



Blackburn The Redeemer Church of England Primary School Catch up Premium Plan 2020-2021

Summary information

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| School | The Redeemer | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £33 440 | Number of pupils | 418 |

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 Y11.

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

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

EEF Recommendations

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

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| <p>EndowmentFoundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p> | <ul style="list-style-type: none"> ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support |
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Identified Priorities

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| <p>Tier 1</p> | <ol style="list-style-type: none"> 1. Phonics teaching and teacher expertise in reception to year two. <ul style="list-style-type: none"> ➤ Professional development for teachers and other adults teaching phonics within class bubbles. ➤ Additional books to be purchased to ensure there are enough decodable books in each year group and bubbles, at all levels to support thereading and application of phonics. 2. Year one, two and three, 4 and 5 reading, writing and math <ul style="list-style-type: none"> ➤ Teachers subject knowledge and professional development to ensure the delivery of reading, writing and maths it isconsistent as possible. ➤ Additional reading resources, physical and digital to support guided reading in school and remotely. ➤ Professional development regarding vulnerable, disadvantage, send children with any new emerging needs. ➤ RQTs to be supported by SLT through mentoring and coaching. Well-being sessions and solution circles available for all staff. 3. Remote Education-Teachers to be able to work remotely and teach with no breaks in learning aiming to achieve a replica of in house teaching but remotely <ul style="list-style-type: none"> ➤ Hardware to ensure teachers can work efficiently and effectively from home ➤ An online platform established to ensure high quality digital conferencing. ➤ Registration to Tapestry to support breaks in learning due to bubble closures or National School closures. |
| <p>Tier 2</p> | <ol style="list-style-type: none"> 1. Disadvantaged pupils <ul style="list-style-type: none"> ➤ Small group teachings and one to one tutoring for any identified pupils within class bubbles. ➤ The procurement and training of any hardware to support children that are working remotely. ➤ Well-being counsellor and Emotional Literacy Support Assistant to provide support to children and families. 2. Behaviour outcomes. <ul style="list-style-type: none"> ➤ Upon the return of pupils to school the isolation and loneliness, compacted with learning different to historical practises may createunsecured attachments from children. |

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| Tier 3 | <ol style="list-style-type: none"> 1. Support for our most vulnerable pupils to attend school regularly and on time. <ul style="list-style-type: none"> ➤ Weekly provision of well being support through well being warriors programme and one to one counselling sessions. ➤ Out school booster/intervention support to be implemented. ➤ Virtual recordings of the internal and external building to be filmed and edited to inform parents and carer's, along with new starters the school building and layout. 2. Professional development for teachers where pupils have been identified with SEND needs and additional external support may be delayed. |
| Desired Outcomes | <ol style="list-style-type: none"> 1. Remote learning is successful and children of all abilities and ages are able to access learning. As a result, the gap of 'skill' application and 'knowledge' gained is minimal. 2. Children are confident accessing online learning platforms to support with live and pre-recorded learning and submission of their learning. 3. Phonics is delivered in the same manner as in school, which is engaging, fun and active. Video of Live-recording will be supported by commentary and narrative from class teachers to support parents with the delivery at home. 4. For children previously working at a broader and deeper depth within curriculum subjects, they continue to make the progress expected of them prior to this school closures. 5. People who are not on track to meet age related expectations, but who were predicted to be on track, will catch up. 6. Disadvantaged children to make more than expected progress due to attendance at school due to being eligible under the vulnerable category. 7. SEND pupils to continue to make learning gains and progress within their areas of need and development, whilst accessing a full and rich remote learning curriculum. 8. For all year groups to return to full attendance. |

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

1 Teaching and whole-school strategies

| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date |
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| <p>Remote learning is successful and children of all abilities and ages are able to access learning. As a result, the gap of 'skill' application and 'knowledge' gained is minimal.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in all subjects and this supports concrete understanding.</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. Additional training time to support how teaching and resources can be delivered in a blended way.</i></p> <p>Purchase additional maths manipulatives and wider curriculum resources EYFS/KS1 initially.</p> <p style="text-align: right;">(£1580)</p> | <p>Teachers have received additional time to plan and research their subject of responsibility. Some staff had the opportunity to liaise with other subject leaders within our SIG and sister school and LA. New initiatives have then been disseminated via staff meetings and INSET. The impact of these have been monitored by SLT. The impact has been greater when ALL children have been in school.</p> | <p>SLT</p> | <p>July 21</p> |

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| Children are confident accessing online learning platforms to support with live and pre-recorded learning and submission of their learning. | Purchase and implement Tapestry for all EY children to accesses <i>(£300)</i> | Tapestry purchased – staff trained and learning linked/focused specifically to ELG. Greater engagement with parents. | MS/MPo | Dec 20 April 21 July 21 |
| Phonics is delivered in the same manner as in school, which is engaging, fun and active. Video of Live-recording will be supported by commentary and narrative from class teachers to support parents with the delivery at home. | Assess pupils on their return to school to establish gaps and then termly to ensure gaps are closing and pupils are on track. Purchase recommended reading books Purchase phonics books and other phonics resources needed across EY and KS1. <i>(£4000)</i> | New books have been purchased and are being utilised by EYFS and KS1. The children now have a greater range of reading material to choose from. | AB | Ongoing |
| Virtual recordings of the internal and external building to be filmed and edited to inform parents and carers, along with new starters the school building and layout. | A 360 interactive virtual tour of School was arranged and shared with all stakeholders on the website. Additional time made to cover the teacher so that they can have a virtual meeting with their new starter so ensure that the children were confident in joining school 2021. <i>(£1000)</i> | | LB/GR | Ongoing |
| Total budgeted cost | | | | £ 6,880 |

| ii. Targeted approaches | | | | |
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| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency. They will be confident readers and dips in reading attainment will be negated. SENCO and TAs continue to delivery effective and efficient small group and 1:1 interventions. | A Phonics and Reading Leader will lead the high profile reading this year. Additional release time and training to support the delivery of the reading. Intervention groups throughout school Y1-6 – 6 children per bubble for 10 weeks – all year. Delivered by TA.s. | Phonics/Reading Leader/M Power and SENDCO worked rigorously to identify and target children. Teachers and TA's close the gap for targeted individuals in reading. The impact of this was increased self-esteem, greater confidence and significant progress in reading outcomes. <i>(£6000)</i> | DLT TA's | Jan 21 April 21 July 21 |

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| <p><u>Intervention programme</u></p> <p>Fluency Numeracy intervention, from White Rose, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>Third Space Maths – 1:1 National Tutoring Programme for 10x Year 5 children.</p> | <p><i>An intervention is identified and implemented. TAs/Teachers released to support implementation. Additional TA employed to secure consistent support</i></p> | <p>Maths interventions targeted individuals/groups before, during and after school. This significantly improved outcomes for pupils who may have missed learning opportunities due to Lockdown.</p> <p style="text-align: right;">(£4,200)</p> | <p>CP/LT & SLT</p> | <p>July 21</p> |
| <p>For children previously working at a broader and deeper depth within curriculum subjects, they continue to make the progress expected of them prior to this school closures.</p> | <p><i>Additional release time and training to support the delivery and running the sessions.</i></p> | <p>After the second lockdown, interventions took place before, during and after school. These had to be within class bubbles due to Covid restrictions. These were well attended and monitored and led to improved outcomes for our pupils.</p> <p style="text-align: right;">(£3000)</p> | <p>AR</p> | <p>Ongoing</p> |
| Total budgeted cost | | | | £13200 |

| iii. Wider Strategies | | | | |
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| Desired outcome | Chosen action/approach | 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>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> | <p><i>Additional online learning resources purchased; TT Rockstars, Q& Oxford Owl, Purple Mash were used effectively to support children at home.</i></p> <p><i>EYFS and KS1 paper packs were printed and ready to distribute for all children if needed. Stationery packs purchased and set aside for children to take home when home-learning occurs.</i></p> | <p style="text-align: right;">(£3,500)</p> <p style="text-align: right;">(£500)</p> | <p>SLT</p> <p>SLT</p> | <p>Feb 21 July 21</p> <p>Feb 21 July 21</p> |

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| <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 provided with adequate technology 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>Additional devices purchased alongside DFC contribution of 10 laptops. They were used to further support online access to resources for the children accessing extended school time.</i> <i>(£1,500)</i></p> <p><i>Purchased 8 Laptops for teachers to work remotely.</i> <i>(£3 200)</i></p> | <p>SLT</p> <p>SLT</p> | <p>Feb 21</p> <p>Feb 21</p> |
| <p>Weekly provision of well-being support through wellbeing warriors programme and one to one counselling sessions.</p> <p>Training for ELSA on drawing and talking therapy.</p> | <p><i>1:1 sessions timetable and used effectively to support vulnerable children</i> <i>Well-being Warriors Programme – 10 sessions</i></p> <p><i>(£4,660)</i></p> | <p>SLT, DH</p> | <p>Ongoing</p> |
| Total budgeted cost | | | £13 360 |
| | | Total Cost | £33 440 |
| | | Cost paid through Covid Catch-Up | £33 440 |