



## Brunton First School

### Catch Up Plan 2020 -2021

Children and young people across the country have experienced unprecedented disruption to their education as a result of COVID19.

In August 2020, the government announced additional funding for schools to deliver Catch Up following the COVID19 lockdown measures. The funding is £80 per pupil.

At Brunton we have high expectations of all our learners but due to the lockdowns, some children will need extra support in order to ensure they get the best possible outcomes. We will use all the resources available to us to help children reach their full potential.

The funding will be carefully monitored and evaluated by the school and the governing body.

This funding was used in September to employ extra support staff to ensure interventions could take place with small targeted groups, enabling gaps identified to be closed.

Catch Up Plan 2020 -2021		
Supporting the Whole Child - Academic, Well-being, Enrichment and Engagement		
Summary Information		
<b>Total number of pupils: 451</b>	<b>Amount received per pupil: £80</b>	<b>Total received: £36,080 across 3 terms</b>
<b>The main focus for the funding will be:</b> <ul style="list-style-type: none"> <li>▪ To narrow the gaps in attainment for all children</li> <li>▪ To support pupils who have prior low attainment or who were not on track to hit targets prior to partial closure</li> <li>▪ To support children’s emotional health and wellbeing</li> <li>▪ To ensure year 4 children are ready for transition to middle school in July and other year groups are ready for their next year</li> </ul>		

Aim	Cost	Groups	Planned Action and Interventions	Monitoring	Impact (after review)
<b>Closing the Gap: Interventions to raise levels of achievement and attainment for all children</b>					
To provide additional support for children in reading.	<b>£6000 TA support</b>	<b>Reception</b>	Staff will assess the children’s skills in their phonic development and awareness of stories and print in the environment. This will inform them of their starting points for reading. Staff will discuss any known SEN and any children of concern with the SENCO to enable planning a bespoke provision if necessary and the possible need for outside professionals to be involved. Literacy Leads to support as needed	Class teachers will use baseline and then daily assessment of all pupils to inform planning and teaching in order to accelerate and embed learning.	

**Lower achievers** will have access to small group phonics with no more than 6 children, matched to their development. The group will have access to an approach that builds on their experience and confidence in phase 1 before moving to phase 2 sounds. The learning will be planned by the Phase Leader.

Lower achievers will also have access to high quality reading books that will build on their ability to tell stories and build vocabulary in preparation for stories with simple sentences. Teachers will provide quality first teaching to build comprehension skills and draw together developing phonic skills in conjunction with language and communication skills. Children who have high needs will have access to bespoke sessions which support their targets in language and communication as well as in developing their reading skills. They will experience quality first teaching with the support of a designated TA.

**Middle achievers** will have access to highly interactive daily phonics sessions that will build their knowledge of phase two sounds. When they are secure with enough phonemes they will be introduced to blending and segmenting. This group will have access to teacher led sessions that will be supported by a TA to ensure all children access and individual support is targeted as needed in each session.

The children will be split into small guided reading groups led by teachers who will support children to build their basic reading skills and begin to access simple reading books that support their phonic ability. Reading comprehension skills will be taught in each session through quality first teaching using challenging questioning, scaffolding and modelling.

**Higher achievers** will access interactive daily phonics sessions led by teachers. They will quickly build their ability to recognise, blend and segment cvc words and recognise sets of high frequency words. Children will be systematically taught to form letters in the school's handwriting style.

Children will have access to guided reading groups led by teachers who will support their basic reading skills and quickly build children's confidence in reading short sentences linked to their phonic stage. Children will be supported to develop their comprehension skills through quality first teaching.

All children will receive a set of individualised resources to use at home to support learning. These resources will be updated dependent on the individual's ability and needs.

The Early Years Lead will analyse progress to ensure all groups are progressing. They will support the team to ensure all children's needs are being met.

EY Lead will report monitoring to SLT, discussions will inform next steps in planning.

		<p><b>Key Stage 1</b></p>	<p>Staff will assess the children's skills in reading and phonic knowledge checking for loss of learning as well as any gaps and inconsistencies. This will inform them of their starting points for reading. They will use information from the last teacher and parents' feedback during lockdown to inform their planning and grouping.</p> <p>Year 1 will start with continuous provision as opposed to formal lessons, this will be reviewed as the term rolls out and staff will make an informed decision as to when to move towards more traditional Year 1 practice. <i>Year 1 teachers will carry out a phonics check in Autumn and Spring to assess the children's progress and inform phonics planning and intervention groups.</i></p> <p>During the autumn term Year 2 teachers will carry out a phonics check as would have been carried out in Year 1.</p> <p>Staff will discuss any known SEN and any children of concern with the SENCO to enable planning a bespoke provision if necessary and the possible need for outside professionals to be involved.</p> <p>All staff will make use of the schools 'reading dogs' approach to support the development of comprehension skills at an age appropriate level.</p> <p>Literacy Leads to support as needed</p> <p><b>Lower achievers</b> will have small group phonic sessions to build on their prior knowledge and fill any gaps in the lower phonic phases. These sessions will be bespoke to the needs of the children in the group. During these sessions, children will also access activities that build their ability to read common exception words.</p> <p>The groups will have access to individual reading and to small group guided reading. Individual reading throughout the autumn term and beyond if necessary alongside guided to ensure that children have access to quality first teaching. The groups will take part in high quality reading comprehension throughout the sessions.</p> <p>Teaching staff will look to using a range of resources and trusted interventions that match the needs of the group with a review of interventions after six weeks.</p> <p><i>Year 2 - Small group interventions to continue in spring with de-coding and comprehension alongside whole class reading.</i></p> <p><b>Middle achievers</b> will have the same planned set of actions as for the lower groups but matched to their own phonic level. <i>In Year 2 this will be supported by individual reading to ensure they meet expected levels.</i></p> <p>They will be have access to individual reading and support to build their fluency and reading comprehension.</p>	<p>Class teachers will use baseline and then daily assessment of all pupils to inform planning and teaching in order to accelerate and embed learning.</p> <p>The Key Stage One Lead will analyse progress to ensure all groups are progressing. They will support the team to ensure all children's needs are being met.</p> <p>The Key Stage One Lead will report monitoring to SLT, discussions will inform next steps in planning.</p>	
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		<p><b>Key Stage 2</b></p>	<p>Staff will assess the children's skills in reading checking for loss of learning as well as any gaps and inconsistencies especially in phonics. This will inform them of their starting points for reading. They will use information from the last teacher and parents' feedback during lockdown to inform their planning and grouping.</p> <p>Staff will discuss any known SEN and any children of concern with the SENCO to enable planning a bespoke provision if necessary and the possible need for outside professionals to be involved.</p> <p>Topics are planned around texts that will inspire a love of reading and independent skills impacting on their access to the curriculum and attainment. All children will have access to whole class reading, staff will make use of the schools 'reading dogs' approach. Literacy Leads to support as needed</p> <p><b>Lower achievers</b> will have access to individual and small group reading sessions to enable them to build confidence, fluency and deeper comprehension skills. Some children may require a resource such as Lexia to boost their skills, assessments will be carried out after six weeks of these interventions to judge progress, effectiveness and any possible</p>	<p>Class teachers will use baseline and then daily assessment of all pupils to inform planning and teaching in order to accelerate and embed learning.</p> <p>The Key Stage Two Lead will analyse progress to ensure all groups are progressing. They will support the team to ensure all children's needs are being met.</p> <p>The Key Stage Two Lead will report monitoring to SLT, discussions will</p>	

			<p>literacy difficulties that may need more investigation. <i>In Year 4 we will continue with individual reading to improve fluency and small group intervention to develop comprehension skills.</i></p> <p><b>Middle achievers</b> will be supported in small group session to accelerate their progress in fluency and comprehension. Teachers will ensure quality first teaching to ensure children reach at least expected levels in reading as quickly as possible.</p> <p><b>Higher achievers</b> will be supported in small groups to fill any gaps in their reading skills. Staff will ensure that children have access to quality first teaching to support rapid progress to a level previously predicted for the individual. Comprehension tasks will focus on deepening skills using the schools 'reading dogs' approach.</p>	inform next steps in planning.	
To provide additional support for children in writing to close the gap	<b>£10000 TA support</b>	<b>Reception</b>	<p>Staff have adapted provision to ensure that all children can access the provision for mark making and early writing skills. After initial baseline assessments staff will plan according to the needs of the groups and identify any emerging additional needs.</p> <p><b>Lower achievers</b> will have access to small group work to develop their initial mark making skills and support to increase their confidence in writing their own first name, pattern making that leads to letter formation. This will eventually link to phonics development when the group is ready. The group will have access to kinaesthetic mark making activities to embed skills and build interest in writing.</p> <p><b>Middle achievers</b> will build on mark making experiences, the group will access activities to link shapes to letters and to form the letters of their names. They will begin to form graphemes from phase 2 using the school's handwriting style.</p> <p><b>Higher achievers</b> this group will build on their existing ability to form some letters, formation will be a focus to support them to begin to write cvc words and common exception words. Within this group there will be those identified who should reach exceeding at the end of reception. Staff will ensure there are no gaps in their knowledge and ensure that their reading skills are well matched to writing to aid this progress and attainment.</p> <p>Staff will share next steps with parents and ways in which children can be supported at home. When children are ready, parents will receive packs to support the development of their letter formation.</p>	<p>Class teachers will use baseline and then daily assessment of all pupils to inform planning and teaching in order to accelerate and embed learning.</p> <p>The Early Years Lead will analyse progress to ensure all groups are progressing. They will support the team to ensure all children's needs are being met.</p> <p>EY Lead will report monitoring to SLT, discussions will inform next steps in planning.</p> <p>Literacy Leads monitor progress</p>	
		<b>Key Stage 1</b>	<p>In Year 1 Continuous provision will be available for children to access to enable them to build on the skills they developed in reception before lockdown.</p>	Class teachers will use baseline and then daily assessment of all pupils	

			<p>Children will be supported in small groups to develop their fine motor skills and all will have access to handwriting activities daily. Daily phonics will have opportunities to practise letter formation while learning phonemes and diagraphs. Literacy Leads to support as needed</p> <p><b>Lower achievers</b> access small group guided writing sessions to focus on basic skills missed during lockdown. They will access interventions that build systematically towards the basics of writing a very simple sentence to include cvc words and include 5 common exception words in Year 1 and in Year 2 ensure they are able to use some common exception words from Year 1. Year 2 will build writing stamina by building simple sentences, applying simple grammar and punctuation.</p> <p><b>Middle achievers</b> will be supported in developing basic sentence writing in line with their phonic ability. They will have a small number of common exception words to practise spelling daily and include these in their directed tasks during daily guided writing. Initially the focus will ensure the group is achieving at ELG level before moving on to Year 1 expectations and in Year 2 that children are secure in Year 1 expectations. In Year 1 children will have interventions to ensure they meet Year 1 expectations for grammar, punctuation and sentence structure, focusing on their 'Sentence Soup' approach – capital letter, finger spaces, full stop and read your writing back. In Year 2 children will have interventions to ensure they meet Year 2 expectations for grammar, punctuation and sentence structure.</p> <p><b>Higher achievers</b> in both year groups will be challenged to move quickly through any lost phonic knowledge or missing knowledge to confidently apply to phase 5 in Year 1 and to Year 2 spellings in Year 2. This group will quickly progress to working within expected levels to ensure they continue to rapidly progress towards greater depth writing.</p> <p>Staff in both year groups will provide quality first teaching, ensuring that all children have access to teacher as well as TA support. Staff with concerns about children's development will speak to the SENCO after they have made assessments and carried out interventions.</p>	<p>to inform planning and teaching in order to accelerate and embed learning.</p> <p>The Key Stage One Lead will analyse progress to ensure all groups are progressing. They will support the team to ensure all children's needs are being met.</p> <p>The Key Stage One Lead will report monitoring to SLT, discussions will inform next steps in planning.</p> <p>Literacy Leads monitor progress</p>	
		<b>Key Stage 2</b>	<p>Staff will assess the children's skills in writing checking for loss of learning as well as any gaps and inconsistencies especially in spelling. This will inform them of their starting points for writing. They will use information</p>	<p>Class teachers will use baseline and then daily assessment of all pupils</p>	

			<p>from the last teacher and parents' feedback during lockdown to inform their planning and grouping. They will ensure that children build on their handwriting skills, in Year 3 they will begin joining as this was not consistent at the point of lockdown in Year 2. Literacy Leads to support as needed</p> <p><b>Lower achievers</b> will have access to small group interventions to build on lost skills from Year 2 and to close gaps in spelling, sentence structure and grammar. Some children will need additional fine motor skill support to enhance the progress of their handwriting. Any children with additional needs in writing will be identified aft intervention and the teacher will discuss the next steps with the SENCO. <b>Year 4 will continue to review High Frequency words and focus on phonics skills as part of interventions groups.</b></p> <p><b>Middle achievers</b> small group work to identify gaps and to accelerate towards working within. Children will be given access to support in spelling, grammar and a range of activities to develop their creative writing based on the class text. <b>Year 4 children will have spelling interventions to ensure they meet the required Year 4 spelling expectations.</b></p> <p><b>Higher achievers</b> will receive interventions to accelerate their progress towards greater depth writing, ensuring that their writing is closely matched to their reading ability and reflects in their use of vocabulary and technical writing. Any individual gaps will be closed.</p>	<p>to inform planning and teaching in order to accelerate and embed learning.</p> <p>The Key Stage Two Lead will analyse progress to ensure all groups are progressing. They will support the team to ensure all children's needs are being met.</p> <p>The Key Stage Two Lead will report monitoring to SLT, discussions will inform next steps in planning.</p> <p>Literacy Leads monitor progress</p>	
To provide additional support for children in maths. To close the gap	<b>£10000 TA support</b>	<b>Reception</b>	<p>Provision indoors and out to support using and applying number in play. Baseline assessment will identify children's knowledge of place value and ability to manipulate numbers. Maths lead to offer advice where needed in accelerating progress. Staff will share progress and ideas to support with parents.</p> <p><b>Lower achievers</b> will work in small groups with numbers to 5, ensuring they understand the value of the number and to work on accurate 1:1 correspondence in counting before learning to manipulate numbers on a basic level. They will be taught to understand and use the vocabulary accurately. Children will have access to activities to practise these skills in different ways using real life objects and toys in context.</p> <p><b>Middle achievers'</b> interventions will include recognising numbers to 10, beginning to order numbers within 10 and to count objects systematically with 1:1 correspondence to 10. When this is secure children will begin to</p>	<p>Class teachers will use baseline and then daily assessment of all pupils to inform planning and teaching in order to accelerate and embed learning.</p> <p>The Early Years Lead will analyse progress to ensure all groups are progressing. They will support the team to ensure all children's needs are being met.</p>	

			<p>manipulate numbers within 10, during these activities they will be supported to begin to build their basic knowledge of more and less.</p> <p><b>Higher achievers</b> will already have good knowledge of numbers to 10, they will work in groups to learn to use strategies to support addition and subtraction. Children will ensure their skills are secure within 10 in these areas before progressing to numbers to 20. Children who are predicted to achieve Exceeding, will progress rapidly to achieve the ELG by the end of spring.</p> <p>This group will be taught to develop independence in choosing how to manipulate numbers and in choosing how to begin to solve problems.</p>	<p>EY Lead will report monitoring to SLT, discussions will inform next steps in planning.</p> <p>Maths Lead to monitor</p>	
		<p><b>Key Stage 1</b></p>	<p>Initial assessments will identify gaps in knowledge and skills and identify children who are not secure at ELG.</p> <p>Staff will work with the Maths Lead in planning to ensure progress is accelerated for all groups.</p> <p>In Year 1, parents will be provided with a resource pack for home to practise basic skills during homework activities and to use during periods of isolation.</p> <p>Children in Key Stage 1 will have access at home to a number bonds app. Year 2 will have access to a times tables app.</p> <p>Staff will discuss any children that are struggling to progress after intervention with the SENCO.</p> <p><b>Lower achievers</b> will receive planned interventions to support their place value, counting and basic addition and subtraction skills to help them close gaps in knowledge and move them rapidly towards working within the Year 1 curriculum. Within these sessions children will be supported to form numbers accurately and begin to recognise the basic signs of +, -, =. In Year 2 the sessions will close gaps in knowledge within the Year 1 curriculum, <i>place value, simple addition (counting on), count in 2s, 5s and 10s, number bonds to 10 then 20. They will then learn to build on their knowledge of mathematical patterns relating their understanding to 10s within 100.</i></p> <p><b>Middle achievers</b> will receive support to plug gaps in their knowledge at ELG for Year 1 and Year 1 for Year 2 children. They will be supported to become more independent in their approach to reasoning and problem solving activities through carefully designed activities in which they can build on their use of practical resources and images.</p> <p><i>In Year 2 choosing which operation to use and choose the most effective method to solve problems and work more independently.</i></p>	<p>Class teachers will use baseline and then daily assessment of all pupils to inform planning and teaching in order to accelerate and embed learning.</p> <p>The Key Stage One Lead will analyse progress to ensure all groups are progressing. They will support the team to ensure all children's needs are being met.</p> <p>The Key Stage One Lead will report monitoring to SLT, discussions will inform next steps in planning.</p> <p>The maths lead will monitor progress</p>	

			<p><b>Higher achievers</b> will receive support to access activities that ensure they are secure at working at expected for Year 1 or 2 and will be scaffolded to become independent in their approach to problem solving and reasoning. Children targeted to work at mastery level.</p>		
		<b>Key Stage 2</b>	<p>Planning for the Key Stage is adapted under the guidance of the Maths Lead to ensure basic skills have not been lost and that children rapidly build confidence in their skills and knowledge.</p> <p>All children have access at home to Times Tables Rockstars to support the learning and rapid recall of times tables facts.</p> <p>All children are assessed to check for loss of learning, progress and any misconceptions.</p> <p>All children access daily mental maths.</p> <p>Staff communicate effectively with parents to help them support their children.</p> <p><b>Lower achievers</b> access small group interventions based on their individual gaps or misconceptions. The results of the interventions are considered, Staff will discuss any children that are not making progress or have specific difficulties with the SENCO. <b>Year 4 children well attend pre-learning groups to help support their learning within Maths lessons.</b></p> <p><b>Middle achievers</b> will access activities that will support them to ensure they are working within the expected level for their year group making rapid progress across the maths curriculum. Access to physical resources and or images will be used daily to support this. They will be supported to become independent in their systematic use of all four operations in problem solving and reasoning.</p> <p>Higher achievers will access teaching that addresses any misconceptions, rapidly secures progress and ensures children move to mastery. They will have access to the same physical resources and images to support this. They will be taught to work systematically building their confidence and independence in their approach to problems in a variety of contexts.</p>	<p>Class teachers will use baseline and then daily assessment of all pupils to inform planning and teaching in order to accelerate and embed learning.</p> <p>The Key Stage Two Lead will analyse progress to ensure all groups are progressing. They will support the team to ensure all children's needs are being met.</p> <p>The Key Stage Two Lead will report monitoring to SLT, discussions will inform next steps in planning.</p> <p>The maths lead will monitor progress</p>	
<b>Transition</b>					
To ensure year 4 children are ready for transition to	<b>£3000</b>	<b>All year groups</b>	<p>Staff will work with the children's previous teacher to gain a good understanding of their needs both pastorally and academically. They will build positive relationships with parents to support the transition from their present year to the next. Curriculum coverage will be passed to the next class teacher so teachers will know the children's starting points</p> <p>Children were invited to a transition session at the end of summer 2020 to allow them to see their classroom and meet their teacher. They took</p>	<p>Classroom staff will assess individual needs</p> <p>Key Stage Lead to monitor and report to SLT</p>	

middle school in July and other year groups are ready for their next year			<p>part in fun activities to help build a relaxed environment but also to ensure children were familiar with the new routines and safety measures against COVID-19.</p> <p>Staff will use children's previous books at the beginning of the year.</p> <p>For children with additional needs, the SENCO ensured that children had social stories if necessary and that receiving staff had the information they needed to support the child.</p> <p>Reception staff have created a virtual tour and planned visits within the guidelines and risk assessments for parents of children new to Reception. The SENCO and class teacher will meet in person or virtually with parents of children with additional needs within the guidelines of risk assessments, additional professionals involved will also be invited.</p> <p>The SENCO will contact professionals working with children in Years 1-4 to plan interventions, treatments and support visits within the local guidelines and Ras.</p>	SENCO to support and monitor where necessary	
	<b>Additional to year 4</b>		<p>Staff have a planned curriculum for transition from Year 4 to 5 taking into account that not all children progress to the same middle school. They will work with middle school colleagues to ensure transition is well planned ahead of time.</p> <p>Children with additional needs / EHCP will have reviews to plan transition in detail.</p>	<p>Classroom staff to monitor and adjust as necessary</p> <p>Key Stage Lead to monitor and report back to SLT</p> <p>SENCO to monitor where necessary</p>	
<b>Emotional health and wellbeing</b>					
To ensure the children's emotional health and well being are supported enabling them best access to	<b>£6000</b>	All groups	<p>The PSHE Lead will support staff in adapting and enhancing the PSHE curriculum to meet the needs of the children.</p> <p>PSHE planning and whole school themes will be used to support children to develop positive attitudes and confidence.</p> <p>If needed the order of the curriculum will change so relevant content taught first.</p> <p>The Relationships curriculum supports the children to rebuild friendships and develop skills in tackling difficulties in relationships. Staff will look to social and emotional skills that children need support with due to the impact of lockdown.</p> <p>Attention will be given to building resilience in children to support them through the pandemic and beyond.</p> <p>Resources that have become familiar such as Cosmic Kids will continue to be used to support emotional well being.</p>	<p>Classroom staff will report progress and needs back to the PSHE Lead.</p> <p>PSHE Lead to monitor and report to SLT</p> <p>Any additional referrals needed to CYPS to be discussed with the SENCO</p>	

academic learning			The PE Lead will support staff in ensuring that the PE curriculum supports health and well being.		
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