our best efforts, on some occasions communicating effectively with our families was difficult due to EAL, particularly when children were isolating and therefore not at school. In order to ensure that we were providing the best level of support, as a school we bought into a translation service whereby a translator would speak to the family on our behalf and feedback to us. This service was invaluable as it allowed us to quickly identify any issues and address them with the</p>

					family. This allowed us to translate home learning activities also and give valuable feedback to ensure that the child make sustained progress whilst at home.
3. Wider strategies Provide additional support for mental health / emotional wellbeing through Headstart / ELSA / Jigsaw programmes	A range if pastoral support available at all levels to ensure that any barriers to learning are removed, allowing each and every child to reach their full potential.			VC / NW	<p>Pastoral/Wellbeing universal, targeted and higher level support identified for all stakeholders and shared with parents, carers, staff and the children: Pastoral Offer - Bricknell Primary School (bricknellschool.co.uk)</p> <p>Bricknell Pastoral offer (COVID-19) in place outlining the range of support available, pathways for support and the outcome of this.: Print (bricknellschool.co.uk)</p>