

Catch up funding expenditure

1. Summary information			
School	Broomwood Primary School		
Academic Year	2020-2021	Total catch up budget	£26,960
Total number of pupils	408		

2. Baseline attainment – children took the summer test from the previous year group to highlight where gaps are			
Year group	% Reading expected and above	% Writing expected and above	% Maths expected and above
1	45.2%	42.9%	54.8%
2	38.6%	15.9%	40.9%
3	55.8%	39.5%	62.8%
4	46.7%	18.3%	48.3%
5	39.7%	28.6%	44.4%
6	40.8%	32.7%	42.9%

3. Barriers to future attainment		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	The high proportion of children with SEND and supporting their individual needs alongside supporting pupils to catch up with lost learning	
B.	The high proportion of children with pupil premium who were behind their peers prior to the pandemic- gap between pupil premium and non-premium widened further	
C.	The lost learning during lockdown within teacher support	
D.	Lower pupil numbers- less school finances and each child a higher percentage	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Parental engagement with homework and support with remote learning/ learning during lockdown- gaps widened	
E	Anxiety around the children attending school impacting negatively on attendance and attendance with virtual teaching due to limited technology	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children across the school are supported to 'catch up' with lost learning from the pandemic within the curriculum via first quality teaching- progress is accelerated	Teachers utilise data and address the gaps in learning effectively for all pupils in order that no pupil group is disproportionately affected by the pandemic

		Children make accelerated progress and achieve in line with the expected standard for their age group in at least reading, but where possible writing and maths
B.	To identify groups of pupils where there are particular concerns in relation to attainment and provide appropriate intervention	Intervention appropriate to the needs of specific groups of pupils and has a positive impact on the attainment of pupils

Planned support					
Academic year	2020-2021				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost and Staff lead	When will you review implementation?
To catch up on previous objectives missed in Maths	Use of white rose premium to enable teachers to weave objectives missed in with current objectives to support the catch up and accelerated progress Subject lead to provide training to staff on how to utilise this resource effectively	EEF- Quality first teaching	Book scrutinies across the year One maths observation Discussion with children Analysing the maths data	£200 Carl	Every half term
To catch up on previous objectives missed in SPAG	Subject lead to identify all of the objectives missed and support staff More time allocated within the timetable to be able to address these discretely	EEF- Quality first teaching	Book scrutinies across the year- SPAG floor book as well as literacy books Discussion with children Analysing the SPAG data	No cost Sally	Every half term

To ensure that children are not disadvantaged in their learning when working remotely from home	See-saw- Invest in appropriate platforms that can be accessed by the majority of the school community Books for children who can't complete it via see-saw	EEF: Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.		£1800 £500 Louise	
Total budgeted cost					£2500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost and Staff lead	When will you review implementation?
To ensure that more able children continue to excel in reading despite the pandemic	Targeted reading group for higher ability- maximum of 8 pupils- delivered by a qualified secondary teacher with the expertise and subject knowledge to push the children further	EEF- targeted support delivered by a qualified teacher likely to have the highest impact on progress and attainment- links with a recommended tutoring organisation	Monitor the data every half term to measure the impact. KS leader to liaise effectively with Maria. Interview the children about their experiences	£6000 Louise and Allison	Every half term- data analysis
To ensure that more able children continue to excel in maths despite the pandemic	Targeted maths group for higher ability- maximum of 8 pupils- delivered by a qualified secondary teacher with the expertise and subject knowledge to push the children further	EEF- targeted support delivered by a qualified teacher likely to have the highest impact on progress and attainment- links with a recommended tutoring organisation	Monitor the data every half term to measure the impact. Year 6 teachers to liaise effectively with Stephen Interview the children about their experiences	£3000 Louise and Carl	Every half term- data analysis
To ensure that children eligible for PP in year 5 and year 6 and middle ability have not fallen further behind and to support them in achieving the expected standard	Targeted reading group for middle ability- maximum of 6 pupils- delivered by a tutor teacher with the expertise and subject knowledge to push the children further	EEF- targeted support delivered by a qualified teacher likely to have the highest impact on progress and attainment- links with a recommended tutoring organisation	Monitor the data every half term to measure the impact. KS leader to liaise effectively with the tutor. Interview the children about their experiences	£2000 Louise and Allison	Every half term- data analysis

To ensure that pupils across the school who have fallen behind in their reading are supported.	Targeted reading groups for pupils in every year group- delivered by the class teacher- 10 weeks- 30 min session	EEF- targeted support delivered by a qualified teacher likely to have the highest impact on progress and attainment- teachers know their children the best and can use the best strategies to support individual pupils	Monitor the data every half term to measure the impact. Key stage leaders to monitor interventions in their year group Interview the children about their experiences	£500 for support materials Louise and Allison	End of Autumn 2 Spring 1
To support and develop individual reading across the school	1:1 reading, with a member of the teaching staff or teaching assistant, on a weekly basis with specific targets recorded and addressed.	EEF- There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	Monitor the recording sheets from the teachers Teachers to track some reading using QR codes to show progress Interview the children SMT to listen to readers	No cost Allison and Rachel	Every term
To support early language skills	Talk boost in class Nuffield intervention programme for specific individuals in reception	EEF- Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery	QR codes to monitor the develop of S and L Subject lead to track data	TA cost to deliver £6000 Hannah	Every term
To support and develop phonics within KS1, particularly initially for year 2	Targeted phonics interventions with an experienced TA	EEF- There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	The phonics subject leader will oversee the implementation of phonics intervention and the impact on particular individuals	TA cost to cover £6000 Materials: £500	
Total budgeted cost					£26,500

