

Following the lockdowns as a result of COVID-19 the children at Brampton Village Primary School have had to adapt as learners and rely on home schooling, remote teacher support and a reduced amount of face to face teaching from their class teacher. This inevitably meant that many children have gaps in their knowledge from missed learning.

At Brampton, we have designed a 'catch-up' plan to ensure children catch up on any lost learning time and potential gaps in knowledge. This plan will focus on:

- ✓ quality first teaching,
- ✓ small group targeted support

The government has announced additional funding to support children and young people to catch up and to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their children and circumstances.

We have been allocated approximately £40,000 of additional 'catch-up' funding to support interventions designed to close gaps in attainment for this academic year.

Since July, leaders in school have been following best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure that the planned expenditure is directed in the most effective way. Approaches taken by the school will be driven by our detailed knowledge of children's current attainment and will draw upon approaches that we believe will have a positive impact on closing gaps. The EEF evidence indicates that a number of strategies - at varying levels of cost - have the most significant impact. These include Early Years interventions; feedback; collaborative learning; mastery learning; metacognition and self-regulation; 1:1 tuition. Other strategies - sometimes high-cost ones - have a much more limited impact on outcomes, such as spend on additional teaching assistants.

The catch-up programme will link to the school improvement plans and Pupil Premium Strategy. Leaders must be able to account for how money is being used to achieve the goal of 'catch-up' Lesson plans will evaluate learning and identify gaps; assessment will be used regularly to assess progress against targets.

Quality First Teaching

The curriculum will be adapted to focus on the key skills and knowledge that children need in order to access the wider curriculum. All teaching will take into account the children's ability on their return and planning will be tailored to their needs. The teaching will be monitored by the SLT regularly to ensure high quality of teaching across the school.

Assessments were made during the Autumn Term and groups were finalised so that the support could begin in January 2021. However, due to the lockdown the children have only returned on 8th March. The last 3 weeks of the Spring Term will be used by staff to re-assess groups of children and the planned catch-up support will begin at the start of the Summer Term, initially for 6 weeks, so that impact can be reviewed. As part of this we will use entry/exit data.

Notes

- Group size - ideally 4 children in a group with a maximum of 6.
- Each year group will select four groups for 20 – 25 minute intervention sessions, three afternoons a week.
- Baseline assessments will include Maths NFER and Year 2 / Year 3 phonics check. Year 1 to complete phonics checks.
- Disadvantaged children to be prioritised. Some have been identified for priority as well as those not on track to be age-related by end of the year.

Pupil Group	Identified Needs	Action	Timescales	Estimated Expenditure	Expected outcome
All	Access to quality materials is restricted, especially during periods of lockdown.	Purchase Colins e-books	December 2020	£1000	All children will be able to access high quality texts digitally.
Reception	Speech and Language	Additional support to improve expressive and receptive language skills. Identified children assessed will participate in the NELI Programme	December 2020 April/May Summer 2021	£2500	Children will be supported to close the language gap. Pupils will have improved understanding of reasons, means and opportunities to communicate. Pupils will have increased levels of confidence and self-esteem as they move into Y1.
1	Additional phonics teaching and catch up.	Phonic intervention group	April/May Summer 2021	£2250	Children to make accelerated progress to develop and embed phonic knowledge and early reading skills.
2	Additional phonics teaching and catch up.	Phonic intervention group	April/May Summer 2021	£2250	Children to make accelerated progress to develop and embed phonic knowledge and early reading skills.
3	Additional phonics teaching and catch up.	Phonic intervention group	April/May Summer 2021	£2250	Children to make accelerated progress to develop and embed phonic knowledge and early reading skills.
4	Additional Maths Teaching.	Maths group intervention	April/May Summer 2021	£2250	Children are making accelerated progress to support them closing the attainment gap.
5	Additional Maths Teaching.	Maths group intervention	April/May Summer 2021	£2250	Children are making accelerated progress to support them closing the attainment gap.
6	Additional Maths Teaching.	Maths group intervention	April/May Summer 2021	£2250	Children are making accelerated progress to support them closing the attainment gap.
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