



Broadfield Primary School COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	324	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£25,920		
STRATEGY STATEMENT			
<p>The COVID catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning that Broadfield Primary has received £25,920. The funding is intended to help schools to mitigate the effects of the unique and disruptive effects of the global pandemic. Schools must use this funding for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>The Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. We have used this document to help direct our additional funding in the most effective way</p> <p>Our aim in using this additional funding is to reduce the attainment gap caused by the disruption due to school closures:</p> <p>Quality First teaching for all pupils</p> <ul style="list-style-type: none">• supported by evidence-informed CPD for teachers and support staff – reducing working memory, reading strategies, oracy, use of knowledge organisers, developing metacognition etc.• Revisit timetables to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics)• Identify gaps and intervene effectively• Support pupils to work independently to improve learning outcomes• A broad and engaging curriculum that focuses on vocabulary acquisition			

Targeted academic support

- 1-1 support
- 1-1 tuition
- Early Years intervention

Social, Emotional and Wellbeing Support

- Pastoral staff to provide small group/1-1 support to assist pupils day to day

Access to technology

- Purchase additional devices

BARRIERS TO LEARNING

Academic barriers:

A	Oral language skills on entry to school are generally lower due to, in some cases, language barriers and parents being unable to support their children's language development, this has been exacerbated by COVID and loss of time in school.
B	Low self-esteem issues for small groups of pupils mostly eligible for pupil premium are having a detrimental effect on their academic progress – this has been heightened due to COVID

ADDITIONAL BARRIERS

External barriers:

C	Impact of COVID - Lack of devices for pupils to access remote learning. Lack of quiet space at home for pupils to learn – school was open for vulnerable pupils however learning was still severely affected.
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D	Parental and pupil mental health concerns due to COVID, families experiencing loss and anxiety related to COVID
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Planned expenditure

Targeted Support				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead
Identify which children require additional support	Pupils requiring support / tutoring are identified in a timely manner to enable targeted support to begin	EEF toolkit – Feedback +6 months progress	Use assessments to identify which interventions are required for different pupils Review school assessment policy	PS / CW
To provide intensive high impact intervention for small groups (max: 1:4) for all children at risk of not making expected progress	All identified pupils make accelerated progress towards their aspirational targets	EEF toolkit – Reading comprehension strategies provide +5 months' progress EEF toolkit –One to one tuition strategies provide +6 months' progress EEF toolkit –Small group Tuition strategies provide +4 months' progress	Deliver structured programmes/interventions/tuition for pupils who have fallen behind in reading and maths. 1-1 & small group tutoring	PS/CW
				Total budgeted cost: £8,820
Quality First Teaching for all				

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead
Introduce and implement Recovery Curriculum to support children's social and emotional well-being on return to school	To provide children with the necessary skills, environment and confidence to re-engage with their learning.	EEF toolkit Social and Emotional Learning provides +4 months' progress	Analysis of data Feedback from pupils Feedback from parents Work completed by pupils	PS / CW
Support teachers and subject leaders with quality CPD	Improved pupil outcomes.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.	Purchase subject specific Association Memberships. Look into purchasing National College CPD programme	PS/CW
Total budgeted cost:£3,000				

Other approaches				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead
Access to technology	All pupils have access to a Chrome book for some lessons every week.	Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils have access to technology.	Purchase of more Chrome books and storage trolleys to enable timetabling across units.	PS/RD/DB
Social Emotional and wellbeing support for pupils suffering from / anxiety / mental health issues / lack of confidence due to COVID	These pupils are able to access classroom learning and achieve expected levels of achievement	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	Pastoral worker time allocated for these pupils to access regular sessions / referral to Place2Be where necessary	PS / CC
				Total budgeted cost: £17,000