



Coronavirus Catch Up Strategy

“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.”

Catch Up Funding:

Schools will receive a total of £80 per pupil (Reception pupils through to Year 6). This will arrive in 3 instalments - in Autumn 2020, Spring 2021 and Summer 2021. School will receive a total of £46.67 per pupil split across payments 1 and 2 and a final payment of £33.33 per pupil for payment 3. At Brooklands Primary School, the total number of pupils is 604 and therefore the total catch up funding received will be £48,320.

Which pupils need to access the support?

Although school will receive funding on a per pupil basis, we have been advised to use the sum available as a single total to prioritise support. There are no specific requirements for who to spend it on. School should identify pupils that will benefit most from the funding

The DfE recommends the following:

- *small group or 1-to-1 tuition particularly through the National Tutoring Programme and Nuffield Early Language Intervention (NELI)*
- *Extra teaching capacity or summer programmes*

Strategy Rationale:

At Brooklands Primary School, we are an inclusive school and we are committed to securing excellent outcomes of *all* pupils, especially those most affected by the closure of school during COVID. We fully recognise that continually striving to achieve the **highest quality of teaching in EVERY classroom is the most impactful focus** a school can have when tackling the impact of COVID on our children. Raising standards of teaching to underpin an ethos of progress **for all**, as opposed to chasing specific attainment gaps, we believe will result in sustained impact.

Therefore, fostering the highest standard of Inclusive Quality First Teaching (IQFT) consistently in every classroom across school will continue to be our first priority. We view progress as a clear consequence of this high quality care and teaching across the school, and seek to create a culture that supports our teaching staff to provide the high quality education that enables pupils to make strong progress.

Strategy Aims:

- The Catch-Up Funding will be used to provide additional educational support to improve progress and to raise the standard of achievement for pupils who are not on track to achieve their personal targets due to school closure.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- The funding will be used to support the emotional wellbeing of pupils in ensuring they feel safe and they attend school.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Strategy Outcomes:

- For identified pupils to make accelerated progress as a result of high quality first teaching and additional support
- For all pupils to be achieving their attainment targets in English and mathematics.
- For all pupils to have access to a recovery curriculum which will fill the gaps in learning
- Improved pupil wellbeing, removing potential barriers to learning and progress
- To provide a robust, high quality remote learning offer whilst classrooms remain fully open and functioning

Planned Expenditure from Spring 2020 to end of Summer 2022 to meet the above aims and outcomes:

Targeted Catch Up Support: Teaching and related whole-school strategies

Action	Intended outcome	What is the evidence and rationale for this choice?	Monitoring and evaluation of implementation and impact	Staff Lead	Review (Sept '21)
<p>QFT through high quality CPD offer (internal, external, SPP, National College, etc.) and strong peer/evaluative support from AHTs and subject leads through release. £1,200 (National College subscription)</p>	<p>High quality teaching for all children.</p> <p>Teachers supported to deliver quality first teaching</p> <p>Improved teacher practice, subject knowledge and confidence</p>	<p>The greatest potential on impact comes from the class teacher. They are best placed to understand each individual need and to help them 'catch up'.</p> <p>CPD will focus on pedagogy (with specific links to core subjects and formative assessment).</p> <p>SLT will work to drive a culture of self and collective improvement.</p>	<p>HT/DHT learning walks</p> <p>Learning over time evaluations</p> <p>AHTs evaluations during leadership time</p> <p>Staff voice regarding CPD offer</p>	<p>HT (learning walks, arrange and evaluate effectiveness of CPD)</p> <p>AHTs (use leadership time to visit classes, look at books, talk with team)</p>	<p>HT carried out LW and delivered CPD, feeding back to staff with actions.</p> <p>HT subscribed to NC and allocated CPD</p>
<p>Subject leaders (with the support of SLT and Curriculum Lead) review offer in light of gaps due to closure £1,000 (cover for Curriculum Lead)</p>	<p>Teachers make changes to curriculum offer to remedy gaps in learning caused by closure.</p> <p>Children end academic year 2022 having covered key knowledge and skills as outlined in National Curriculum</p>	<p>Whilst teachers report that children returned to school in Spring 2 2021 with strong attainment in English and maths, it was a greater challenge to cover content in foundation subjects.</p> <p>By releasing Curriculum Lead, they are able to work with subject teams to review and, where appropriate, amend their curriculum offer to avoid gaps in knowledge and skills</p>	<p>Curriculum planning documents incl Action Plans</p> <p>Deep dives evidence (e.g. pupil voice, staff voice, pupil work, lesson visits)</p>	<p>HT (evaluates work with CL)</p> <p>CL (offers CPD and support to Leads in evaluating standards)</p> <p>Subject leads (complete action plan and planning documents)</p>	<p>HT met with CL to audit current offer</p> <p>CL led CPD session with support from HT in evaluating current standards and identifying gaps</p> <p>CL has begun work with targeted subject teams</p>

<p>Appoint 'Virtual Teacher' to support children isolating £10,100 (additional teaching hours)</p>	<p>Children who are isolating still receive high quality teaching input from a highly trained, qualified teacher and member of school staff, known to the child and family.</p>	<p>Whilst schools have been instructed to return to as normal operations as possible, there will still be children isolating and class teachers will be unable to support them as they had previously during classroom closures.</p> <p>The 'Virtual Teacher' model provides high quality remote teaching with a built in feedback loop that results in good quality learning whilst being cost effective.</p>	<p>Pupil engagement with remote learning</p> <p>Teacher feedback re child's progress upon returning to classroom</p> <p>Quality of work submitted online</p> <p>Pupil and parent voice</p>	<p>HT (appoint Virtual Teacher)</p> <p>Class Teachers (ensure daily work is set and accessible)</p>	<p>HT in regular contact with VTs regarding engagement, quality of work, etc.</p> <p>Currently numbers too small to provide accurate evaluation.</p>
<p>Purchase concrete resources and manipulative to support pupils' conceptual understanding in mathematics £2,640 (KSI) £5,520 (KS2) Total: £8,200</p>	<p>Pupils develop their mathematical understanding through the support of high quality resources.</p> <p>They develop stronger conceptual maths skills which provides a better understanding of number which they can apply to their reasoning and problem-solving.</p>	<p>Whilst school's remote learning offer was strong during closure, pupils had little access to high quality mathematical resources.</p> <p>Upon school reopening, teachers evaluated that children's conceptual understanding was lacking and required extra support. Pupils in KSI and LKS2 had missed out on high quality teaching using resources to support their basic understanding of number.</p>	<p>HT/DHT learning walks</p> <p>Learning over time evaluations</p> <p>AHTs evaluations during leadership time</p> <p>Staff voice regarding CPD offer</p> <p>Pupil voice</p>	<p>Maths lead completes audit of resources</p> <p>Business Manager sources resources at cost effective rate</p> <p>Maths lead provides training for staff.</p>	<p>HT has approved ordering of resources and organised CPD programme to support roll out.</p> <p>Maths lead has led staff meeting and is preparing delivery of a second session.</p>
<p>School provides high quality CPD and resources to allow children to make strong progress in early reading. £2,000 (books)</p>	<p>Following the DFE phonics Framework, school</p>	<p>Following the DFE phonics Framework, school became an early adopter of the 'Little Wandle' programme of study. This programme is fully synthetic with decodable books running alongside.</p>	<p>Phonics check results</p> <p>EYFS lead's evaluations</p> <p>Learning over Time evaluations</p> <p>Pupil voice</p>	<p>EFYS lead signs up to programme, organises training and orders resources.</p>	<p>EYFS has completed tasks linked to ordering and organisation of resources, and training.</p>

£1,000 (training)		Children in EY and KSI who did not receive early reading teaching due to closure would benefit from high quality pedagogy and supportive resources.	Parent voice Staff voice	EYFS lead organises and distributes books. EFYS provides additional support and in-house training, and evaluates impact.	Additional training for staff has taken this place and is ongoing. Drop-in sessions available for staff during EYFS lead's leadership release time.
TOTAL COST for the ACADEMIC YEAR £23,500					

Targeted Catch Up Support: Targeted academic support

Action	Intended outcome	What is the evidence and rationale for this choice?	Monitoring and evaluation of implementation and impact	Staff Lead	Review (Sept '21)
High quality 1:1 or small group tuition provided via the NTP 6 pupils per year group for 1 hour a week (enough for every PP child in school) £0 (Funding from Pupil Premium) £2655 c/f	Pupils working below ARE make accelerated progress to attain broadly in-line with their peers Identified gaps in pupil knowledge are overcome Disadvantaged pupils make accelerated progress to attain broadly in-line with their peers	NTP offers cost-effective, high quality support via qualified teachers to support pupil progress. Sessions are organised in the afternoon so as not to class with core subjects and are built on the principle of pre/over learning so pupils have broadly similar starting points and the opportunity to consolidate knowledge. Pupils to have clear entrance/exit points for swift intervention that is far-reaching and limits lost curriculum time.	Progress meetings Pupil voice Pupil work Teacher assessment (formative/summative)	HT (source tutoring providers) AHTs (set up sessions and identify pupils) HT/AHT evaluate impact	1 st session 27/09/2021
Offer high quality CPD for teaching assistants to	Teaching assistants offer targeted support in class to both	Pedagogical research shows that pupils requiring additional support make the most progress when they	Pupil voice Staff voice (teacher and TA)	HT (organise/devlive r teacher CPD	CPD session planned 28/09/2021

<p>develop practice to support learning and assessment in class. £1,000 (cover costs for teaching SENDCo)</p>	<p>identified pupils and those who through formative assessment present as needing support.</p> <p>Targeted pupils make accelerated progress within and across lessons.</p>	<p>receive QFT and remain in the classroom setting.</p> <p>By developing TA's practice to support pupils within the lesson, they provide real-time support linked to the learning and raise pupils' self-esteem and motivation by being with their peers.</p> <p>TAs contribute to pupil progress and are part of the assessment process, developing practice and sense of purpose.</p>	<p>Lesson visits Pupils' books Progress Meetings SENDCo evaluations</p>	<p>on utilising TA support)</p> <p>DH/SENDCo (work directly with TAs)</p>	
<p>TOTAL COST for the ACADEMIC YEAR £1,000</p>					

Targeted Catch-Up Support: Wider Strategies

Action	Intended outcome	What is the evidence and rationale for this choice?	Monitoring and evaluation of implementation and impact	Staff Lead	Review (Sept '21)
<p>Design a robust and clearly structured wellbeing support system including the appointment of a Child Centred Support Worker with therapeutic experience. £17,456 (CCSW staffing cost)</p>	<p>Pupils experience a progressive, tiered and well sign-posted SEMH provision that addresses their emotional barriers to learning.</p> <p>Improved learning behaviours, attendance, behaviour and progress for those with SEMH needs</p>	<p>The EEF identify poor wellbeing and mental health as one of the biggest impacts of the Coronavirus. As a result of not being able to attend school, children's mental health suffered through prolonged periods indoors without socialising with their friends in what may have been very challenging circumstances.</p> <p>Children need support processing, intellectualising, understanding and responding to these complex emotions.</p>	<p>Attendance records Behaviour logs Lesson visits Pupil books Pupil voice Staff voice CPOMS entries</p>	<p>SENDCo (direct and evaluate work of CCSW)</p>	<p>CCSW has a clear case load created by robust referral processes and good relationships with class teachers. She tracks the outcome of sessions and is making clear impact in terms of targeted children's wellbeing and mental health. She</p>

		Being able to process and self-regulate will have impacts on their attendance at and performance in school.			has attended a number of CPD events to develop practice.
Enrichment activities to resume from September 2021, targeting pupils who would not ordinarily have access to these. £0 (Funding from Sports Premium)	Pupils take part in a rich diet of extra-curricular enrichment activities, including local trips, sporting competitions, after school and lunch time clubs.	Research from the EFF state that enrichment activities may not directly impact attainment but may have other benefits. The findings also add that it is best to offer such enrichment activities as extra to curriculum-linked activities.	Attendance records Behaviour logs Lesson visits Pupil books Pupil voice Staff voice	BM (explore provider options / organise cover) PE Lead (organise fixtures and transport)	Off-site swimming and sporting competitions have recommenced, as have lunch time and after school clubs. Carol concerts are planned for December.
Begin programme to offer 1:1 devices for all KS2 pupils £33,860 (cost of 180 touch-screen Chromebooks plus trolleys)	Children use remote learning platforms regularly in-class so that any switch to home learning is seamless and less disruptive.	Our evaluation of remote learning during the second lockdown shows children used the virtual platform well due to prior experience in class. We will also aim to send devices home if they are needed. EEF toolkit shows lack of access to devices was a significant barrier to progress of disadvantaged pupils.	Lesson visits Pupil voice Online Learning Platforms	Business Manager (coordinate cost-effective purchase) IT Lead (evaluate use of OLP)	HT has met with Trafford IT support to identify devices and get quotes.
TOTAL COST for the ACADEMIC YEAR £51,316					

Cost paid through Covid Catch-up	£48,320
Cost paid through school budget	£27,496
	£21,900 available through capital funding £5,596 available through recovery curriculum included in the budget (£30,000)