



Catch-Up Premium Plan

Belgrave St. Bartholomew's Academy



Summary information

School	Belgrave St. Bartholomew's Academy				
Academic Year	2020-21	Total Catch-Up Premium	£ 34,240	Number of pupils	428

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 most effected. 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.

Use of Funds	EEF Recommendations
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<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <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>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time
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Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	Where children have missed units of work and where there was varied interaction with the home learning provided during the first national lockdown, children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. Teachers focused on retaining taught knowledge in lockdown one to reduce cognitive load and embed key concepts.
Writing	Children's stamina for writing has been significantly diminished. This is the area most affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. As a result, the children's writing is behind where they would be expected to be for their chronological age. The children have also not been practising the 'basics' at home, so there are gaps in the children's understanding and application of spelling and grammar rules. This further inhibits the children's ability to write with ease.
Reading	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children currently in Year 1 and 2 did not access phonics over the period when not in school, and although those who returned in June were able to access some phonics, this was at class level rather than targeted and did not support the children who did not return.
Non-core	Whole units of work have been missed. With children being at home for three terms, in most cases, this meant that the children missed half a year of curriculum study. It is not possible to complete and catch up the missed curriculum. Key knowledge for topic areas have been missed meaning schema and related knowledge will be affected. We have developed personalised key skills documents to identify the key knowledge required. Geography and History leads are planning on key skills catch up days. Trips/visitors and other curriculum experiences have been missed.
Emotional and Wellbeing	Children's experiences from March will have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has also been incredibly successful and so this may also be masking underlying concerns. It is important to stay vigilant and be prepared to support the children's emotional and mental wellbeing.

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?
Improve teaching and learning strategies to deliver greater impact in the classroom and improve quality first teaching. Quality First Teaching	<i>Mr P ICT</i> <i>Whole School CPD</i> £1200.00		GB	Sept 22
	<i>Chris Quigley Writing across the Curriculum</i> £150.00		GB/RMc	Sept 22
Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching. Quality First Teaching Subject leaders/Class Teachers released in order to develop their subjects/teaching and share with all teachers. Resulting in all school practice being research based. Quality First Teaching	<i>White Rose Premium resources</i> £100.00		LB	On going
	<i>Reading promotion through incentives</i> <i>New AR books</i> <i>Reading prizes/books vending machine</i> £2500.00		RMc	July 22
	<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.</i> £1000.00		GB	Summer 22
Additional teaching hours attributed to year groups to support teaching, learning and transition. Quality First Teaching	<i>Qualified Teacher Support KS1</i> <i>2 days per week</i> £8000.00		KC	Summer 22
Ricky Brown Apple Support- Apple Specialist Ricky Brown to develop effective teaching strategies across school using technology. £1000	<i>Staff Support meetings/Subject Leader development</i> £1000.00	Subject leads can share innovative uses of technology in their subject areas. This will enhance teaching and learning for children.	GB	Spring 2
Total budgeted cost				£13,850

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
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Additional teaching hours to lead small group interventions NTP	<i>School led tutoring top up</i> £2500.00		GB	Summer 22
Additional resources Year 6 (Revision guides and 10min tests)	<i>Maths Pack- Revision Guide/workbook/10min test</i> £465.00		LB	Summer 22
	<i>English Pack</i> <i>Revision guide/workbook/10min test x2</i> <i>(SPAG/Reading)</i> £420.00		RMc	Summer 22
	<i>Numbots- improve mental fluency in Maths</i> £94.00		LB	Summer 22
INSPIRE specialist behaviour and well-being support	<i>SLA behaviour support- INSPIRE</i> £5000.00		KC	On going
Total budgeted cost				£8,479

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Purchasing additional iPads and resources to promote home learning Quality First Teaching	<i>Extra cables and plugs purchased (20)</i> £400.00	Children able to continually access home learning in case of damage to equipment.	GB	N/A
	<i>Funding for Logitech pens (120)</i> £4800.00	Children able to access writing support at home.	GB	N/A
	<i>Swivl Starter Pack x2</i> £2186.00	Staff to continue to reflect and develop pedagogy, teaching and learning. Staff to develop effective strategies for teaching and learning using technology.	GB	N/A
City Music Trust Emotional Well Being	<i>EYFS- Singing and Phonics sessions x 8</i> <i>KS1- Singing and Phonics Sessions x 4</i> <i>LKS2- Song writing x 4</i>	To support children with their emotional well-being and promote music across school.	GB	Spring 22

	<p><i>UKS2- Song Writing x 4</i> <i>LKS2- Musical Safari</i> £950.00 £850.00 £800.00</p>	<p>Due to Covid Music sessions have been missed or adapted, these sessions will promote the subject across school.</p>		
<p>Outdoor Building Wider Opportunities</p>	<p><i>Wooden structure to be built and used as classroom at allotment</i> £1000</p>	<p>Children will be able to access allotment and outdoor activities in all weather conditions.</p> <p>Enhancing the curriculum and offering wider opportunities.</p>	JK	Spet 23
Total budgeted cost				£10,986
Total budgeted cost				£33,315
Cost paid through Covid Catch-Up				£33,315

COVID catch up funding – Appendix 1

The COVID catch up fund, as previously mentioned, is designed to support schools in catching up the lost learning from the pandemic. However, the funding provided does not adequately balance the needs and requirements needed to keep the school open.

In order to keep schools safe, clean and fully open for children, many measures have had to be put in place. These measures are outside of costs normally spent by schools and so there are significant supplementary budget costs which are being spent.

At Belgrave St. Bartholomew's Academy, we know that the best way for the children to learn well and for the learning to have the most impact, is for the children to be taught by their class teacher in their classroom in the school environment. Every effort has been made to ensure that the children have the right resources to learn well, and that the classrooms and whole school environment have been made as safe as possible. The longer we can keep the school open and not close bubbles, the bigger impact we can have on 'catching up'.

To highlight the additional costs for schools in maintaining high levels of cleanliness and resourcing, the (approximate) costs have been added below:

Additional Measures	Cost
Cleaning hours	£2000.00
Cleaning materials <i>Sanitiser, soap, disinfectant, towels,</i>	£7000.00
Heating costs <i>Heating on for longer due to ventilation, hot water due to increased hand washing</i>	£1000.00 <i>Dependent on weather</i>
Total Cost	£10000.00

The purpose of this appendix is to highlight that whilst the catch-up funding is vital for schools, the reality is that schools are spending out on other things in many ways which have not needed to be covered before and would not necessarily have been budgeted for. Any residual funding will go towards the cost of additional measures.