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| **Summary Information** | | | | | |
| **School** | Brambles Primary Academy | | | | |
| **Academic Year** | 2020-2021 | **Total Catch-Up Premium** | £22,560 | **Number of pupils** | 321 |

**COVID-19 Catch-up Premium Report**

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| **Guidance** |
| 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.  In June 2020, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school and does not include nursery children, meaning that Brambles will be in receipt of £29,040 (282 x £80). The academy has the job of deciding the best way to spend this money. Before allocating this money, we used the Ambition Institute Science of Learning CPD as well as the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all children. We also worked with the other academies in our trust to share ideas and to build an evidence base.  As the catch-up premium has been designed to alleviate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. |
| **How we will use the funding** |
| We are using this funding to support pupils to reduce the impact caused by lockdown, in line with the guidance on curriculum expectations for the next academic year. Given the levels of vulnerability experienced within our community it is essential that we use this money to narrow the gap between disadvantaged pupils and others. |

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| **Identified impact of lockdown** | |
| Reading | Reading is a key priority within the academy. For this reason we ensured that children were able to access electronic reading resources throughout lockdown and considerable work was undertaken to support parents with this at home. A range of electronic books and paper based resources were made available during this time. Our blended learning platform mirrored the provision which took place in the academy during this time. However, many children are still less fluent in their reading, across all year groups due to a lack of regular reading at home. The gap between those children that read widely during lockdown and those children who did not is now wider. |
| Writing | Our reading into writing approach has enabled our children to become proficient writers. These skills were practiced regularly using our blended learning platform and children were writing across the curriculum. However, these tasks were short writing tasks linked to specific topics and more work now needs to be done to improve writing stamina. Those who have maintained writing throughout lockdown are less affected, however, disengaged learners made much less progress. |
| Maths | Specific content has been missed during the lockdowns in 2020 and 2021, leading to gaps in learning. For some children, recall of basic number skills has proven difficult with some children not able to recall addition and subtraction facts as quickly as they previously did. This includes times tables needing to be re-learned and practised regularly. Some calculation strategies also need to be re-visited. Using a science of learning approach concepts are taught cyclically in order for children to retain key information in order to optimise retrieval. |
| Well-being | As a result of the ongoing pandemic, we have implemented a “recovery curriculum” during this school year which acknowledges that there have been big losses to children as they have stayed at home and that these losses can contribute to pupil’s mental health with anxiety, trauma and bereavement playing a large role. As an academy, we are also very mindful of the impact this pandemic has had on our children's attainment and progress. This new recovery curriculum will support our children's transition back into academy so that they are then able to make accelerated progress in class and achieve their true potential. As an academy this pandemic has had a significant impact on our community, we have seen a rapid increase in the numbers of our vulnerable children. |

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| **Planned expenditure** | | | |
| 1. Teaching and whole-school strategies | | | |
| Desired outcome | Chosen action and anticipated cost | Impact | |
| **Quality first teaching:**  Core subjects as well as foundation subjects are planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.   * Adhering to academy risk assessments, whilst maintaining children’s curriculum entitlement virtually in order to access music, art and a variety of other experiences. * Support for teachers in their second year who missed the summer term of their NQT year. Experienced teachers to support, coach and mentor identified staff as necessary. | Ambition Institute CPD - Applying the science and climate of learning to build knowledge in the learner’s long term memory through effective sequencing, retrieval and utilising prior knowledge, supporting excellent classroom teaching and assessment for learning. £1500  Staff returning from maternity to be used as additionality in key year groups to support accelerated progress and focused small group interventions. £7975  Spring term supply cover arranged to release time for SENDCo to support safeguarding team with vulnerable children caseload. £7975 |  | |
| **Teaching assessment and feedback:**  Utilising baseline assessments to identify gaps in learning and adapt the curriculum accordingly.  SLT time for regular pupil progress meetings to take place in order to facilitate timely intervention for targeted pupils in order to make accelerated progress. | Continue to subscribe and implement PiXL. £1500  Release time to allow DHT/AHT to monitor and moderate judgements and to attend external moderations across the Trust. Release time to allow DHT/AHT to support staff with co-planning, coaching and mentoring and assessments. £3000 |  | |
| Total budgeted cost | | | £21,950 |

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| 2. Targeted approaches | | | |
| Desired outcome | Chosen action and anticipated cost | Impact | |
| **1:1 and small group tuition:**  Identify key marginal children through half termly pupil progress meetings to ensure a laser-like focus on progress measures with support from teacher educators. | Additional resources purchased to enable staff to deliver timely focused interventions (Stareway to spelling, BLAST, 1stclass@number, Nessy) £2500. |  | |
| Total Budgeted cost | | | £2500.00 |

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| 3. Wider strategies | | | | |
| Desired outcome | Chosen action and anticipated cost | | Impact | |
| **Blended learning (supporting parents and children):**  Children have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home- learning.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | CGP and Schofield and Sims workbooks purchased. £2000  Whole school subscriptions to the following on-line learning resources are allowing us to enhance our ‘blended learning’ offer: Showbie, Times Table Rock Stars and Spelling Shed. £2500  Blended Home Learning Packs printed and ready to distribute for all children, as well as stationery packs. £3000  Ipad cases purchased to support digital home learning. £700 | |  | |
| **Relationships:**  HLTA assigned to Pastoral team to offer additionality and deliver ELSA sessions | Deliver ELSA sessions to support disengaged learners. Family support given to those identified as vulnerable. £12,985 | |  | |
| Total budgeted cost | | | | £21,185 |
|  | | Cost paid through Covid catch-up | | £22,560 |
|  | | Total Cost | | £45,635 |
|  | | Cost paid through school budget | | £23,075 |