Coronavirus (COVID-19): Catch-up Funding Plan

The government is providing schools with universal catch-up premium funding for the 2020/2021 academic year. At Brockwell Juniors this amounts to £20,400. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. We should use this funding for specific activities to support our pupils to make up for lost teaching over the previous months and minimise any potential loss due to further COVID related individual absences and closures.

The Education Endowment Foundation (EEF) has released its 'School Planning Guide 2020-21', which the leadership team is using to develop and review a strategic response for use of the premium.

This plan outlines how we are investing in resources that match the areas identified in the EEF school planning guide. We've been in touch with DCC and Learners' Trust central team to gain information regarding research, gaining quotes, arranging training and collation of information. This has given us confidence in our approach.

Using staff meeting and governor consultation opportunities for critique, key stakeholders will remain fully informed of developments to the strategy before implementation.

The plan contains a summary overview that outlines the overall focus of spending. Each section of the plan outlines 'why' (main reasons / focus for taking action), the 'How' (strategies to be used and success criteria) and the 'What' (the actions to be taken / resources needed).

Intervention costings are detailed within. There is also a section of the plan that outlines the spending we have identified that suits our circumstances.

Additionally, we have created a number of useful documents around remote learning that may help support and explain the strategies we are employing. The links to these resources are below.

- Remote Learning – guidance for schools
- Remote Learning – policy with links to DFE documents
- Remote Learning – HOME LEARNING GUIDE for individual absences, bubble or school closure
- Remote Learning – Quick Overview
- Remote Learning – Letter to parents (TO UPDATE)

This plan will be shared with all relevant stakeholders.

Recovery Curriculum/ Support strategies – Teaching

Focus Area		Steps to Success	Resources	Cost	Staff Lead	Intended Impact	Outcome
Teaching	**High quality teaching for all is consistent across the school**	• Professional development programme planned • Logical well sequenced plan to support and sustain high quality teaching in place via staff meeting agendas	**Teacher Walkthrus** – 3yr. subscription, books, implementation, ongoing network and collaborative support		EC	High Quality Teaching that has standardised aspects and teachers given time to review practice.	
		• Follow on support (instructional/ peer coaching model) (ADAPT – teacher Walkthrus) planned for. • Early career teachers well supported	**BASIC Coaching** – Andy Buck – Books, implementation training, coaching qualification for all middle and senior leaders		EC	TBC Relevant teachers well supported.	
		• Upfront training (high quality INSET)is strategically planned to support RLP and CP and staff well-being.	At the point of need resources: Whole class marking Policy and Practice		EC / CH	Across KS communication and consistent practice.	
			Focused training on effective use of Seesaw and G-Suit (Pioneer / Ambassador Status)		DP / WB	Increased confidence with Seesaw	
			Running the Room: The Teacher's guide to behaviour management – Tom Bennett		EC / CH	Reflective practice and consistent application of behaviour strategies.	
	Remote learning is well supported and confidently delivered	• Quality of teaching is more important than how lessons are delivered	Adapt Remote Learning teaching to follow Home Learning Guide (Assign – Support – Feedback) model to incorporate 'live teacher meets' and provide an interactive, reactive offer for pupils		CH	Successful (high level of engagement) remote learning.	
			Distance Learning Good practice Guide)		CH	Support for teachers and external guidance known.	
			Allocate daily learning to anyone identified as code X from the morning register.		Teachers	Individuals isolating continue with learning in line with school work.	
			Ensure enough iPads are available for isolating pupils.		EC/CH	Devices available for loan Loan Agreement	

		• Access to technology is ensured	Ensure schools are aware of barrier for families regarding devices and access, utilise Covid and community funding to correct where necessary		EC / CH	Devices available for loan.	
		• Peer interactions provide motivation	Ensure GoogleMeet is set up for all classes and pupils ensuring safeguarding settings and training is fully implemented for teachers and teaching assistants.		CH	TA Training and ipads allocated (EC) Teachers confident in setting meetings up (CH) Assemblies presented successfully (CH)	
		• Supporting pupils to work independently will have improved learning outcomes	Offer/ organise Metacognition training via Reflect Ed for staff and pupils		EC	TBC	
		• Different approaches to remote learning suit different tasks and types of content thus a range is used.	Purchase and implement the following resources • **Seesaw**: Electronic learning journal and communication app with parents – essential for submitting work electronically and feedback • **WORDSMITH** OR **Literary Curriculum** (High quality book led distance learning videos for each year group) • **Derbyshire E Library** OR request subscription to / create our own / **Borrow Box Library** (Online reading provision for all schools, bespoke online library with all the latest titles) • **Bug Club Phonics**: Phonics scheme to support remote and whole class teaching – support recording teacher input • **Rapid Phonics**: Phonics catch up resources for in school and at home interventions (TA using Teams) • **Bug Club**: Online reading scheme with interactive comprehension activities – whole school • **Rapid Reading**: Reading Phonics catch up resources for in school and at home interventions (TA using Teams) • **Doodle English** and **Doodle Spell**: Adaptive intelligent software to support interventions and remote learning • **Doodle Maths** and **Doodle Tables**: Adaptive intelligent software to support interventions and remote learning • **Spelling Shed / Maths Shed**		EC / CH/JC/ HM/SL	Seesaw for Schools upgrade in place (WB/CH) Borrowbox used and understood by parents (EC) Doodle accessed sufficiently (JC) Maths Shed, Spelling Shed, ActiveLearnPrimary passwords used by children without parental reliance (Teachers) Rapid reader options sufficient (HM)	

Recovery Curriculum/ Support strategies – Targeted Academic Support							
Focus Area		**Steps to Success**	**Resources**	**Cost**	**Staff Lead**	**Intended Impact**	**Outcome**
Targeted Academic support	**Assessment and Structured interventions in place**	**Effective diagnostic assessment** • Balance between standardised and diagnostic understood? • What learning has been lost is identified? • What we need to re-teach is identified	• **Purchase PIRA and PUMA** standardised assessments for low stakes assessment, to identify gaps only and establish baseline in second round • Assess after four weeks in school to ascertain gaps and plan responsive teaching • Consider whether to **train staff in the use of Snapgrade** to support efficient assessment • Use **GSL screener** to identify any specific learning barriers to reading	2500	EC	Gaps known, whole school baselines known, goals for the year agreed and individuals / group support identified. Those with specific learning difficulty rather than regression identified and supported.	
		Structured Interventions • TAs supplement, not replace, the teacher • Assigning TAs to 'low prior attaining' groups as routine is avoided. • 15-45 mins, 3-5 times per week for 8-20 weeks • Training where identified is accessed • Structured supporting resources and planning time given. • Pupils understand the links between intervention and classroom learning	Provide intervention programmes that support in school and home learning, and school collaboration on training, implementation and ongoing networking • **Behaviour and aspirations**: PSHE Matters, Boxhall profile, assembly well-being emphasis • **Speaking and Listening**: Voice 21: (KS1 & 2) • **Phonics**: Rapid Phonics Read, Write Inc / Fresh Start • **Reading**: Rapid Readers, Read, Write, Inc, Individual Reading and Reading Recovery • **Writing**: IPEEL & NLT – In-school intervention based on real experiences followed by writing • **Maths**: Doodle Maths: • **SPaG**: Doodle English and Doodle Spell • **Talk4Writing –** model writing groups		HM EC JC CH	RWInc implemented (Y3 and 4) JC Behavioural support Boxhall profiles in place (HM) PSHE Matters used throughout school (HM) Reading recovery accelerating pupil progress – individual need -Teachers and EC Doodle (JC) increasing fluency and confidence and filling gaps. Model Writing (EC)- T and TAs delivering high quality writing scaffolding to build accuracy and confidence.	

					CH	Teachers willing to do after school tuition identified.	
	Academic Tutoring implemented if eligible and considered of benefit.	• Shorter and more frequent sessions initiated • Reading and maths prioritised • Three-way relationship between tuition deliverer, class teacher and pupils known • Tuition guided and influenced by the school, linked to the curriculum, based on gap analysis • Tuition delivered by BJS teachers likely to have highest impact • Small group has accelerated progress • Lower attaining and disadvantaged pupils are the priority group.	Check eligibility with National Tutoring Programme, paying oncosts School staff deliver after school tuition or group / 1: 1 intervention as additional hours.			Groups to benefit identified and prioritised – disadvantaged, previously in care/post adopted, vulnerable. Timetable and content results in accelerated progress as seen on itrack or SEND provision map.	

Recovery Curriculum/ Support Strategies – Wider Strategies

Focus Area		Steps to Success	Resources	Cost	Staff Lead	Intended Impact	Outcome
Wider strategies	**An SEL curriculum is carefully planned for**	• Sessions for PSHE and Teachermeet timetabled • Specific social and emotional regulation skills (PSHE Matters assessment) are defined and targeted. • New skills/ methods are broken down into clear steps • Role play and behaviour rehearsal opportunities given • Regular SLT check-ins with staff	• PSHE Matters Curriculum: Whole school resources • Votes for schools: Assembly and PSHCE resources for schools – weekly voting • Picture News used via Googlemeet to refresh British Values • Sequence of books including kindle downloads used for assembly – belonging, kindness, compassion, growth mindset, responsibility, inspirational people…		HM CH	Social and Emotional aspects of learning high priority. Children have opportunities to reflect and learn. Children and staff know their well-being is important long term health and learning. Key messages and school values, British values and emotional well-being continue despite potential remote learning.	
	Parents with pupils of different ages are supported	• What has worked well (include hard to reach families) has been audited. • A clear plan for communications and streams is developed. • Messages are personalised where possible eg Seesaw • Simple, encouraging messages – celebrate success – are reinforced eg postcards	• Seesaw to specifically praise the 'how' of parents' work during remote/ home learning • Attendance Policy • Postcards and text messages sent home • Class Do jo to reinforce positive behaviour • Use of text, email service • Liaise with BNIS regarding devices and live meeting times. • Teacher meets timed so year groups apart.		CH	Attendance is closely monitored with appropriate support in place. High levels of engagement with Seesaw and Teachermeets. Parents received regular updates.	

		• Complex communication is avoided – focus on self-regulation, organisation, routines and habits				
		• Breakfast Clubs	• **Magic Breakfast** funding (35%+ pupil premium) • School Funded where place is a vulnerable child	?	CH	TBC	
	The curriculum is adapted to reflect gaps in learning or social, emotional needs	• Reading is increased across the curriculum • Assembly / learning challenges adapted as needed.	• **Literary Curriculum** (High quality book led distance learning videos for each year group) OR WORDSMITH • Whole Class Reading • Wordsmith • Teachermeet Friday novel • Library rota • Investment in rapid readers / library etc.		ALL	Reading priority in school and through remote learning. Teachers used Here we Are and assemblies delivered focus on SEAL. National Online Safety lessons accessed.	

Costings for the use of the Catch-up Premium

The table below shows the list of high impact resources that will be purchased to support our recovery plan. Where a costing is green it has may be part funded through routine expenditure.

Where resources require annual subscriptions or ongoing investment a decision will be made regarding our progression maps within curriculum subjects to decide if these resources may then be funded beyond the lifespan of the catch-up funding.

Identified Expenditure	Planned Costs	Actual Costs
Total Catch-up allocation	20,400	
Teacher Walkthrus - subscription	???	-
Teacher Walkthrus - book copies	100	-
iPads (may need to access Pupil Premium Funding)	14,000	-
laptops	3,000	600
PIRA, PUMA, GAPS Assessments	2500	2500
GLS Dyslexia Screeners	300	300
Salford	implemented	-
After School Tuition or additional 1:1 or group intervention in school Jan to May	5850	-
Seesaw for Schools	2000	-
GSuite	0	-
Wordsmith	750	750
Abacus	750	750
Spelling & Grammar Bug	350	350
Rapid Reading	0	-
Rapid Phonics	0	-
Spelling Shed	200	200
White Rose Maths Subscription	100	100
Maths Shed	200	200
Power Math Workbooks A, B and C	2000	2000
Doodle English/ Doodle Spell	2000	2000
Doodle Maths/ Doodle Tables	-	-
PSHE MATTERS	Implemented	-
SHAPE PARTNERSHIP	Implemented	-
Derbyshire E Library / Amazon Kindle Downloads	300	60
Bug Club/ Oxford Owl	-	-
Online Safety Software 'National Online Safety'	??	745
Snap Grade Training	??	-
Total Costings for School Support (without iPad cost)	£20,400	£10555
Per Pupil Remaining Balance		£38.60

Implementation Timeline

Sep 2020
Home Learning Guide Published

Seesaw confidence in staff and children

GSuite used by staff to include meetings and calendar

Doodle and group catch up initiated

Assessments indicate gaps and focus on well-being through PSHE Matters and assembly

Nov 2020
IT devices to be loaned known and children familiar with access to websites

December 2020
Bookbox introduced, review Doodle / interventions, increase model writing and 1:1 / after school tuition sessions

January 2021
Reasses to check target groups, raise expectation of work re increased stamina continue Doodle, RWInc, Power Maths etc

June 2021
Whole school visit Yorkshire Sculpture Park, Enterprise (cookbook) to capture the past year, further well-being focus