

Brindle Gregson Lane

Recovery Plan Coronavirus (COVID-19): (catch-up funding plan)



Summary Information					
School	Brindle Gregson Lane Primary School				
Academic Year	2020-21	Total Catch Up Premium	£14,640 (£3940 Au) (£4600 Sp) (£6100 Su)	Number of Pupils	183

Guidance	
<p>The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.</p> <p>Mainstream schools will receive £80 per pupil from reception to Year 11 inclusive, and special, AP and hospital schools will receive £240 for each place. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections.</p>	
Use of Funds	EEF Recommendations
Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Supporting great teaching

<p>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.</p>	<ul style="list-style-type: none"> • Pupil Assessment • Transition Support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended School time <p>Wider Strategies</p> <ul style="list-style-type: none"> • Supporting parents and carers • Access to technology
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Identified impact of lockdown	
Maths	<p>This was the main subject area where there was more specific gaps in learning- mainly shape/space, fractions and multiplication facts. This was highlighted in assessments carried out with a dip in attainment across the school. The Lancashire catch up programme during the Recovery Curriculum was used to address essential skills and address other areas of need. Maths No problem is being embedded after catch up and next steps are to consider intervention strategies.</p>
Writing	<p>Writing was challenging to maintain skills during lockdown. Children need to build up their writing stamina and write for extended periods of time. Letter formation needs developing in younger children and also grammar pertaining to specific year groups such as sentence structure. Need to inspire children to write.</p>
Reading	<p>Reading was accessed more during lockdown than any other subject. It was accessible to most families through some online reading material. There were gaps in phonics knowledge and inference and deduction.</p>

Non-Core	There are gaps in knowledge from some of the content was not covered. This will prove challenging when moving forward as a mini –teach sessions will be needed beforehand so children can access new learning and make appropriate links between concepts. Children will not have had the opportunities to work collaboratively in groups or be provided with first hand learning experiences or many practical activities. Educational visits and visitors will not have taken place which usually enrich the school curriculum.
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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
<u>Support great teaching and learning</u>				
Units planned that take into account previous knowledge so new knowledge is learnt and gaps in learning reduced.	English Bridging Units purchased to support staff with transitions from previous year group. £180	Bridging units used had positive impact on closing gaps. Units covered key skills from previous year groups ensuring gaps were addressed in conjunction with new learning for next year group.	SM	DEC 20
Continue to support home learning with reading so standards of reading are at least maintained across school and all children continue to make progress enabling them to ‘catch up’ on lost learning.	Purchase Bug Club to support whole school online remote learning during lockdown. £1500	Bug Club ensured that a much larger proportion of children were able to continue reading during the second lockdown than the first. Summer and Autumn 21 data shows that standards in reading across school have been maintained.	SM	APR 21

Continue to support home learning in Maths to ensure standards are at least maintained and all children continue to make progress enabling them to 'catch up' on lost learning.	Purchase MyMaths support whole school online remote learning during lockdown. £350	Online resource used during lockdown to support Maths gaps in learning. Used primarily to support children in upper KS2 to consolidate KS2 curriculum knowledge for transition and preparation for high school in the absence of SATs tests. Also used to support children in school as an intervention resource	SS	MAY 21
New curriculum (Foundation Subjects) will be planned/implemented in detail.	Additional PPA time for teachers to plan and research Foundation Subjects. Additional cover and release time needed and peer coaching. £1200	Subject leaders released for additional time from class to work alongside Curriculum lead to prepare for implementation of new curriculum.	HT	MAY 21
Staff are able to deliver quality teaching and learning through Microsoft Teams.	ICT technician to set up Microsoft Teams so staff can begin to use this platform with necessary training. Staff training needed £500	Not achieved, Zoom used as platform for remote learning and communication in school. SeeSaw used alongside as main platform for home learning resources	HT	JULY 21
<u>Teaching assessment and feedback</u>				
Teachers have a clear understanding of identified gaps in learning using this to inform assessments, leading to greater accuracy in teacher assessments.	Training form literacy consultants in teacher assessments and moderation in reading/writing £300	Training with Teaching and Learning consultant on writing moderation ensured more accurate teacher writing assessments in Summer 21. Teachers clearer on aspects of writing that needed to be addressed in each cohort as they move into the next year group.	HT	APR 21
	Total £4030			

2. Targeted approaches				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date

<p><u>One to one and small group tuition</u> Identified children will highlighted children to achieve age related expectations be end of Summer Term.</p>	<p>Intensive teaching support by increasing teacher hours- 2 mornings a week. £4930) Use of IDL to support learning. £399</p>	<p>Planned and implemented during Autumn term and small group sessions weekly. Online 1:1 sessions delivered by KL. IDL implemented and supported children's learning in spelling. Maths implemented in upper KS2 and to be used across school from Autumn 21</p>	<p>SS/KL</p>	<p>MAY 21</p>
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Other children to show accelerated progress in: Multiplication tables, revision basic calculations, reasoning/word problems, shape space, measure, time				
Identify lowest 20% of readers and create 'catch up' plan for these. Reading fluency, comprehension, inference and deduction knowledge improves so attainment close to ARE	Boosting for groups and support from TA £3671		SM	MAY 21
	Total £9000			

3. Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<u>Supporting parents and carers</u>				
Blended learning during lockdown impacts positively on pupil's progress and well being.	Children have access to Purple Mash learning platform. £800	Used successfully throughout lockdown periods and to support learning in class during Summer 21	SS/AMc	MAY 21
Children have access to paper based learning if required so children can access learning.	Work packs provided for collection and differentiated as needed, £500	Personalised learning packs printed and distributed for work at home in line with Remote Learning policy	All Staff	APR 21
SEND workshop for parents provides a greater awareness of strategies used to support children needs and how a parents can support children	SENCO with support from SLT to provide workshop for parents. £100	Not completed. SENCO in conjunction with SEND assistant and class teachers provided regular phone calls home to discuss provision and offer support and home learning strategies for all pupils with SEND	KE	JUN 21

<u>Access to technology</u> Teachers able to provide live whole class lessons as appropriate so all children are included.	Purchase web cameras for each interactive class whiteboards. £210	Purchased and installed from Summer 21. Staff INSET to share good practice and recent monitoring and lesson observations have identified effective use of visualizers to model key concepts	HT	APR 21
	Total £1610			