

Braiswick Primary Catch Up Plan 2020/21

Introduction

Following the lockdown on March 28th due to COVID 19, the children of Braiswick Primary School had to adapt as learners to home schooling and remote teacher support. Some children have gaps in their learning as a result of not being in school full time.

We have constructed a 'catch-up' plan to ensure children catch up on any lost learning time and potential gaps in knowledge. This plan will focus on quality first teaching, specific year group 'gap' filling, classroom intervention and small group targeted support with the child's health and well-being at the centre of all we do.

What is the 'catch-up' premium funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their children and circumstances.

Our school has been allocated £26,400 additional 'catch-up' funding to support interventions designed to close gaps in attainment for this academic year.

How will spending decisions about interventions be made?

Since July, leaders in school have been following best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure the additional funding is directed in the most effective way. Approaches taken by the school will be driven by our detailed knowledge of children's current attainment and will draw upon approaches that are evidence-based that are proven to have a positive impact on closing gaps.

Braiswick Primary takes a 'tiered approach' to closing gaps and raising attainment. In addition to high-quality teaching and learning interventions within the school day.

The catch-up programme will link closely to the school improvement plans and Pupil Premium Strategy. Leaders must be able to account for how money is being used to achieve the goal of 'catch-up'. Lesson plans will evaluate learning and identify gaps; assessment will be used regularly to assess progress against targets.

Tier 1 - Quality First Teaching

The curriculum will be adapted to focus on the key skills and knowledge that children need in order to access the wider curriculum. Teachers will focus on embedding these key facts in the first two terms for all core subjects whilst still maintaining a broad and balanced thematic curriculum to engage and challenge the children. Teachers will have flexibility to spend additional time on elements of the core subjects as required. All teaching will take into account the children's ability on return from the summer term 2020 and planning will be tailored to their needs. The first 10 days of the term will concentrate on wellbeing and sharing the plans for the term. The third week will see the completion of a range of formal and informal tests to support the teachers planning. The teaching will be monitored by the SLT each half term to ensure high quality of teaching across the school.

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In addition, we know that the Educational Endowment Foundation's (EEF) Teaching and Learning Toolkit ranks strategies by the "extra months" of pupil progress they secure and topping their chart is metacognition, which has "consistently high levels of impact, with pupils making an average of eight months' additional progress" each year.

Metacognition is actively monitoring one's own learning and, based on this monitoring, making changes to one's own learning behaviours and strategies. Our LEARNING acronym focuses on metacognition. Each letter stands for a different learning behaviour and these are promoted and rewarded in class. So further development of this approach will underpin our catch up programme.

There will be a Learning Support Assistant in each class bubble to support the children at most risk of falling behind or further behind. These children will be planned for by the teacher and then work with the support of the LSA in the class to allow for smaller ratios and more targeted intervention. Interventions will be monitored by teachers, the SENCO and the SLT on a termly basis.

Tier 2 Targeted Academic Support

Tutoring

Tutoring will initially focus on 1:1 support in year 6 with staff the children know and are known by. In the Spring and Summer terms this will be extended to use the National Tutoring programme to target children in the other year groups in need of small group or 1:1 support.

Structured interventions

This includes programmes such as Talk Boost, Century Tech or Nessy which target specific areas of learning for catchup. These will be delivered or facilitated by trained staff and the children identified through assessment.

Group support

Where there are specific gaps in learning such as lost ground in phonic progress, there will be precise teaching around very specific skills on a frequent and regular basis to quickly address the issues.

Tier 3 Wider School Strategies

A full programme of physical activity will continue throughout 2020/21 and will be run by qualified sports coaches. Forest school will also continue providing the children with outdoors adventurous activities and wellbeing and mindfulness activities. The pastoral team will identify children who have had social or emotional issues during lockdown and tailor a programme of support for the child or family. Attendance will be carefully monitored by the school and the school's attendance partner. Expectations for attendance will be made clear to parents and support provided as appropriate.

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Who will benefit from the funding?

All children will benefit from quality first teaching but some children may need further support.

During September 2020, all children across the school have high quality assessment for learning in reading, writing, phonics / spelling and maths. This may be through low stakes tests, practice national assessments or ongoing teacher assessment. Through careful analysis of this assessment data, teachers have identified groups of children that will benefit from 'catch-up' support or other interventions to enable them to close gaps in understanding and attainment.

Specific barriers

A Children have fallen off their progress trajectory in reading, writing, maths or any combination of these subjects

B Children are not engaged with school and/or they have poor attendance.

C Children have not had sufficiently rich non-fiction reading material during lockdown which impacts on their ability to access the wider curriculum

D Children's wellbeing has been compromised by lack of opportunities for PE and fitness, particularly outdoor activities

E Children's learning behaviours have been disrupted by lockdown

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Action and by when date	Barrier and Tier	Who is responsible?	Desired Outcome and how this will be assessed.	Cost and monitoring how it's implemented	Revised Actions Based on Spring 2021 School Closures	Evaluation
Set up 1:1 tutors for year six By October 2020 for targeted children.	A Tier 2	SLT	Children are back on their progress trajectory or higher by February. Summative teaching assessments and teacher's gap analysis will show improvements in progress and attainment.	£5,000 Monitored by SLT half termly	This has temporarily paused due to school closures but will continue once we are fully open. Staff will use new assessment information to guide future planning of these sessions to address any further gaps caused by January/February school closures.	
Set up tutors for other year groups as indicated by assessments using the national tutor	A Tier 2	SLT	Children are back on their progress trajectory or higher by February. Children who have been significantly affected by the lockdown will have access to	£5,000 DHT to track engagement and progress of sessions		National Tutoring Programme has been set up for years 4/5/6. Teachers selected children based on who was at risk of not meeting ARE. 45 children now have tuition sessions with Fresh Start in Education which

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bank by January 2021 There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. EEF			tutoring in order to make rapid progress. Summative teaching assessments and teacher's gap analysis will show improvements in progress and attainment Teacher/tutor/pupil feedback will include engagement reports, focus and assessment of learning.			began w/b 8 th Feb 2021.
Purchase non-fiction books to support engaging, broad and balanced curriculum and train teachers to use these materials to pre teach vocabulary and concepts that will support access to the thematic curriculum Autumn 2020	C Tier 1	Reading lead	Children are able to access the wider curriculum as they have been pre-taught the necessary vocabulary and concepts. Monitoring of children's progress in the curriculum to check for understanding and use of vocabulary. Reading assessments - SALFORD and Fluency for key children in KS2 and Test Base for SATs style questions Summative assessments Discussions in PP meetings	£5,000 Subject leads to monitor implementation of Tier 2 vocabulary and pre-teaching of vocabulary across the curriculum	Books were purchased to provide PP children with reading opportunities of high-quality texts during Jan 21 school closures.	Jan INSET – CPD training on spelling and vocabulary with a focus on tier 2 vocabulary.
Pastoral team to support targeted children with well-	D Tier 3	SENCO	Children have good wellbeing and are emotionally regulated	£1,000	Holistic approach to return to school	

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being issues through mentoring and specific interventions such as zones of regulations, lunch time club, social stories, hidden chimp. (Ongoing)			and able to access the curriculum. SLT and pastoral review each half term focusing on children with specific barriers. Regular review of behaviour log to spot trends and put clear actions in place to support specific children. Pupil progress meetings will highlight any children who are struggling to access the curriculum. Achievement team meetings will give teachers the opportunity to reflect on children's ability to access the curriculum and troubleshoot ideas to support them with colleagues.	SENCO/Pastoral Lead and SLT to meet half-termly to review impact of these measures. Achievement team meetings	which focuses on: outdoor learning, wellbeing, circle times and sport. Transition back to school will be carefully planned to ensure children are ready to access learning. Collaborative approach between pastoral team/teachers and parents	
Aquinas to work with families where attendance is below expected to overcome barriers. This information to inform other support systems	B Tier 3	SLT	Attendance is back to at least national averages by December 2020 and families that have found it challenging to return to school are back to full attendance.	Family support £1,000 contribution to total paid to Child First Attendance reports shared with HT/DHT	Teachers to work with families where attendance is low. A day in school will be offered in the week prior to return to	

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including family support. (Ongoing)			Attendance reports focus on reviewing pupils who had low attendance in Aut 2020	Pastoral Team/SLT to meet half termly to discuss impact of support systems.	support transition.	
Purchase Century Tech (online intervention system) and Ipad hardware on which to run it. This is a tool to be used to target particular groups for catchup in basic core curriculum skills. This can be delivered at home. December 2020	A Tier 1 and 2	SLT	Gaps in learning are quickly closed so all children are back to their pre-covid or previous end of key stage trajectory (whichever was more favourable). Staff will quickly ascertain areas of a child's learning where gaps have developed. Staff, parents and children will be able to work together to close them. Summative assessments Diagnostic pre and post assessment	£7,400		Century Tech has been purchased. Anticipated roll out after May half term. Can be used as main teaching or for staff who are tutoring.
Devote CPD to lesson studies and achievement teams and include this approach in the development of quality first teaching with a specific focus on catchup, learning behaviours and feedback	A E Tier 1	SLT	Staff have further developed their quality first teaching and are able to help children to make accelerated progress through highly focused assessment and targeted support. Monitoring of teaching and learning (lessons, book looks and planning)	Cover for lesson study professional dialogue £2,000	Class teachers and support staff use a range of formative assessment tools including retrieval practice to recap prior learning interleaved with new learning	Action research into feedback and marking has taken place during the Autumn term. Staff meetings are planned in Spring 2 to bring this together and decide on a collective approach which has shown to have the most impact on children's progress in their learning whilst also considering the impact on teacher workload.

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			Achievement Team/Improvement Champion meeting after Easter to identify specific CPD needed that will support closing gaps.		using the previous teacher's gap analysis to inform assessment activities. Retrieval practice and formative assessment CPD is delivered.	
Implementation of 'recovery curriculum' in core subjects which is based on assessment baselines and teachers informed judgement. A focus of 'core skills' to be at the forefront. A whole school 'gaps tracker' to be implemented which details learning which may have been missed for each	A Tier 1	NFER tests purchased at cost of £1200.	Lost learning due to Covid-19 school closures is recovered. By the end of the Spring term baseline assessments of core subjects will enable teachers to identify specific gaps and plan quality first teaching and precision teaching in order to address any gaps in learning both for the whole cohort and individuals. This will also be used to support tuition and small group interventions. Summer term planning will address gaps. Summative assessments in Summer term will show what	SLT and subject leads	NFER tests to take place in first week back after May half term. Use test to gain accurate summative assessment and plan for next year and staff tutoring for Summer 2.	

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cohort and learning which was unable to be taught remotely.			percentage of children are back on track.			
Robust Induction policy is created and implemented to ensure that any new staff are quickly integrated into Braiswick and that consistently high quality first teaching is available to all children.	A Tier 1	£0	Quality of all teaching will be consistently high to ensure that all children receive QFT and make progress in their learning. Standards of teaching remain consistent. Key strategic priorities will be met. Monitoring of teaching standards will show consistent approaches.	SLT and Subject leads Induction mentor DHT		
Professional development opportunities for all staff: track CPD that staff have undertaken with a tracking grid. Provide opportunities for staff to develop in	A Tier 1	CPD???	All staff will feel they have access to high quality professional development which results in overall school improvement.			

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line with their stage of career and the current school priorities						
Jan 21 School Closures – ensure that vulnerable children do not fall further behind: • Remote learning policy to ensure HQFT remains in place during school closures. • Invite vulnerable children into school to receive HQFT • Ensure that all children have access to a device in order to access remote learning. • Regularly attain feedback from	A, B, E Tier 1		Children continue to receive a high level of provision during further school closures. The impact of loss of learning to vulnerable groups is reduced. Children return to school engaged in learning and ready to continue with the curriculum.			*Could include percentages from engagement tracker?

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parents to continually improve remote learning offer						
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The plan will be monitored half termly by the SLT and the governors termly. Children are back on their progress trajectory or higher by July.