



Catch Up Premium Statement

School Overview

Metric	Data
School name	Broadacre Primary
No. pupils in school	380 - October 2019 Census
Catch Up Premium allocation this academic year	£80 x no. pupils £30,400
Academic year or years covered by statement	2020/2021
Publish date	1 September 2020
Review date	1 September 2021
Governor lead	Mr Hillary

Background

- It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged.
- Effective strategies evaluated by the EEF have been identified within this plan.

Impact of school closures on our pupils

- Gaps in academic knowledge and skills, particularly in the basic skills (reading, writing, speaking and listening, maths).
- Increased emotional wellbeing concerns.
- Increase in behaviour concerns.
- Increase in incidences of reported domestic abuse.
- School readiness concerns resulting from lack of routine and structure.

Intended outcome of Catch Up Premium spending

- This funding will be used 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. This will include ensuring our school returns to the normal curriculum in all subjects by summer term 2021 and standards are maintained.

How we will allocate and monitor Catch Up Premium funding

EEF Focus Area	Activity
Teaching and whole school strategies	<ul style="list-style-type: none"> • Release time for MAT training/support. • Support from Head of School/SLT for Early Career Stage Teachers whose early career opportunities and training have been curtailed by school closures. • Pupil assessment and feedback – subject-specific assessments for phonics, maths and reading to be used in September and December to identify pupils who would benefit from additional catch-up support. • Adapt the curriculum for basic skills in Autumn 2020 to allow for gaps in learning to be addressed. • Implement the 'Ready to Progress' document from the Maths Hub to identify and teach key mathematical concepts. • Purchase additional phonically decodable books for EYFS & KS 1. • Purchase IT programmes for catch up literacy. • Employ tutor via National Tutoring Programme – Spring 2020 – to support quality first teaching and lead intervention groups.
Projected spending	£12,666 National Tutoring Programme £3,893 TA hours £2,558 Teacher hours £4,000 Resources
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report. • Regular agenda item for SLT and LGB. • Question-level analysis of assessments to identify gaps in learning. • In school formal monitoring programme. • Internal pupil data. • CPD records.

EEF Focus Area	Activity
Targeted support	<ul style="list-style-type: none"> • 1-to-1 and small group tuition provided by members of the school staff after/before school. • National tuition programme tutors to support small groups in the acquisition/retention of basic skills. • Subject-specific "clubs" before and after school. • Emotional and well-being support provided by identified member of staff.
Projected spending	£5,700 for 1-to-1 and small group tuition, subject specific clubs and emotional and well-being support.
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report. • Regular agenda item for SLT and LGB.

	<ul style="list-style-type: none"> • Tracking of pupils receiving tutoring/additional support. • In school formal monitoring programme. • Internal pupil data. • CPD records. • Targeted tracking of pupils receiving EWB support.
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EEF Focus Area	Activity
Wider strategies	<ul style="list-style-type: none"> • Supporting parents and carers- provide learning resources over the holiday periods for the most disadvantaged/at risk families. • Access to virtual lessons for pupils isolating.
Projected spending	£500 £1,083 IT Technician hours
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report. • Regular agenda item for SLT and LGB. • Regular analysis of data / tracking. • In school formal monitoring programme- focus on disadvantaged pupils. • Attendance tracking of all pupils and key vulnerable groups.