

Catch-Up Premium Plan

Summary information					
School	Bredon Hill Academy				
Academic Year	2020-21	Total Catch-Up Premium	£38,640	Number of pupils	472
Guidance					
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>					
Use of Funds			EEF Recommendations		
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>			<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time 		

	Wider strategies <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified Impact of Lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Lockdown has not affected their positive attitude towards maths.</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. Pupils are lacking the rigour of how to set out calculations, especially at KS3.</p>
Writing	<p>Pupils have ‘lost’ the practice of extended and sustained writing, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however some are having to rebuild their writing stamina and fluency.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, some children are less fluent in their reading and lack stamina.</p>
Non-core	<p>There are some new gaps in knowledge. For some curriculum areas, units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and Whole-School Strategies

Desired Outcome	Chosen Approach and Anticipated Cost	Impact (once reviewed)	Staff Lead	Review Date
<u>Supporting Great Teaching:</u> All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<i>Subject leads to access extra planning time if required.</i> <i>(Cover costs £500)</i> <i>Class readers provided for all form groups to support reading fluency.</i>		MEJ	Feb 21
<u>Teaching Assessment and Feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	<i>Use of PiXL in KS2 maths and English to identify gaps in order to build in bespoke intervention.</i> <i>(PiXL costs for year £1,000)</i>		MEJ CBa SM	July 21
<u>Transition Support</u> Children who are joining school from different settings or who are beginning their schooling with Bredon Hill Academy have an opportunity to become familiar and confident with the setting before they arrive.	<i>A welcome video on website.</i> <i>(£295)</i> <i>Additional time is made to cover Year Leaders so that they can have a virtual meeting with new starters.</i> <i>New approach to transition with graduated start dates for Year 6 and the rest of school.</i> <i>(£250)</i>		DJW	Ongoing
Cumulative budgeted cost				£ 2,045

ii. Targeted approaches				
Desired Outcome	Chosen Action/Approach	Impact (once reviewed)	Staff Lead	Review Date
<p><u>1-to-1 and Small Group Tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be reduced.</p> <p>Children will become more confident writers as a result of their increased reading with support to better understand how to frame and structure their writing.</p> <p>Identified children will have increased rates of progress in mathematical fluency with a particular focus on arithmetic to support progress in other areas.</p> <p>Identified pupils will have increased confidence with the application of arithmetic.</p>	<p><i>In-house subject specialists timetabled to lead individual and small maths and English groups.</i> (£10,863)</p> <p><i>National Tutoring Programme to be accessed for targeted disadvantaged pupils.</i> (£1,000)</p> <p><i>TA PiXL support for individuals with a focus on Pupil Premium pupils.</i> (£4,250)</p>		MEJ CBa SM	Feb 21
<p><u>Intervention Programme</u></p> <p>An appropriate numeracy intervention, such as First Class @ Number 2 and MathsWatch, supports those identified children in reinforcing their understanding of basic maths skills and application of number to support progress in intervention and class sessions.</p> <p>Further licences and implementation of a new phonics and vocabulary programme to support progress particularly targeted at KS2 and SEN pupils (Lexonik/IDL).</p>	<p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> (Maths £150) (English £1,000)</p> <p><i>Additional maths and English KS3 catch-up lessons (replacing enrichment).</i></p>			July 21
Cumulative budgeted cost				£19,308

iii. Wider Strategies				
Desired Outcome	Chosen Action/Approach	Impact (once reviewed)	Staff Lead	Review Date
<p><u>Supporting Parents and Carers</u></p> <p>Pupils will have greater opportunities to access learning at home. The pupils will be able to access a range of resources, including on-line video tutorials and the Oak Academy.</p> <p>Pupils have access to relevant and up to date lessons if they are self-isolating to ensure they do not fall behind their peers</p>	<p><i>Design a new online learning system and continually review to ensure it is effective and easy to use for parents and carers</i></p> <p><i>(Preparation and Quality Assurance time £7,798)</i></p>		MEJ	July 21
<p><u>Access to Technology</u></p> <p>During any home learning school provision, children can access additional devices so that they can access work when there might be a lack of provision at home or multiple children having to self-isolate</p> <p>Teachers have laptops and/or webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. Teachers are also able to access technology whilst teaching in different classrooms due to the change in timetable structure</p> <p>Improve in school technology support to enable pupils to access online learning to support work in lessons. Develop and embed use of Microsoft Teams.</p>	<p><i>Re-condition 8 laptops. They are to be used to further support online access to resources for the children accessing home learning because of self-isolation.</i></p> <p><i>Purchase 27 laptops for teaching staff.</i> <i>(£9,450)</i></p> <p><i>Ensure all classrooms are equipped with webcams, microphones and visualisers).</i> <i>(£1,000)</i></p> <p><i>Microsoft Teams training for staff and pupils.</i> <i>(£546)</i></p>		<p>DR</p> <p>DR</p>	<p>Feb 21</p> <p>Feb 21</p>
Cumulative budgeted cost				£38,102

<u>Wellbeing</u>				
Staff and pupil wellbeing is effectively supported.	<i>School Counsellor – two days a week.</i> <i>(£10,926)</i>			
	<i>‘Walk and Talk’ pastoral support during lesson time.</i> <i>(£6,266)</i>			
Total budgeted cost				£55,294
		Cost paid through COVID-19 Catch-Up	£38,640	
		Cost paid through school budget	£16,654	