



Pupil Premium and Catch up program at Bretherton Endowed CE Primary School

Info for parents

Following the lockdowns in 2020 and 2021, the children of Bretherton Endowed had to adapt as learners and rely on home schooling, remote teacher support and a reduced amount of face to face teaching from their class teacher. Despite staff and parents working hard to provide a full curriculum and sequenced learning, some children will have found this challenging and many children have gaps in their knowledge from the previous year group when they returned in September 2020.

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.

Bretherton Endowed Ce Primary School, in the academic year 2020 2021, was allocated £6500 additional 'catch-up' funding to support strategies designed to close gaps in attainment. The spending of this money was down to schools to allocate but to support schools to make the best use of this funding, the Education Endowment Foundation published a support guide for schools with evidence-based approaches to catch up for all students.

At Bretherton in 2020 2021, this money was used:

- Purchase curriculum resources and materials that support pupils to get "back on track". Thus, raising the attainment of all pupils to close the gap created by COVID-19 School closures
- Pay for additional staff hours to release teachers or skilled teaching assistants to work with groups or smaller group class sizes.

The broad aims for "catch up" at Bretherton was:

- To keep children 'on track' with their planned progress by the end of the year based on their pre covid attainment in English reading, writing and maths.
- By the end of the 2021-22-year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- To work through a well sequenced, purposeful learning scheme- our Recovery Curriculum
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

The potential barriers to learning we identified were?

- A loss of routine and thus a lack of concentration
- A loss of structure and maybe thus a lack of confidence and self esteem

- Friendships and relationships may have been lost, changed or damaged
- Opportunities will have been limited in all areas of child's life
- The freedom of our children may have been lost. They may have stopped being children and this may have affected their mental health
- Children's attendance may suffer due to their or their parents fears/concerns
- Children may have had very different home learning experiences in every year group

Covid Catch up provision for 2021 2022

In 2021 2022, the Government have provided two key funding streams to schools. This additional funding was linked to the percentage of pupils in receipt of Free school meals in October 2020.

To date, Bretherton Endowed has been informed that we will receive the minimum of £2000 towards National Tutoring funding and £1454 for in school tutoring funding. Using teacher assessments of our children's attainment in summer 2021 and the Education Endowment Funding publications, which highlight which school interventions make the greatest impact on reducing children's gaps in learning our Pupil Premium and Covid recovery plan was written. A copy of this can be found on our website : http://www.brethertonschool.org.uk/serve_file/4260067

The catch-up programme will link closely to the school improvement plans and Pupil Premium Strategy.

In summary, catch up at Bretherton is:

(For all children- Quality teaching for all)

- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- Some additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.
- A continued focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly
- Time spent on mental health, wellbeing and social skills development.
- To revisit Learning Behaviours in order to re-teach the children how to learn. We will support them with this
- Additional hours for existing staff to support children in core lessons and increased TA provision in classes.

(For some children- Targeted support)

- Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium where needed – dependent on need as identified through ongoing assessment.
- Additional time to practise basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this
- The continued use of White Rose Maths mastery approach and in KS2 Learning By Questions to offer a more personalised maths learning
- The use of tutors, from our current staff and to plan to pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing “catch up” in their learning. Thus, reducing the gap between them and their peers.

Catch up at Bretherton is not:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teacher’s time spent highlighting missed objectives or missing key curriculum subjects or coverage designed to limit opportunities or areas of learning.
- Teacher’s time spent ticking off assessment points and extra tracking

How will spending decisions about interventions be made?

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.

Leaders will be held accountable by the governing body for how money is being used to achieve the goal of ‘catch-up’. Class teachers will be instrumental in identifying pupils based on their assessments and ongoing work and participation in lessons. Lesson plans will evaluate learning and identify gaps; assessment will be used regularly to assess progress against targets.

Some specific areas of focus for Autumn 2021.

During November and December 2021, Class 2 will receive additional TA support for 3 mornings a week to receive specific targeted support within the school day focusing on a range of different skills and knowledge.

Class 3 will receive additional small group support in Maths from a qualified teacher.

Class 4 will receive additional small group support in Writing from a qualified teacher.

Class 1,2,3 will receive additional teaching assistant support daily for 1 to 1 and small groups reading, comprehension and phonics.

Interventions records will be kept and each child below expectations will have a detailed provision map in place. These sessions are recorded on our provision map and baseline and completed assessments are used to measure the effectiveness and impact of the provision. These are planned for and evaluated by the school leadership team and SENDCO.

Our plans for Targeted Group Support (tutoring) in Spring 2022

This is an area where we are investing the school's catch up grant as we strongly believe it will have the most impact. We will select children at most risk of falling behind to partake in small group targeted intervention which will begin in January 2022. This will follow a period of time during Autumn 2 which will see specific training for these targeted interventions. These sessions will be run by a qualified teacher or an experienced teaching assistant. The accountability for the success of these sessions will lie with them and the class teacher in order to have the most impact. The sessions will be fast paced and initially work on lost learning from the prior year group in order to give children the best possible chance of progressing in their current year group.

The teacher undertaking this role will liaise with class teacher and SLT and will present impact to HT and Chair of Governors on a termly basis. At Bretherton this is being planned for maths and writing skills. Miss Hymers and Mrs Glew will be employed for additional hours to teach these sessions.

Who will benefit from the funding?

Based on assessments in Summer 2021 and Autumn 2021, 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. The Government have required schools to ensure that the funding this school year be used to reduce any gaps for disadvantaged children (children in receipt of Free school meals) as priority, however, at Bretherton, we plan to support as many children possible. Parents of identified children will receive a letter outlining the purpose and coverage of the intervention sessions so that home and school can work together to reduce gaps in learning. Teachers may identify gaps for children to work on at home where interventions in class may not be considered necessary. These interventions will not put any child at an advantage in relation to their peers, but seek to ensure that they are working at age related expectations with their peers.

How long will the interventions last?

The tutoring interventions will be in groups of 3 pupils from the same class for the same learning and will last for approximately an hour a week for 15 weeks. If more appropriate, the sessions may be planned for more sessions each week over a shorter number of weeks.

How will we make sure that all our strategies are implemented well?

- Early and ongoing assessment of all children in all year groups. We will do this in various ways both formally and informally. We have updated our assessment policy to represent this
- All strategies will be researched, led and monitored by members of the SLT working with subject leaders
- Pupil Progress Meetings and observations of learning
- Our Governing Body will monitor the impact of the spending and support/challenge the school to ensure the best outcomes for all
- Use of internal recording systems to ensure all concerns (including emotional needs) about children are logged and responded to so they are in a better place to learn
- Regular updates for parents in relation to their child's progress and open door policy for home school discussions.