



Catch-Up Premium Plan Thomas Bullock Primary Academy



Summary information

School	Thomas Bullock Primary Church of England Academy				
Academic Year	2020-21	Total Catch-Up Premium	£ 15,281.00	Number of pupils	191

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

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

all students. Schools should use this document to help them direct their additional funding in the most effective way.	Wider strategies <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Specific year groups, the current Year 3 and Year 6, who did not re-enter school need additional support. They have numerous gaps in number.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The pupils have gaps in GPS and they are not writing at year group expectations.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected. 37.5% of KS2 pupils were tested as reading below 90 WPM at the start of the academic year. Currently in Year 6 we have 26% sitting at 90 WPM and below.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught, specifically linked to humanities. Whilst they completed topic learning throughout, the teaching and learning has been missed. This means that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. We are putting our new Curriculum Champion in place to support planning in this area. He will attend planning sessions each afternoon.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies						
Desired outcome	Chosen approach and anticipated cost	Cost	Projected Impact	Impact once reviewed	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p><u>Maths teaching</u> Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p> <p><u>Intervention space</u> Due to limitations on physical spaces two new intervention rooms have been built out and learning resources were required</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially and add maths training for identified gaps from initial Autumn Transition Checklist Gaps</i></p> <p><i>Purchase additional resources for PiXL therapies to be run in a number of new spaces</i></p>	<p>£1,000.00</p> <p>£500.00</p> <p>£453(TTS)</p>	<p>Specific training will be planned and time with DHT to improve Foundation learning.</p> <p>Multiplication w/manipulatives training and new resources to identify support for gaps. Calculation build-it is a gap.</p> <p>KS1 and LKS2 did not have any spaces for running therapy sessions.</p>		<p>NW</p> <p>LN</p>	<p>Mar 21</p> <p>Feb 21 following training in Jan 21</p>
<p><u>RWI Phonics One-to-One Tutoring</u></p> <p>The TAs in EYFS-Year 4 will deliver Phonics catch-up for pupils struggling to catch-up on phonics. They will also deliver to new to TB pupils who may need further phonics support and phonics failures who have missed catch-up last year.</p>	<p><i>Purchase Phonics One-to-One programme, including phonics cards for MSA and TAs in all year groups from EYFS to 4. Deliver catch-up training to TAs and CTs and introduce reading and catch-up books for pupils who have we recognised have fallen behind.</i></p>	<p>£900.00 for 2 tutors trained and £2830 for RWI phonics 1-1 tutoring pupil resources</p>	<p>Pupils make progress at an accelerated rate. (Currently still awaiting new resources to be sold on OUP after they removed previous resources and</p>		<p>SOS DM</p>	<p>June 21</p>

		for 30pupils and 5 TAs	training sessions.)			
<u>Teaching assessment and feedback</u> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement the PiXL Primary Impact Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance. Staff training and staff release to complete catch-up gap planning from assessments</i></p> <p><i>Additional TA trained to be the PiXL intervention TA lead and share good practice in KS2 with</i></p>	£2,700.00 in PP Budget	Teachers will be able to identify gaps from Autumn Transition Checklists, these are to be shared with parents and TAs and then TAs to be trained, alongside of CTs to run therapy sessions across the school.		SO	July 21
<u>Transition support</u> <p>Children who are joining school from different settings or who are beginning their schooling with Thomas Bullock Primary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A interactive virtual tour of Thomas Bullock Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining TB. Additional work on the website, marketing and systems so that virtual tours are supportive.</i></p>	£50.00			LN	Ongoing
<u>Nuffield Early Language Intervention Programme</u>	<p><i>Time for all children to be screened using the Atlas app. Then the bottom 5-10 pupils will be identified. With two groups</i></p>	£1200	Accelerated progress for pupils who have fallen behind after		SO DM AT KM	Spring 2

<p>NELI children made an average of 3 ADDITIONAL months' progress in language.</p> <p>This result has a very high security rating: 5 out of 5 on the EEF padlock scale. We have are choosing children to complete the ELKLAN NELI training however will complete the screening on the entire cohort and choose bottom 10 with two TAs running the NELI programme.</p>	<p>running and two TAs identified to run the programme. Weekly therapy 20 weeks x 3 hours</p> <p>1 Teacher and 2 TAs to be trained to run the tutoring programme in-house cover needed for 10 hours EYFS lead and 20 hours TA cover</p>	<p>£500 CT £500 TAs' cover</p>	<p>missing Nursery provision during lockdown and have lower vocabulary.</p>			
Total budgeted cost						£ 8,383.00

ii. Targeted approaches						
Desired outcome	Chosen action/approach	Cost	Projected Impact	Impact once reviewed	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Reading Fluency Tutoring across school alongside an additional level 2 'as and when' to support during assessment periods. Using PIXL fluency package. Reading Speed tests taken early in the year to secure specific pupils in need of support.</p> <p>Additional release time and training to support the delivery of the reading fluency project. Additional PPE (screen) purchased to enable intervention across phases. TA and CT training delivered.</p>	<p>£600.00 covered in PP</p>	<p>Improved fluency for readers who have low reading speeds and poor retrieval of information skills.</p>			<p>Feb 21</p> <p>Feb 21</p>

<p><u>Intervention programme- PiXL Therapies</u></p> <p>An appropriate catch-up therapy intervention, for pupils, supports those identified children in reinforcing their understanding of basic maths skills and application of number. Training by specialist PiXL therapy deliverer to be shared and time given to cover.</p>	<p>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data all tracked on the personalised checklist manager groups). Training given.</p>	<p>£500.00</p>				<p>July 21</p>
<p><u>Extended school provision</u></p> <p>Children in KS2 are receiving an additional 25 minutes extended school learning time each morning to ensure that catch-up takes place at the start of each day from the previous days learning.</p>	<p>TAs in all classes to be given 30 minutes additional time each day to support additional tutoring alongside of classteachers for identified pupils. This has been identified for 33wks.</p>	<p>£3,300</p>			<p>SO DW</p>	<p>Ongoing</p>
<p><u>Overteach in UKS2</u></p> <p>Autumn 2 and Spring 1 term additional QFT for taking small groups of pupils for individualised learning sessions based upon their ATCCs and combined tracker to support further catch-up at pace. QFT will take split groups for Autumn 2 and Spring 1 for identified finding and closing of gaps.</p>	<p>QFT in UKS2 in place and additional QFT organised to enter the bubble and work with pupils. Where previous Y5 current Y6 had such a long time out of education, these will be identified and supported with QFT overteach in the first instance.</p> <p>Afternoon Reading, Maths and Writing groups with snacks. Tutor catch-up programme UKS2 from Jan 21. 4hrs per week.</p>	<p>£4,000</p> <p>£1100</p>	<p>Small group learning supported by EEF research around QFT over Support for identifying and delivering specific learning for pupils. Should ensure a quick catch-up and speedy retrieval opportunities.</p>		<p>SO</p>	<p>March 2021</p>

Total budgeted cost **£8900**

iii. Wider Strategies						
Desired outcome	Chosen action/approach	Cost	Projected Impact	Impact once reviewed	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will 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.</p>	<p><i>Additional online learning resources will be purchased, such as RM EasiMaths to support children completing maths at home. Following a 4-month trial at our school. Likewise, Spelling Shed and bugclub being looked into for homelearning programmes.</i></p>	<p>£500.00 RM</p>			<p>LN</p>	<p>March 21</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchasing 100 Chromebooks, 4 trolleys and starting RM SLA to include management of Chromebooks. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i></p>	<p>£35,422.00- PP and School Funds (£5,300.00 from CC+ £8,000.00 TBTrust Charitable donation</p>			<p>SO JW</p>	<p>Feb 21</p>
Total budgeted cost						£13,300

	Cost paid through Covid Catch-Up	£15,281
	Cost paid through charitable donations	£8,000
	Total budgeted cost	£31,080
	Cost paid through school budget	£7,799