



# Catch-Up Premium Plan

## Summary information

<b>School</b>	Robert Bloomfield Academy				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£74,880	<b>Number of pupils</b>	963

## 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 hardest hit. 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

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](#).

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 [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.

## EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

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

## Identified impact of lockdown

<b>Pastoral</b>	<p>Inevitably we are seeing a spike in cases of student mental health, well-being or just general need for support, as a result of school closures. All students have been affected differently by time out of education and therefore are taking time to get back into the habits and standards we expect.</p>
<b>Academic Core</b>	<p><b>Maths:</b> Initial indications are many students appear to have been affected by lockdown in that their recall of basic mathematical facts and using and applying their knowledge and skills has suffered. Generally, they seem to find it harder to concentrate and focus on particular tasks and their pace of working and persistence when experiencing difficulty have reduced.</p> <p><b>Writing:</b> Children haven't necessarily missed 'units' of learning, however they have lost essential practising of writing skills. The teaching of some specific SPAG skills has been missed, leading to lack of accuracy in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much, have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Some children are needing extra practice to write in grammatically correct sentences, having lacked recent writing practice and close feedback on sentence accuracy. Presentation of written work has suffered as a result of some pupils going for a prolonged amount of time without holding a pen or a pencil.</p> <p>Lack of exposure to daily correct use of correct grammar and long periods of time without having this corrected in speaking or in writing has led to more frequent issues with use of tenses and subject/verb agreement in writing. Long periods in lockdown has also resulted in a lack of exposure to formal language and many inappropriately informal language uses are appearing in pupils' writing, which are being addressed.</p> <p><b>Reading:</b> Reading: Reading has been shown to be severely affected in those children who were not reading and generally engaging with school work during Lockdown;</p> <p>NGRT data shows that many of our students' Reading Ages have been adversely affected by school closure.</p> <p>52% of Year 5 have a Reading Age below 9</p> <p>29% of Year 6, 25% of Year 7 and 24% of Year 8 have Reading ages this September lower than they had at the same time last year.</p>
<b>Attendance</b>	<p>Attendance has been pleasing (Currently 96.1% as of 24.11.20) and substantially above national average. Whilst our PA students have not increased, these cases are being closely monitored as we work with the EWO and our pastoral team in order to integrate these students back into school.</p>
<b>Academic Non-core</b>	<p>Non-Core: There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

**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?
<p><u>Supporting great teaching:</u> Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils</p> <p>We have targeted the link between school and home learning, whilst supporting the prospect of any student isolation periods or further school closures.</p> <p>Providing opportunities for professional development for staff has been a key focus of ours to ensure staff are able to concentrate on supporting students to achieve best possible outcomes</p> <p>Staff wellbeing has also been a real focus of ours. Happy and enthusiastic staff teach better lessons</p>	<p><i><b>CGP Booklets for all students in core – Link between home and school/support gaps. This will also support the possibility of further closures or isolation periods for students.</b></i></p> <p style="text-align: right;"><i><b>(£12,345.80)</b></i></p> <p><i><b>Catch up course (2 staff) – Bespoke for staff leading the catch up process</b></i></p> <p style="text-align: right;"><i><b>(£1600)</b></i></p> <p><i><b>Sounds write training (5 staff, including low set staff) – A phonics driven programme that helps support students, especially LAPs</b></i></p> <p style="text-align: right;"><i><b>(£2050)</b></i></p> <p><i><b>Numicon training – Numeracy based intervention programme (2 Staff who will then lead CPD for other relevant staff)</b></i></p> <p style="text-align: right;"><i><b>(£198)</b></i></p> <p><i><b>The TRUST (BEST) have invested in the National College package for the school to ensure all members of staff have the opportunity to progress in their careers. This is a bank of Webinar based CPD sessions that range from TA support to Senior leaders sessions to support and upskill staff further. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support</b></i></p> <p style="text-align: right;"><i><b>(£1,000)</b></i></p> <p><i><b>Numerous actions to support staff wellbeing have been considered and put into place to support staff. The</b></i></p>	<p><i><b>CGP Booklets now in circulation</b></i></p> <p><i><b>CPD ongoing, 5 members of staff are now trained in soundswrite. CML still trying to source numicon. Catch up CPD taking place in Nov/Dec.</b></i></p> <p><i><b>All staff now have National College accounts (Teaching and non teaching staff). Directed time will be utilised to offer staff time to take responsibility for their own progression.</b></i></p> <p><i><b>Ongoing. Impact will be assessed through staff surveys.</b></i></p>	<p><i><b>LSN/AWT/LYG</b></i></p> <p><i><b>CML</b></i></p> <p><i><b>CML</b></i></p> <p><i><b>FBT</b></i></p> <p><i><b>SLT</b></i></p>	<p>Feb 21</p> <p>Feb 21</p> <p>July 21</p> <p>Feb 21</p>

<p>Physical resources needed to support teaching, with particular emphasis on Reading &amp; Numeracy.</p> <p>Core lessons back into Sets to support individualised learning in Maths &amp; English.</p> <p>MFL Hub – An online programme that supports and consolidates both current and previously missed topics taught within the MFL department</p> <p>The globe Players live performance remotely</p>	<p><i>profession is taxing in regular times, but even more so currently, and therefore we have taken steps, as a leadership team to ensure staff feel supported.</i></p> <p><i>We have seen a substantial drop in student progress in reading since March 2020 and therefore we have invested in some reading texts recommended by HOD for English to support student catch up.</i></p> <p style="text-align: right;"><b>(£82.59)</b></p> <p><i>In October students returned to sets in Maths and English in order to support firstly the assessment of catch up priorities, but also to support individualised learning in these areas.</i></p> <p><i>The MFL Hub is designed to provide pupils with opportunities to further their language learning at home/remotely, and also provide access for the wider community to MFL resources. Currently we have subscribed to a website which provides language activities in French, German and Spanish up to A level. In addition, we also now have access to a wide range of videos filmed in France, Spain and Germany so that our community can watch native speakers and improve not only their vocabulary, but also their pronunciation. Users are able to access the resources at a time of their choosing and will allow families to learn together, rather than it being restricted to pupils in school.</i></p> <p style="text-align: right;"><b>(£532)</b></p> <p><i>The Globe Players' performance will combine scenes from some of Shakespeare's best loved works with fascinating facts about Tudor life, the plays and the Bard himself. In other years, we have been able to invite actors in to school to perform Macbeth and take Year 8 to the Globe in London. While those activities are not available to us this year, this virtual production will enable our pupils to experience some of the magic of Shakespeare from the comfort of the classroom or even their own living rooms!</i></p> <p style="text-align: right;"><b>(£150)</b></p>	<p><i>Staff have highlighted the positive impact this has made on progress and learning within their groups.</i></p> <p><i>The links will allow pupils to extend and consolidate topics covered in lessons at their own pace from the comfort of their own home.</i></p> <p><i>The performance will enhance our curriculum content to KS3 where we deliver a unit of work on 'Introduction' to Shakespeare' for Year 7 and a more in-depth study of Macbeth in Year 8. For our KS2 students, it will give them a general introduction to the writer and his works and prepare them for future study.</i></p>	<p>SLT</p> <p>MHS (HOD)</p> <p>LSN (HOD)</p>	<p>July 21</p>
<p>Teaching assessment and feedback</p>				

<p>Teachers have a clear understanding of the content missed and gaps in knowledge. The curriculum is adjusted accordingly to narrow gaps and consolidate previous learning.</p> <p>Assessments in core will inform interventions put in place academically.</p> <p>PASS survey to take place next half term in order to assess student wellbeing</p>	<p><b>GL baseline assessments completed in year 5 in order to gauge an accurate of year 5 students on arrival.</b></p> <p><b>Reading age's assessed across all year groups</b></p> <p><b>All year groups complete core assessments to support the analysis of school closure impact and to plan catch up priorities</b></p> <p><b>Training day literacy &amp; numeracy session to discuss gaps and how we will address them. Led by HOD in English, and Numeracy lead.</b></p> <p><b>Rising Stars Achieve Success online GPS and Mathematics. This programme is a comprehensive, pupil-friendly and differentiated range of on-line SPAG quizzes for pupils to complete at school or in home, enabling frequent practice of the skills pupils need for their KS2 GPS paper.</b></p> <p style="text-align: right;"><b>(£99)</b></p> <p><b>Pastoral assessment of students in terms of wellbeing and attitudes towards school. Analysis of the data will support any interventions/mentoring needed.</b></p> <p style="text-align: right;"><b>(£1200)</b></p>	<p><b>Assessments in core complete, demonstrating which students have regressed in their learning, permitting us to target particular students in our bespoke intervention programme</b></p>	<p><b>AWT/LSN/LYG CML/SWN</b></p> <p><b>SWN/NMS</b></p>	<p>Termly</p> <p>March 21</p>
<p><u>Transition support</u></p> <p>New students are joining the school from 28 feeder schools and therefore the experience of lower school and lockdown provision is erratic.</p> <p>In addition to new starters, we have 3 further cohorts of students whose lockdown period will have been difficult, with some students receiving much more support and care than others.</p>	<p><b>A series of transition videos were produced to support new starters, including a tour of the school and meeting key staff and interactive tasks to help students feel part of the school.</b></p> <p><b>A staggered/phased return to allow year 5's to settle has been set up; Year 5, followed by year 5 &amp; 6, followed by all school</b></p> <p><b>All form tutors to make contact with all their tutees prior to re-starting</b></p> <p><b>Student well-being supported by a week of pastoral support/well-being activities to help settle back in to school life, prior to starting the curriculum</b></p>	<p><b>Re-integration has been successful with students and families appreciating the slow and steady approach</b></p> <p><b>Attendance at 99.1% (30/09)</b></p>	<p><b>LBN</b></p> <p><b>SLT</b></p>	<p>Ongoing</p>



<p>Pastoral Interventions are back up and running with a significant rise in the number of students who require support.</p> <p>Whilst students with persistent Absence has not increased, support on how to re-integrate PA students back into school life may be required.</p> <p>There have been some substantial movements in society in the last few years in terms of equality and diversity. Over lockdown there were further issues that students will have seen in the news.</p> <p>Curriculum adjustments to Writing</p> <p>Curriculum Adjustments to Reading</p>	<p><b><i>student well-being. This is more extensive than ever and demonstrates the issues students have been facing over lockdown</i></b></p> <p><b><i>Currently looking into ideas on how we can enhance attendance of Key PA's including a sensory room/inclusion room to encourage students back into school</i></b></p> <p style="text-align: right;"><b><i>(TBC)</i></b></p> <p><b><i>Student understanding of Equality and Diversity is, and has become even more so since lockdown, a flag in terms of student behaviours. One member of staff to attend Equality and diversity training</i></b></p> <p style="text-align: right;"><b><i>(£130)</i></b></p> <p><b><i>Equalateach to lead further session for a research group of staff on a bespoke programme for our context to support integration of equality and diversity into our curriculum</i></b></p> <p style="text-align: right;"><b><i>(£400)</i></b></p> <p><b><i>Staff Training has been delivered to ensure all staff are aware of particular literacy issues and are addressing across the curriculum.</i></b></p> <p><b><i>The English curriculum has adjusted to ensure that all SPAG aspects missed during the time of school closure are covered again - particularly in Year 6, where some SPAG skills were due to be taught for the first time in Year 5 and missed.</i></b></p> <p><b><i>Also, Year 7 missed their Introduction to Shakespeare unit which they usually experience in the Summer term. As a result, when we teach Macbeth in Year 8, we will preface with a brief Introduction to Shakespeare for that year group to ensure they have the background knowledge and context learning.</i></b></p> <p><b><i>Interventions have been put in place for those whose Reading Ages have been severely affected - a mixture of Soundwrite for those still needing to work on their phonics, Inference training for those who need help understanding the less literal meaning of texts and other Literacy catch-up interventions planned after TA has attended Training.</i></b></p>		<p>DCS, HBH</p> <p>FBT/EWH</p> <p>LSN</p> <p>LSN</p>	
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	<p><b><i>There is also a whole-school focus on Reading with all Form groups reading a shared text in at least two Form Time periods a week - texts specifically chosen to present language and ideas which are challenging and inspiring.</i></b></p>			
Curriculum Adjustments to Reading	<p><b><i>In Key Stage 2, the schemes of work have been adapted to include the key concepts from the second half of the previous academic year. In Key Stage 3 we use a spiral progression so when new concepts are introduced, the essential pre knowledge and skills needed are revisited for re-cap, and in some cases, taught as they were covered during home learning last term.</i></b></p>		AWT	
Reading for Fluency programme	<p><b><i>CPD for 2 members of staff in order to be able to lead on the Reading for Fluency programme. This project offers strategies that will have a swift and powerful impact on pupils' reading achievement in a short space of time. The intention is that involvement in the project will improve teachers' understanding of reading fluency for the benefit of all pupils, and will be accelerated for the target group of 5-8 children, who must be those</i></b></p> <ul style="list-style-type: none"> <li><b><i>• Judged as working below ARE at the end of Y5 and</i></b></li> <li><b><i>• At risk of not achieving EXS at the end of Y6.</i></b></li> </ul> <p><b><i>Research has shown that specific instruction around fluency enables pupils to free up cognitive space which can be directed more effectively towards other activities "... such as comprehension, analysis, elaboration and deep understanding." [Hattie 2014].</i></b></p> <p style="text-align: right;"><b><i>£450</i></b></p>		ATY/LSN	
<b>Total budgeted cost</b>				<b>£33,814.78</b>



iii. Wider Strategies					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>FSM/Disadvantaged students may need to go into periods of isolation</p>	<p><b><i>Rising Stars Achieve Success online GPS and Mathematics. This programme is a comprehensive, pupil-friendly and differentiated range of on-line SPAG quizzes for pupils to complete at school or in home, enabling frequent practice of the skills pupils need for their KS2 GPS paper.</i></b></p> <p><b><i>(Already budgeted above)</i></b></p>		SLT/ELT	Feb 21	
	<p><b><i>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Additional support in the new school year is focussed on providing regular and supportive communications with parents</i></b></p>	<p><b><i>Coms with parents has been more substantial with staff utilising emails more regularly. Remote Parents evening has taken place to discuss ATL reports.</i></b></p>	HOY's		Feb 21
	<p><b><i>Partnership with Morisons to provide a weeks' worth of essentials to be delivered to the student in the event of an isolation period.</i></b></p>	<p><b><i>This has been successful, and we are now working in partnership with WONDE to supply FSM vouchers during our school closure period in the spring term.</i></b></p>	CML		
<p><u>Access to technology</u></p> <p>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.</p>	<p><b><i>Provisional Order for 9 Chrome books provisionally made with the Dfe in the event of local/national lockdown with Disadvantaged students prioritised.</i></b></p> <p><b><i>20 Vodafone SIM cards with 30GB of data on ready to disperse to Disadvantaged families in case of an</i></b></p>	<p><b><i>We received a further 36 Chrome books from the DfE taking our total to 45. 25 further chromebooks from the High Sherriff, and a further 20 from the DfE taking our capacity to 90</i></b></p>	AWW (TRUST)		
			CML	On going	

<p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children through GC.</p>	<p><i>isolation period, or another full lockdown. Routers being sourced.</i></p> <p><i>Access to technology survey led by VHS to analyse the state of play in the community in terms of access to technology resources. CML to analyse the results of the survey to determine what additional capacity is needed in terms of both data and devices. No devices needed, however need for headphones to support our on-site provision during 3<sup>rd</sup> national lockdown.</i></p> <p style="text-align: right;"><b>(251.40)</b></p> <p><i>Staff CPD sessions led by Partnership to support understanding and effective use of Google Classroom and Oak National where necessary.</i></p>	<p><i>Due to DfE allowance of 65 Chrome books, and the High Sherrif of 25, there is no current requirement for further devices.</i></p> <p><i>Partnership have led 4 CPD sessions to support our ability to provide a remote programme</i></p>	<p>VHS/CML</p> <p>Partnership Staff</p>	
<p>Summer Support NA</p>				

**Total budgeted cost    £251.40**

**Cost paid through Covid Catch-Up    £51,173.57**

**Cost paid through charitable donations    £1,000**

**Cost paid through school budget    £1,200**

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