**The Brow CP School**


**Catch up Premium**

**Teaching and Learning 2020-21**

## Introduction

This document has been produced to support teachers in reviewing the impact of the Covid-19 pandemic on outcomes for children, both socially, emotionally, physically and academically, and in understanding evidence based strategies to support pupils effectively.

[The EEF Covid 19 Support Guide](#) for schools highlights the point that children from disadvantaged backgrounds are likely to have been particularly severely by school closures and may need more support to return to school and settle back into school life.

IDSR 2019 data shows school's context in relation to deprivation:

**Local area** Guidance
- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

The consequences of the pandemic have been far reaching for all children, but given school's context of high levels of children from socially disadvantaged families, it is imperative that we select effective, evidence based strategies to support children in successfully transitioning back into school life, using catch-up funding in ways to provide the best chances of maximising impact, and improving outcomes for children and their families.

The EEF strategies are grouped into three categories:

- Teaching and whole-school strategies
- Targeted support
- Wider strategies

Within each of these groups and number of strategies are explained in detail, with links to the EEF Toolkit and other useful documents. Strategies will be selected to suit school's context, needs and development priorities informed by analysis of baseline data on return to school alongside historic information on pupil achievement.

**CATCH UP PREMIUM STRATEGY 2020-2021**

| Total Catch Up Funding Budget | £13,760 |
|---|---|
| Total number of pupils | 172 funded |
| Date for review | FEBRUARY 2021 |

Catch up premium (CUP) has been allocated by the government to all schools to ensure that our children recover and get back on track. Schools' allocation will be calculated on a per pupil basis, providing £80 per pupil. This funding will be provided in three instalments – Autumn 2020, early Spring 2021 and Summer 2021.

When we plan for the CUP each of these tiers has been considered.

All baseline data has been analysed after assessment during Autumn 1. Writing is the greatest area of concern across school, followed next by reading.

Each year group has their own individual needs which are being addressed by the class teacher and TA, following consultation with SLT, via a range of 'keep up' interventions including targeted support, pre-teaching, retrieval practice and other personalised interventions. Obviously, the context of each cohort is different, e.g., proportion of boys/girls, SEN, PP other vulnerable groups, but the basic baseline data is shown by cohort below.

**Planned spend:**

| Resource | Additional information | Cost |
|---|---|---|
| Pathways to Read:<br><br>Resources and staff training | Improve whole school reading and work alongside improvements in writing with Pathways to Write | £2000 |
| Books | Texts to accompany Pathways programmes<br><br>Phonics books for EYFS & KS1 | £1000 |
| Online resources | Phonics play | £60 |

| | Apple Classroom | |
|---|---|---|
| | White Rose Maths | £200 |
| Boxall Profile online | Annual subscription for whole school | £150 |
| Targeted teaching support | Teacher x 3 days per week to support catch up 1:1 and small group Autumn term | 4 months = £10,560 |

## 1. Teaching and whole school strategies

**Supporting great teaching**

EEF state that 'great teaching is the most important lever schools have to improve outcomes for pupils'. We also know that poor teaching has a greater detrimental impact on disadvantaged children, again meaning that we must continue to prioritise high quality teaching across all subjects and age groups. Strategies identified include:

- Providing opportunities for professional development
  School actions: (Autumn 1) Safeguarding training for all staff, DfE training on remote learning for teachers, review of teaching and learning strategies and school agreed processes for learning journeys, marking and feedback, lesson structure.
- Training and support for staff in adjusting to organisational and logistical changes
  School actions: (Autumn 1 and ongoing) regular communication and meetings with all staff to discuss and review organisational changes – online and in person; sharing relevant guidance and updates from government and LA with staff; staff training on school reopening (online); Covid section on school website where all documents can be located; hard copy of Covid documentation file (in HT's office); sharing opportunities for mental health support with staff.
- Additional mentoring support for early career teachers who may have had development opportunities cut short due to school closures
  School actions: member of staff who is now RQT allocated a mentor to meet with each half term (formally) for and to seek advice from informally, as NQT year was completed successfully, but without mentoring and training opportunities available as they would have been if school was open.

The EEF toolkit has been used in school to provide evidence based strategies to support our school development for a number of years. There are a wide variety of strategies which are shown to be effective in supporting teaching and learning. Based on the current needs of children and priorities across school, the following strategies have been chosen for school's focus in supporting high quality teaching and learning.

1. Feedback (+8 months)

School actions: work was completed in this area prior to lock down and has been reviewed and implemented in September. Leaders continue to research this area and monitor the impact of current practice on outcomes for children. New feedback policy is due to be completed in Autumn 2 after a review of the impact of current practice in November of using 3C marking and 'review and do' sessions at the start of each lesson

Continued training half termly for staff to ensure practice is reviewed, amended and embedded as necessary.

What should I consider?
1. Providing effective feedback is challenging. These findings from the broader research may help you to implement it well. Effective feedback tends to: be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y…"); encourage and support further effort; be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; be supported with effective professional development for teachers.
2. Broader research suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils.
3. Feedback can come from peers as well as adults (see Peer tutoring).
4. Have you considered the challenges of implementing feedback effectively and consistently in your school?
5. What professional development is likely to be necessary for successful implementation of feedback in your school?

2. Metacognition and self-regulation (+7 months)

School actions: leaders continue to undertake school improvement work with Mark Higginbottom (HBC) in this area and will provide training to staff on a half termly basis. Retrieval practice is being introduced as a daily task each afternoon across all classes and subjects, to further support strategies already in place in this area. Other areas for development will include a review of homework, introducing learning skills characters per class, explicit modelling and teaching, evaluation and reflection which

will form part of school improvement projects led by staff undertaking NPQH and Masters study.

What should I consider?
1. Which explicit strategies can you teach your pupils to help them plan, monitor, and evaluate specific aspects of their learning?
2. How can you give them opportunities to use these strategies with support, and then independently?
3. How can you ensure you set an appropriate level of challenge to develop pupils' self-regulation and metacognition in relation to specific learning tasks?
4. In the classroom, how can you promote and develop metacognitive talk related to your lesson objectives?
5. What professional development is needed to develop your knowledge and understanding of these approaches? Have you considered professional development interventions which have been shown to have an impact in other schools?

3. [Oral language interventions](#) (+5 months)

This area is key to making rapid improvements in children's spoken and written language.

School action: school's writing lead is undertaking a whole school improvement project in this area as part of her NPQSL qualification and will undertake training, feedback to staff and implement a range of strategies to be used in daily classroom practice.

What should I consider?
1. How can you help pupils to make their learning explicit through verbal expression?
2. How will you match the oral language activities to learners' current stage of development, so that it extends their learning and connects with the curriculum?
3. What training should the adults involved receive to ensure they model and develop pupils' oral language skills?
4. If you are using technology, how will you ensure that pupils talk about their learning and interact with each other effectively?

School development priorities will link to these strategies and each area will be led by a member or members of the teaching staff, in accordance with their responsibilities and professional development.

**Pupil assessment and feedback**

Accurate assessment supports teachers to effectively support pupils. Strategies identified by EEF include:

- Time for teachers to assess pupil's wellbeing and learning needs
  School actions: allocated time for formative and summative assessment recorded on O-Track; use of transition programme during September; use of Boxall profiling in Autumn rather than Spring this year.
- Subject-specific assessments

School actions: subject leaders sent electronic coverage grids for staff to indicate topics/objectives not covered; review of LTP and MTP by subject leaders in response to feedback from staff; end of unit assessments in all subjects.

- Standardised assessments in literacy and numeracy
  School actions: use of NFER tests in November for comparison against Spring term standardised data; Reception completed baseline assessments in September 2020 – judgements shared with LA (Clare Fay).
- High quality feedback
  School actions: review and implementation of 'review and do' process and 3C marking, introduced just before lockdown; monitor the impact of this in supporting pupils to make progress and informing future planning.

**Transition support**

Previous monitoring informs our understanding of the challenges our pupils find in transitioning from class to class, but also in the smaller daily transitions of moving from lesson to unstructured times. Strategies identified by EEF include:

- Planning and providing transition support
  School actions: each year group was split into smaller groups to attend two transition sessions with their teacher in July – 'keeping in touch sessions' to begin transition discussions; each teacher scheduled online face to face meetings with children in July to introduce themselves as their new teacher
- Opportunities for staff to share information about pupils' strengths and areas for development
  School actions: allocated time in July for teachers to meet to share information, review SEN support plans and set targets for Autumn term 2020.

## 2. Targeted Support

EEF identified the following categories of targeted support as being beneficial in terms of the positive impact they have in supporting children who have fallen behind:

- One to one and small group tuition
- Intervention programmes
- Extended school time

School actions:

Children were assessed on returning to school to evaluate the extent of gaps in knowledge, skills and understanding. A variety of 'keep up' strategies are already used as part of our usual practice, including

- ✓ Pre-teaching
- ✓ Daily check-ins
- ✓ TA support
- ✓ Small group tuition by class teachers and TAs
- ✓ Personalised learning linked to children's needs
- ✓ A range of interventions and screening tools including Welcomm, Reception Baseline, Phonics screening, literacy and maths interventions, Inclusive Learning portal interventions (Zena Martin) and a range of other online intervention programmes. These are delivered by teachers and TAs

Progress meetings are held each half term to review formative and summative data, set and review targets, identify areas for interventions and review the impact of previous interventions.

Additional support for social, emotional and mental health needs is now also being provided in 1:1 sessions by school's family support worker.

### 3. Wider Strategies

A number of wider strategies are also recommended including:
- Supporting parents and carers
- Access to technology
- Summer support

School actions:

Parental engagement is a key area of focus at The Brow. Throughout the pandemic, staff provided extensive pastoral support via phone calls, virtual meetings, face to face discussions where possible, making food deliveries etc. In order to continue this level of support and establish regular communication and help, school have appointed a Family Support Worker who will work with vulnerable children and their families. During the pandemic it became evident that some harder to reach parents were more willing to engage in a phone call or text message, rather than a face to face meeting, so this is something which will continue.

School have also established links with a local supermarket group who are now providing free food to be distributed to families each week. Currently 24 families are taking up this offer. In addition to this, school currently participate in the Magic Breakfast programme so that every child in school is offered breakfast upon arrival. Although the funding for the programme is due to end in December 2020, school have agreed to continue to fund this provision from January 2021.

Virtual open days and parents evenings have also been set up to enable parents to engage with school during periods of lockdown.

School distributed laptops to vulnerable families during school closures from this provided by Government via the LA. We have also made improvements to school's current technology provision by purchasing Chromebooks, providing hard wired internet points in all classrooms and undertaking a website provider review.

A remote learning policy is in place and staff have attended online training delivered by the DfE in remote learning alongside training from school's computing lead. Teachers have increased the use of technology within lessons to build children's skills and remove barriers to children undertaking online learning at home.  See-Saw and Google Classroom are now used widely across school for class teaching, homework and remote learning when this is required.  Subject leaders are researching other online resources with proven success in raising achievement e.g. for reading, maths, phonics and other curriculum subjects.

This document should be used alongside Recovery Curriculum Action Plan 2020-21

Recovery Curriculum
action plan updated S

## **April 2021 Update**

Following another period of school closure from January-March 2021, assessment was undertaken when children returned to school, while focusing on transition back to school and recovery curriculum.

Data analysis shows that writing and maths are the main areas of concern across school. Despite daily online teaching, there are clear gaps in learning which have emerged following the Spring term period of school closure. However, while there is clearly still work to do in reading across school, the data shows some gains, which could be because of the strong focus on maintaining reading support throughout the most recent school closure by facilitating guided reading groups and direct teaching online. Also, the implementation of Epic reader has motivated more reluctant readers to engage in reading activities online.

Additional spend in relation to Catch Up:

- Whole school See Saw subscription - £660
- Epic Reader subscription - free
- Widget Online subscription -£230
- Additional texts - £100
- Cover for staff undertaking ELSA training - £80 per half day x 12 = £960