



## **Whole School Catch-Up Premium Fund 2020-2021**

### **Government Guidance:**

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from reception through to Y11. This funding will be provided in 3 tranches. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. Schools should use this funding for specific activities to support 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 support guide for schools with evidence-based approaches to catch-up for all students. This could include, for example: small group or one-to-one tuition or extra teaching capacity from September. To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

### **Accountability and Monitoring:**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise our approaches to catch-up from September, including our plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. The guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding. Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.



### How Brampton Primary School will spend the catch-up funding

Intervention Name	Further Information
National Tutoring Programme (NTP) –  Tuition Partners	<p>Separate sessions in reading and mathematics 1:3 in a group Up to 24 pupils from each year group, impacting on 141 pupils in total. Approximately 50% of pupils selected will be those identified as pupil premium, although the intervention will target children who have fallen significantly behind based on their starting points and most recent data.</p> <p><a href="https://nationaltutoring.org.uk/ntp-tuition-partners/for-schools">https://nationaltutoring.org.uk/ntp-tuition-partners/for-schools</a></p>
National Tutoring Programme (NTP) –  Academic Mentoring Programme through Teach First	<p>Brampton Primary School has applied for two academic mentors for our school, which is the maximum number of mentors you are permitted to apply for. It has been confirmed that we are eligible to hire a mentor through TF but we are awaiting further details on whether we will be able to take on one or two mentors.</p> <p>Detail about the academic mentors can be found on the Teach First website, which states that mentors are:</p> <ul style="list-style-type: none"> <li>• Low-cost support for your school</li> <li>• Rigorously selected and trained mentors</li> <li>• Vital mentoring for pupils who need it most</li> <li>• Fixed-term, with a choice of start dates</li> <li>• Working alongside teachers to help pupils progress</li> </ul> <p><a href="https://www.teachfirst.org.uk/hire-academic-mentors">https://www.teachfirst.org.uk/hire-academic-mentors</a></p>
Nuffield Early Language Intervention (NELI) for Reception children	<p>We have registered for an early language development programme called NELI, which is aimed at supporting identified children in Reception as requiring language support. One of our teachers will receive training and be sent resources for the sessions. A group of selected children will undergo an initial assessment to determine who would benefit most from the programme. Based on the results, a group of pupils will be selected to begin the intervention this academic year.</p> <p><a href="https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap">https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap</a></p>
Additional Teachers	<p>Additional adults in each year group will target pupils identified as requiring additional support. Interventions include one or more of the following:</p> <ul style="list-style-type: none"> <li>• 1:1 reading sessions</li> <li>• RWI wobbly wallets</li> <li>• Mathematics wobbly wallets</li> </ul>



	<ul style="list-style-type: none"> <li>• Pre-teaching in English</li> <li>• Reading comprehension groups</li> <li>• A group of pupils being taught English and maths daily with the additional teacher. This will reduce the class sizes in a year group to enable teachers to target all pupils for additional support and to close gaps in learning.</li> <li>• Box Clever</li> <li>• Pupil Premium support in class</li> <li>• Success at Arithmetic</li> </ul>
Easter booster groups Brampton staff	Booster sessions in reading and mathematics planned for the Easter break (2 hours from Tuesday to Friday of the first week). These sessions will be run remotely for identified pupils from Y1 to Y6 and for EYFS, these sessions will run in school. The pupils will be selected based on assessment information.
Agency staff	Agency teachers have been brought on to cover absence of staff and run interventions. Staff absence has increased due to COVID-19 and/or isolation requirements. When BPS staff are used to cover absent teachers, the interventions are cancelled for the duration of the absence. Agency staff will be used to cover instead, reducing the negative impact on interventions, which are aimed at closing gaps in learning.
SEND resources	Additional resources have been purchased and delivered to families to support children at home. These include: Sensory books and resources Technology Additional educational apps
Additional hygiene needs	The school has had to provide enhanced cleaning and hygiene, as specified by the government. For example, additional cleaner, PPE, increased need for hand sanitizers, soap and antibacterial sprays.

Description of interventions	
Maths Streams	Pupils who are working below the expected standard in mathematics, are taught in a streamed group by an experienced teacher.
Class 5	In some year groups, an additional class will be created for English. The group are not a streamed group and are generally working at the expected standard. The additional class enables the year group to reduce the number of children in class.
Box Clever	Speech and Language intervention for early years.
RWI wobbly wallets	After taught sessions in RWI, pupils who have been identified as falling behind or requiring further support with a particular sound, are taken out for additional short sessions.
Reading groups	The pupils selected for this intervention are those who did not pass the phonics screening check. The intervention supports pupils in learning sounds and promoting a love of reading.
Maths wobbly wallets	After mathematics lessons, the class teacher identifies pupils who require additional support with the key objective taught; the children are taken out of wider curriculum lessons for short periods of time for additional teaching.



1:1 maths pre-teaching	Prior to the lesson, additional adults will pre-teach the mathematical concept which will come up in the next lesson. This improves selected pupils' confidence and increases access to learning during the lesson.
1:1 reading	Pupils selected to read on a 1:1 basis are those who are struggling readers and/or those who do not read regularly at home. This intervention ensures pupils are reading regularly and improves reading skills. It also increases engagement in reading.
Colourful semantics	Colourful Semantics is a Speech and Language Therapy approach, which provides children with a visual framework to develop their sentence structure and grammar. It does this by attaching a colour to the different elements in a sentence. This allows the children to learn the important elements of a sentence (e.g. verbs), and how to put them together in the correct order. By providing this visual element, pupils can build their own sentences, at the level they are working on. We use it for specific children in each class, in English, and packs are made up specific to each text. The children also have 1:1 or 2:1 sessions outside of the classroom to get the children used to using it independently and to develop their comprehension skills. We also refer to the icons when teaching reading, if the lesson lends itself to it.
Handwriting interventions	Selected pupils are removed from class to receive additional support in handwriting. Modelling, and providing an opportunity to practise, helps pupils to improve their presentation.
Success at Arithmetic	A Success@Arithmetic teacher makes a detailed assessment of each learner's needs and then selects a series of appropriate Success@Arithmetic steps to build a pathway of understanding, knowledge and skills that leads to confident calculation. They will implement the steps with a small group of up to 3 pupils. The teacher helps them to think and talk about their calculation methods and strategies, using and adapting the interventions detailed session notes so that each pupil is challenged and can succeed. The intervention lasts for 10 weeks. Once they complete the programme, another group of children are selected.
English pre-teaching	Prior to the lesson, additional adults will pre-teach an English concept or read through the upcoming text which will come up during the week. This improves selected pupils' confidence and increases access to learning during the lesson.
Nurture groups	A number of children are assessed as requiring additional support with their social, emotional and behavioural needs. The children are supported in small groups.
SEND literacy interventions	Key children are targeted for literacy and maths interventions by the SEND team. The children are working below the expected standard and need small group support to ensure basic skills are developed. Children sit an entry and exit tests to evaluate the impact of the intervention.
SEND maths interventions	
Reading Comprehension Groups	Pupils will be taken out of class to practise reading comprehension. Although skills will be discussed, the aim will be increase speed and accuracy.
Home Learning	Pupils will be able to log into live English and mathematics lessons daily while isolating. Children will be assigned tasks and assignments through Microsoft Teams.
Attention groups	Targeting SEND pupils