

COVID-19 Catch-Up Premium Report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION	
Total number of pupils:	311
Total catch-up premium budget:	£24,880
2021-22 Financial Year Allocation	£10,360
2020-21 Carry Forward to 2021-22	£9,960
2021-22 Academic Year Available Funding	£20,320

The catch-up premium is an allocation of additional funding provided to schools to support children who have been impacted by the national closure of schools in the pandemic. The money has been given for schools to combat learning loss and tackle any subsequent underachievement. Brecknock aims to use this funding to accelerate progress and close the attainment gap created in children's learning. This has a particular focus on the areas of Reading, Writing and Maths. All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

STRATEGY STATEMENT

Brecknock catch-up priorities

- To ensure all pupils are safe and happy at school as well as able to show good learning behaviours.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.
- To ensure accelerated progress in writing over time for all pupils in Key Stage One and Two.
- To close the attainment gap for disadvantaged pupils and other pupils in reading and writing for children.
- To ensure accelerated progress in language development for children in EYFS and Year 1.
- To close the attainment gap for disadvantaged pupils and other pupils in Year 1 and EYFS.
- To ensure behaviour and special needs in KS1 are not a barrier to learning for all children
- To ensure gaps in maths knowledge from previous year's learning are closed.
- To ensure key gaps in skills and knowledge are identified across the wider curriculum.

The core approaches we are implementing and how these will contribute to helping pupils catch up missed learning

- Targeted tutoring for a range of year groups through the National Tutoring Programme.
- NELI Language Intervention Programme in Early Years.
- Gaps in skills and knowledge identified in all subjects.
- Rigorous Remote Learning approach for all children, ensuring access to technology for all pupils, with a particular focus on disadvantaged children.
- Quality first teaching, achieved by focused and relevant CPD programme around in school and home learning pedagogy.
- Pastoral care team focusing on pupil absence.
- Sharp focus on supporting children's mental and physical health and providing community support for all families.
- Support for positive peer interactions provide motivation and improve learning outcomes
- Catch up curriculum developed, with key knowledge and skills prioritised to ensure attainment and progress for all pupils.

The catch-up finding will be used to address the following key barriers:

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lower levels of attainment in writing - Children unable to independently edit and improve their writing and finding it hard to sustain concentration in independent writing tasks.
B	Number of children achieving expected level in reading, writing and maths in KS1 and Year 3.
C	Language development barriers for EYFS and KS1 pupils.
D	Knowledge and expertise of all staff to support pupils whose mental health has been adversely affected by school closures.

ADDITIONAL BARRIERS

External barriers:

E	Home learning environment for many children - small spaces may make learning behaviours difficult in school closure.
F	Poor technology at home which means that children are unable to access the full virtual school curriculum in the event of self-isolation, closure of bubble or national full lockdown
G	Lower than expected attendance for Pupil Premium and SEND children, based around parental anxiety about returning to school.

Planned expenditure for current academic year

The planned expenditure listed below demonstrates how the catch-up premium will be used to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to:

- [DfE's catch-up premium guidance](#)
- [EEF's COVID-19 support guide for schools](#)
- Our guidance on [effective action planning](#) may help with this section

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
All staff to continue to access relevant CPD to ensure high quality teaching for all pupils, including remote learning.	<p>All staff feel confident to deliver high quality lessons for all children.</p> <p>All staff feel confident to teach all children online and in school.</p> <p>A blended learning approach is adopted for homework, using the lesson learned last year.</p> <p>Classes are able to quickly access online learning in the event of class / school closure.</p>	The EEF COVID-19 Support Guide for Schools states that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a highly effective approach. The DFE guidance for the full reopening of school states that: Remote-learning, where needed, is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.	<p>Ongoing CPD for staff on effective AFL and feedback.</p> <p>Remote learning policy updated and put in place and shared with school community.</p> <p>CPD and surgeries for staff on using Google Classroom.</p> <p>Teachers to trial new homework approaches.</p>	<p>HB</p> <p>CL</p> <p>LL</p> <p>TM</p> <p>LH</p>	<p>Termly - SLT meetings, governors meetings, SSE Day</p>

<p>All staff to receive ongoing CPD regarding building a nurturing curriculum with a focus on mental health and trauma informed return to school.</p>	<p>All staff will be confident supporting pupils with mental health needs and know how to access further support.</p> <p>Staff will be skilled in early recognition of mental health needs. The teaching of PSHE curriculum is rigorous, meets the needs of the pupils and high profile across the school. Pupils will become more skilled in recognising the importance of looking after their own wellbeing and have a range of strategies to support their mental health needs.</p>	<p>To help children and young people, and the adults working with them, to develop the skills to understand and manage their own emotional responses and improve life outcomes. This work will help make our systems more resilient and better able to provide the right support at the right time for our most vulnerable children.</p>	<p>TIPIC training for all staff</p> <p>EP led training and support/feedback following delivery of sessions to staff and identification of key groups. Targets identified and evaluated post delivery</p>	<p>Director of Inclusion</p>	<p>Termly - SLT meetings, governors meetings, Inclusion meetings, Safeguarding meetings, SSE Day</p>
<p>Total budgeted cost:</p>					<p>No additional costs - included in standard provision or funded through DfE programmes</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Specific language support for children in reception	Children to make accelerated progress with their language to meet GLD by the end of the year.	NELI is a 20-week intervention designed to improve the oral language skills of reception-aged pupils. It'll involve individual and small group scripted language teaching sessions delivered by trained school staff	Training for all staff delivering the intervention and those managing and leading it. Coaching observations. Observations of children to gain evidence of their achievements. Clear assessments to inform progress and impact.	EYFS Leader	Pupil Progress meeting – baseline/ autumn term/ spring term/ summer term
Focus year groups will teach additional sessions after school to improve fluency in number, reading and writing.	Targeted children will get an intervention group. Children to make accelerated progress in reading and writing.	EEF studies show the average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	Book looks will take place at least termly. Teachers will be asked to share and evaluate the success of the groups. Assessment	Head of School Leaders of Learning	Pupil Progress meeting – baseline/ autumn term/ spring term/ summer term
Targeted tuition in reading and writing through NTP program	Children in Y4,5,6 The small group and 1:1 tutoring will enable children to make accelerated progress in reading and writing.	EEF studies show tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Small group tuition has an average impact of four months'	Tutors to meet with and plan with year group teachers. Tutors to assess the progress of all children. Summative assessment at start of 15 hour programme. Tutors to meet with Leaders of Learning regularly to share and evaluate.	Head of School Leaders of Learning	Pupil Progress meeting – baseline/ autumn term/ spring term/ summer term. Half termly

		additional progress over the course of a year.			meetings with NTP tutors. Weekly meetings with LOL and tutors.
Specialist Teacher Tuition in maths	The small group and 1:1 tutoring will enable children to make accelerated progress.	EEF studies show small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	Tutors to meet with and plan with year group teachers. Tutors to assess the progress of all children. Summative assessment at start of 15 hour programme. Tutors to meet with Leaders of Learning regularly to share and evaluate.	Head of School Leaders of Learning	Pupil Progress meeting – baseline/ autumn term / spring term/ summer term. Half termly meetings with NTP tutors. Weekly meetings with LoL and tutors.
				Total budgeted cost:	£20,320

ADDITIONAL INFORMATION

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Total COVID Catch Up Grant Receive & Carried Forward 2021/22	£ 20,320
Item / Project	Cost
Targeted Teaching Support - National tutoring programme	£18,050
SEN - Additional SEN budget - resources, online support	£1,000
Curriculum Enrichment - Reading support - Bookmark - Early Reading	£360 £910
<i>Total</i>	£20,320