

## Covid-19 Catch-Up Premium Strategy: Brougham Primary School 2020-2021

### Strategy Statement

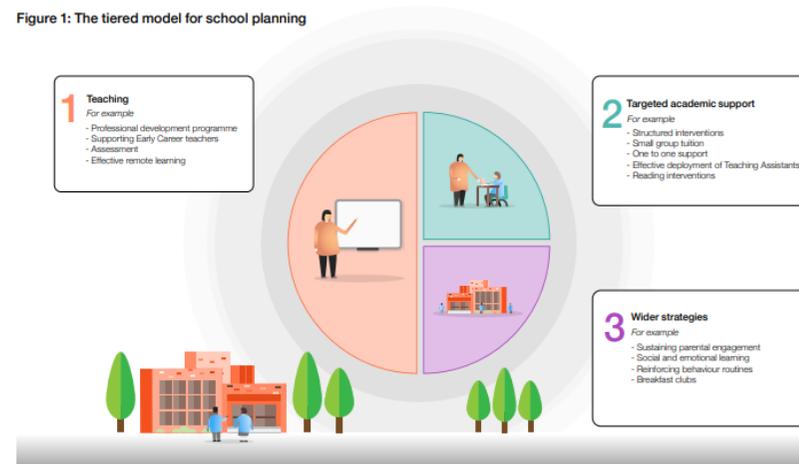
The government has provided catch up funding to mainstream schools, from Reception to Year 11, at £80 per child, in order to support them in catching up on potential loss of learning, due to Covid-19 school closure during the national lockdown.

The overall aims of our catch-up premium strategy include:

- To raise the attainment of all pupils to close the gap created by Covid-19 school closures.
- To reduce the attainment gap between disadvantaged pupils and their peers.

Using a tiered model (as recommended by the Education Endowment Foundation – Figure 1), we aim to ensure that children are provided with quality intervention in order to ‘catch-up’ on lost learning due to the pandemic. The tiered model focuses on high quality teaching, targeted academic support and wider strategies to aid school leaders’ existing school improvement efforts.

Figure 1: The tiered model for school planning



### Potential barriers to Future Attainment

- Children working well below age related
- Different children accessed different amounts of remote learning to their peers
- Low attendance (variety of reasons, including self-isolating more than once, historical low attendance, parents/carers reluctant to send children to school due to the parent/carer being vulnerable)

High Quality Teaching: supporting great teaching, assessment and feedback and transition and support, effective remote learning						
Action	Target Audience	Staff Involved	Intended outcome and Success Criteria	Planned Funding	Impact to date	Total
Improve levels of language, vocabulary and communication skills in Early Years	Early Years	EY HLTA	<p>Increase the frequency of high quality adult interactions with pupils, with a particular focus on developing pupil's independence and vocabulary development.</p> <p>Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.</p> <p>To develop the use of tiered vocabulary throughout all areas of the setting.</p>	0.5 HLTA in Reception each morning to maximise frequency of high quality interaction with all pupils and to facilitate EY Lead weekly release to monitor and evaluate the Early Years provision	The additional support each morning in the reception classes has increased the frequency of high quality adult interactions with pupils. This has developed pupil's independence and vocabulary development through a wide range of approaches used by the HLTA such as shared reading, storytelling, and explicitly extending children's vocabulary.	0.5 HLTA time each morning £10277
To replace a class facing teacher who was required to work from home at 28 weeks pregnancy due to COVID-19 restrictions.	Year 6	Fixed term contract class teacher	Ensure consistency and high levels of Quality First Teaching for the year 6 cohort.	Salary cost of full time class facing teacher for 12 weeks	School have secured stability and support for this class due to the implementation of a class facing teacher in addition to the remote working teacher which enabled high levels of QFT and feedback for the pupils in this class	12 weeks Salary costs £7953.16

**Targeted Academic Support:** structured interventions, one to one and small group tuition, intervention programmes, effective deployment of teaching assistants and reading interventions

Action	Target Audience	Staff Involved	Intended Outcome	Planned Funding	Impact	Total
Promote accelerated progress in phonic knowledge for KS1 pupils.	KS1 Pupils	Phonics Lead Release to create, implement and monitor school's 'Catch-up' Phonics programme.	The development of a Phonics action plan and Phonics Catch-up plan. Phonics Lead to track the progress of those pupils who did not meet the standard of the PSC in Autumn 2020 and ensure that effective intervention strategies are in place to support them.	Supply to cover the release time for Phonics lead.	Rapid Intervention packs have been developed which are used by teachers to ensure that pupils make accelerated progress in phonics.  The first checkpoint which will provide impact indicators will take place W/C 17th may 2021	Supply costs £1000

**Wider Strategies:** sustaining parental engagement, social and emotional learning, reinforce behaviour routines, breakfast clubs

Action	Target Audience	Staff Involved	Intended Outcome	Planned Funding	Impact	Total
Improve provision to address Social and Emotional Needs and pupil Wellbeing to support pupils following the national lockdown	Whole School	ELSA trained HLTA	Develop Emotional Literacy Support Assistant Role in school to support pupils (ELSA)	-0.1 HLTA Salary to run increased amounts of ELSA sessions	A larger amount of pupils have accessed this service following the national lockdown within school and it has had a positive impact on supporting pupils to adjust to the transition from working at home to working in school.	£5731.50

**Catch Up Funding - £22,480 (£80 per pupil)**

Funding Spent to Date	Funding Left to Spend
£24,961	-£2481.66

