



Catch-Up Premium & Pupil-Premium Strategy

Burbage Primary School

Summary information							
School	Burbage Primary School			Number of pupils	340 (including 45 PP)		
Academic Year	2020-21	Total Catch-Up Premium	£27,200	Total Pupil Premium	£66,835	Total budget	£124,635

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.

Please note: this document represents a list of potential strategies for adoption by the school. It is not a definitive list and costings are strictly estimations for planning purposes. The strategy will be subject to dynamic review and adjustment throughout academic year 2020-21.

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 all students. Schools should use this document to help them direct their additional funding in the most effective way.

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

Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to some gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however some children are quite simply, 'behind' our normal, age-related expectations.</p> <p>Data and information from the progress review meetings in October 2020 indicated that with our normal, quality first teaching and support, the vast majority of children are expected to 'catch up' in mathematics by the end of the current academic year subject to no further disruption. This is considered to be influenced by our use of 'Inspire' maths resources and teaching methods; the access to online content and support during the 2019-20 lockdown period and the provision from teachers / teams to support continued practise and progress during home learning. There are greater issues for more children in years 1 to 3 than in years 4 to 6. It is felt that the older children have more embedded and consolidated learning than their younger peers.</p>
Writing	<p>Some children 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.</p> <p>There are noticeable gaps in spelling knowledge and application. Again, there are greater issues for more children in years 1 to 3 than in years 4 to 6. It is felt that the older children have more embedded and consolidated learning than their younger peers.</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, as have children in years 1 to 3. There have been noticeable gaps in children's comprehension skills and knowledge and children have less stamina for reading than previously observed.</p> <p>There are noticeable gaps in children's knowledge and application of phonics as specific, taught sessions have been missed.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning 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.</p>
Identified barriers to learning for Pupil Premium children	
Top ten barriers in order of prevalence (from progress reviews, November 2020)	
<ul style="list-style-type: none"> Challenging family circumstances Low self-belief or confidence Lack of ability to concentrate Specific SEND issues Low levels of resilience 	<ul style="list-style-type: none"> Friendship / social issues Low reading attainment Emotional regulation Lack of access to technology at home Low attendance at school

All strategies in this plan are accessible to all children identified as being in need. Strategies specifically designed to support 'disadvantaged' children are in blue.

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	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting Quality-First Teaching (QFT):</u> 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><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. Half day extra per term, per FT teacher (class). (£1500)</i></p>		<p><u>AT</u> AS LA ODJ</p>	Feb 21
<p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, physical resources are accessed regularly in Maths and this supports learning, specifically amongst the younger children.</p>	<p><i>Purchase additional physical resources for EYFS/KS1 initially. (£500)</i></p>		<p><u>TN</u> SS SG NB</p>	Feb 21
<p>Access research-based teaching strategies and CPD in reading and phonics for all teaching staff</p>	<p><i>Research CPD in reading and phonics – access and arrange development opportunities for all staff but specifically those working in Y1-3. Online phonics training to be implemented via LP in Spring 21 (£1000)</i></p>		<p><u>CL</u> LP SG JH</p>	Feb 21
<p>Purchase and implement a researched and revised Reading Scheme for children in EYFS to Year 3</p>	<p><i>Research schemes available, purchase and implement across EYFS – Y3 (additional stage 9-11 books required) (Nessy materials accessible for all identified) (£2000)</i></p>		<p><u>LP</u> CL</p>	Feb 21
<p>See technology to support teaching – below.</p>				
<p>All staff have received further training and support with the teaching and assessment of reading.</p>	<p><i>High-quality training has been sourced and accessed for all teaching staff. English leader briefings attended and used to access materials. (£500)</i></p>		<p><u>CL</u> CE NB</p>	July 21
<p>An agreed whole-school approach to handwriting is in place with suitable and adequate resources.</p>	<p><i>The Nelson handwriting scheme is available to all staff for teaching and is accessible via the IT system.</i></p>		<p><u>CL</u></p>	Feb 21
<p>Teaching staff have acquired further skills and knowledge in the development of fine-motor skills amongst pupils.</p>	<p><i>The 'dough-disco' approach has been cascaded throughout school and is used consistently to develop fine-motor skills. Spring term staff meeting allocation.</i></p>		<p><u>EF & SG</u></p>	Feb 21
<p>A suitable whole school resource for the teaching and learning of SPaG has been sourced and made available.</p>	<p><i>A whole school SPaG resource has been researched, purchased and implemented. (£500)</i></p>		<p><u>CL</u> JH</p>	July 21

<p>'Inspire' maths teaching resources are available to support high-quality teaching and learning in mathematics.</p>	<p>Sufficient Inspire text books and materials are available in school. <u>£2000</u></p>		<p><u>TN</u></p>	
<p><u>Teaching assessment and feedback</u> 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>SATs style resources are available to rehearse and boost Y5/6 stamina and resilience with standardised assessments.</p> <p>Additional reading comprehension resources are available for all children in Y3-4.</p>	<p>Internal moderation within 'teams' across the school during the first half of the Autumn term. Assessment point 1 brought forward to October 2020 (from Dec 2020) with subsequent analysis of data and planning. Progress reviews conducted twice in the Autumn term (Nov INSET and December staff meetings) to ensure clarity of understanding of assessments. Progress reviews to continue as 'normal' (subject to any further change) from Spring 2021 (£500)</p> <p>Purchase suitable resources to aid test rehearsal and stamina - 'SATs buster' one option: specific reading focus. <u>£250</u></p> <p>Source and purchase suitable reading comprehension resources. More challenge required – 'cracking comprehension' and CGP materials considered. <u>£250</u></p>		<p>AT Team leaders</p> <p><u>TN</u> ES</p> <p><u>CL</u> CE SW SS</p>	<p>Dec 20</p> <p>July 21</p> <p>July 21</p>
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Burbage have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>EYFS team to use the first week in school (Sep 20) to conduct home visits for all new starters. A virtual open day of Burbage 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 any other new starters so that the child is confident in joining Burbage. (£500)</p>		<p><u>LP</u> SG EF</p> <p><u>TN</u></p>	<p>Initially Sep 20 (Ongoing)</p>
			<p>SECTION i: budgeted cost <u>Catch up budget</u> <u>PP budget</u></p>	<p>£ 9,500 <u>£4,500</u> <u>£0</u></p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition (internal)</u> Identified children will have significantly increased rates of reading fluency. 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. All 'disadvantaged' children with low reading attainment / progress to be included.</p> <p>Additional teaching assistant support required to deliver the above. 80 hours / week of teaching assistant support will be allocated from the PP budget.</p> <p>Additional teaching time (for the delivery of interventions) available for Year 1 and Year 2 teams on Wednesday, during the cross over period for job-share teachers. (1/2 day per week)</p> <p>All identified 'disadvantaged' children will access 1:1 support with concentration / resilience / emotional regulation via (e.g.) the positive play programme. Appropriate support sourced and interventions added to the intervention provision map. All staff involved with the support of a 'disadvantaged' child to have an explicit knowledge of their targets.</p>	<p><i>A whole-school focus on reading fluency will be made, with additional release time and training to support the delivery of the reading fluency project, under the leadership of the DHT. (£1000)</i></p> <p><i>An additional 30 hours of teaching assistant support will be sourced from January 2021 (£9500)</i> <i>Cost of 3103 hours of teaching assistant time (80 hours per week x 39 for PP) (£51,835)</i></p> <p><i>Maintain the additional teaching time available to KS1 in order to facilitate the delivery of further interventions. (£3500)</i></p> <p><i>Additional 1:1 support made available to all 'disadvantaged' children identified as in need of developing emotional regulation, concentration or resilience skills.</i> <i>Every 'disadvantaged' child to have a 'target profile' - a laminated card to be used by the child and adult when accessing all forms of support and which specifies learning and character targets. (£3000)</i></p>		<p><u>CL</u> CE FB AM</p> <p><u>AT</u></p> <p><u>AT</u> SB NB</p> <p><u>JP</u> <u>HT</u></p>	<p>Feb 21</p> <p>July 21</p> <p>July 21</p> <p>July 21</p>
<p><u>Intervention programmes</u> An appropriate spelling intervention, such as Nessy spelling, supports those identified children in reinforcing their understanding of basic spelling rules, patterns and applications. An appropriate phonics intervention, such as Nessy phonics, supports those identified children with their phonological knowledge and awareness.</p>	<p><i>An intervention provision map is developed and established. (£500)</i></p> <p><i>Appropriate interventions are identified and purchased. Staff within teams are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). Research into</i></p>		<p><u>HT</u> AS NB</p> <p><u>HT</u></p>	<p>July 21</p> <p>July 21</p>

<p>Daily phonics sessions are in place for all identified Y3 children.</p> <p>All identified 'disadvantaged' children will access small group 'friends' support. Appropriate support sourced and interventions added to the intervention provision map.</p> <p>All identified children, including the 'disadvantaged', receive targeted interventions, based on their specific needs identified from progress reviews and specified in the intervention provision map.</p>	<p>potential whole school 'dyslexia screening' is conducted. (+£1000)</p> <p>Y3/4 timetable allows for identified Y3 children to access high-quality daily phonics input.</p> <p>Additional small group 'friendship' support for all 'disadvantaged' children identified as in need of having learning barriers regarding friendship issues. (£1000)</p> <p>Teaching assistant support is deployed across teams to enable the provision of targeted interventions. (as above PP £TA cost)</p>		<p>HT</p> <p>JP SW SS</p> <p>AT Team leaders</p>	<p>July 21</p> <p>July 21</p>
<p><u>National Tutoring Programme (NTP)</u> Identified children have been offered access to the NTP, in addition to their school-based provision. All KS2 disadvantaged children will access additional support via the chosen NTP provider.</p>	<p>Children who may benefit from NTP support have been identified by teachers. A suitable provider has been sourced and communication has been made with parents and carers to agree the programme. A Y5/6 & Y3/4 breakfast club / after school 'homework' club is considered. (£6000)</p> <p>'Disadvantaged' children in KS2 will all be offered NTP support and be loaned digital devices to support this additional opportunity. (above & £2000 IT)</p>		<p>AT AS SW</p> <p>JP</p>	<p>Ongoing</p> <p>Feb 21</p>
<p><u>Building confidence and self-esteem</u> All identified children, including all 'disadvantaged' children will be offered specific additional activities and experiences, designed to boost their confidence and self-esteem.</p> <p>Additional nurture and positive play provision is in place for all children identified as in need.</p>	<p>Identified children will be offered further opportunities in: music, arts, sport, school roles and responsibilities (e.g school council, prefect, house captains, IT). All 'disadvantaged' children must have a specific role. Parents to be informed of these roles and their purpose. (£1000, inc £500 PP)</p> <p>An additional member of support staff has been trained in the provision of nurture/positive play/Lego therapy/anxiety gremlin – this provision has been expanded to accommodate a greater number of children. (see additional support staff hours above)</p>		<p>JP AS JH (Sch C'I) ODJ (MfL) SG SW (arts)</p> <p>HT SB</p>	<p>Feb 21</p> <p>July 21</p>

<p>A wide range of learning experiences are available for all children, and specifically all 'disadvantaged' children including visits and visitors. Specifically identified children access additional broad experiences – challenge and resilience promoted.</p> <p>Children and teachers develop a working knowledge of metacognition.</p> <p>Ensure engaging and structured activities are provided during the lunch break.</p> <p>Children have access to a range of outdoor learning experiences.</p>	<p><i>Visits and visitors are scheduled to enhance each curriculum unit, subsidised via the PTFA contribution, parental contributions and the school budget. Identified children have access to additional experiences (e.g. Whitehall days)</i> <i>(£1000, incl £500 PP)</i></p> <p><i>Access to training, research and learning regarding metacognition and its implications for teaching and learning. Planning takes account of this learning.</i></p> <p><i>Source and provide a sports coach to deliver active sessions each lunchtime, on the MUGA / playground for specific children. TAs are used to support key lunch – times (i.e. final 10 minutes, or as required)</i> <i>(£3000)</i></p> <p><i>'Forest School' style sessions to be timetabled for classes / groups of identified children. Class teachers to timetable outdoor learning experiences as often as is practicable. Support and guidance provided by EF. An additional half day of Forest School provision is sourced per week (Jan-July)</i> <i>(£3000, incl £1500 PP)</i></p>		<p>Team leaders <u>JP</u> <u>AS</u> (visits)</p> <p>JP ES <u>CE</u></p> <p>AT/CH Team leaders</p> <p><u>EF</u> AS</p>	<p>July 21 (subject to restrictions)</p> <p>July 21</p> <p>July 21</p> <p>July 21</p>
			<p>SECTION ii: budgeted cost £28,500 Catch up budget £19,000 PP budget £8,500 + £51,835</p>	

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> 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>The leadership time, dedicated to the support of families is increased in order to support our team of teaching assistants to directly engage with, and provide support to the families most in need.</p> <p>Teaching assistants will be supported and access training to support our families most in need. <i>Regular contact will be maintained with all 'disadvantaged families' via the PP lead and support / teaching staff.</i></p> <p>Parents have access to information specific to teaching and learning and methods to support their own children's learning. A temporary leadership post is established to lead the involvement and engagement of parents and carers?</p>	<p><i>Additional online learning resources will be purchased, such as MyMaths to support children learning at home.</i> (£500)</p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs?</i> (£300)</p> <p><i>The deputy headteacher will have sufficient time to lead the family support and Early Help offer and the increased demands resulting from the pandemic.</i> (£10,000, including £3,400 CU)</p> <p><i>Training and support for teaching assistants will be sourced and arranged.</i> (£1000)</p> <p><i>All 'disadvantaged' families will receive specific contact from a named member of the team each half term. Bespoke support will be offered, including with access to technology for home learning.</i> (£4000)</p> <p><i>Bespoke (online) sessions are delivered by invitation to parents regarding learning support in English and mathematics. Further information is made available online and in paper format.</i> <i>'Phonics play' is made available to parents and carers from EYFS to Y3.</i> <i>'Anxiety' support is provided to parents and carers via CAMHS sessions.</i> <i>(Once permitted) family sessions are arranged in school, by invitation – e.g. cooking, craft.</i> (£5000, incl £2500 PP)</p>		<p><u>TN</u> <u>SS</u> (KS1)</p> <p>Team leaders</p> <p><u>AT</u> CL</p> <p><u>CL</u> <u>JP</u></p> <p><u>CL</u> <u>TN</u> <u>LP</u> <u>HT</u></p>	<p>Feb 21</p> <p>Feb 21</p> <p>July 21</p> <p>Feb 21</p> <p>July 21</p>

<p><u>Access to technology</u> 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>Chromebooks / additional devices.</p> <p>All 'disadvantaged' and SEND pupils have access to appropriate technology.</p> <p>The EYFS and Y3/4 teams have access to an additional teaching area with appropriate visualising equipment.</p>	<p><i>A set of 48 Chromebooks will be purchased. They are to be used to further support online access to resources for the children accessing extended school time via the NTP if required. (£12,000)</i></p> <p><i>Purchase 48 Chromebooks, as above, alongside potential devices from the DfE. This will enable laptops/devices to be loaned to children in the event of another period of home-learning. Chromebooks can now be used by the children to support the curriculum. (Eas above)</i></p> <p><i>A projector and visualiser have been installed in the shared areas of the EYFS and Y3/4 teams. (£2000)</i></p>		AM/AT	Feb 21
			AM/AT	Feb 21
			AT	July 21
			SECTION iii: budgeted cost	£34,800
			Catch up budget	£3,700
			PP budget	£6,500
			Total cost paid via 'Covid Catch-Up'	£27,200
			Total cost paid via Pupil-Premium	£66,835
			Additional school budget contribution	£30,600
Note: costs are estimated for planning purposes only			Total budgeted cost	£124,635