



Broadbent Fold Primary School and Nursery

Catch-up Funding 2021

Broadbent Fold

Primary School & Nursery

Vision

At Broadbent Fold we enable each child to unlock their talents and celebrate their individual successes. We are preparing our children for the opportunities and challenges they will encounter in our community and the wider world.

We aim to achieve this by:

- Fostering positive relationships striving for empathetic, tolerant and respectful children.
- Equipping our children with essential, practical skills to enable them to flourish, develop and succeed in the future.
- Teaching through our creative curriculum encouraging children to take ownership of their learning in order to develop enquiry, interest and confidence.
- Encouraging our children to develop independence, so they become global thinkers and aspire for excellence.
- Nurturing their physical and emotional wellbeing to develop well-rounded, happy, resilient children.
- Working collaboratively with our families to ensure all children reach their full potential. Broadbent Fold is an inclusive school, committed to providing diverse and rich experiences for all children.



Learning Today for Tomorrow's World

Narrowing the Gap- Including allocation of DfE catch-up funding

The government has announced £1 billion of funding to support children and young people to catch up.

Schools' allocations are calculated on a per pupil basis, the total allocation we will receive to help us support our children is £9,666 which equates to £41.30 per child 20-21 and £6,864 21-22.

Schools are to use this funding for specific activities to support children in catching up for lost teaching since 23rd March 2020. Schools have the flexibility to spend the funding in the best way for their children and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation have published a support guide with evidence-based approaches to catch up for all children. We have taken their guidance into consideration when planning our approach in the use of this funding.

Barriers to be addressed to help children catch up:

- Many children have not attended school since mid-March 2020 due to the closure of school to all but key workers' children. Therefore, good attendance is required to ensure children are learning for the maximum amount of time.
- Some families have struggled with engaging with home learning for a variety of reasons including a lack of access to IT equipment or the internet.
- Many children have large gaps in their phonic knowledge or have a lack of stamina resulting in them finding it difficult to access age appropriate reading.
- Gaps in prior year group knowledge across reading, writing and maths will need to be filled without compromising on this year's curriculum content.
- Pupils will need support to re-engage with learning through a combination of an exciting curriculum content, high expectations of behaviour and pastoral support.

What we plan to do:

Attendance is a key priority. The Attendance Team led by Mrs Butler will ensure that families are supported to ensure that pupils have high levels of attendance.

Pastoral support will be offered to pupils who require it. Extra support will be purchased from the TMBC Education Welfare Officer to support where required around attendance expectations.

Reading:

Rapid assessment of children's phonic knowledge will ensure that children are grouped and interventions put in place as soon as possible.

Changes to take place with phonics scheme from Sept 21. New scheme to have positive impact on writing.

Teachers and support staff (who have not already done so) will receive updated training in phonics to ensure high quality teaching. The Headteacher will monitor and assess provision and identify next steps. Regular tracking checks to take place.

Bespoke, individual interventions will be put in place for those children who need it – class teacher and HLTRs will work very closely to deliver BRP/Toe by Toe.

High quality, broad class texts to be purchased to ensure enjoyment, diversity and challenge.

Writing:

Writing will continue to focus on using our new planning tools and hooks as a stimulus. The English leader will be given further time to train staff in planning genre units and ensuring this is of a high standard across the curriculum. Write Away Intervention training to take place summer term 21. This is to be delivered whole class where needed and ensures high priority across the curriculum.

Maths:

A careful handover of content taught and gaps in children's prior year group knowledge will ensure that current teachers are aware of gaps. White Rose planning ensures concepts are revisited and using the DfE guidance around core concepts in maths will support teachers to address prior 'gaps'. Same day teacher and teaching assistant interventions will ensure that children receive bespoke and timely interventions. Focus on the basic such as number facts and times tables will continue through the use of Times Table Rockstars both in and out of school. Home maths learning to be targeted with Dynamo Maths to review gaps and accelerate learning.

Wider Curriculum:

Staff training will focus on implementing highly effective planning which is research-led and will ensure that maximum learning across all subjects is achieved. Specialist teachers to provide quality curriculum teaching and learning in Physical Education. Our Forest Schools teacher

to deliver outdoor learning weekly in blocks to develop skills and build confidence and happiness. Our Higher Level Teaching Assistants to deliver highly effective interventions, using new Provision Maps, which focus not only on core skills but speech and language, friendships and bereavement. Precision teaching is being developed across the school to narrow gaps in learning key skills. This is across subjects and all classes are using this.

Teaching and learning:

Resources to provide extra support to some pupils will be purchased and implemented as appropriate. Staff training in areas of the curriculum to be identified and delivered to all teaching staff. Teaching Assistant support in every classroom to ensure that whole class and interventions have maximum effect and gaps for whole classes and individual children are identified and addressed rapidly.

Bespoke interventions for small groups and individual children to be put in place as and when required. This may be extended beyond the school day if deemed appropriate and in agreement with parents and carers.

Remote Learning:

Staff training on refining remote learning will ensure that the quality of provision for those children who are not able to attend is high quality, well sequenced and progressive. Online homework will be trialled to highlight any issues families have regarding access which Mrs Slate will follow up on by contacting families to support them in overcoming any barriers.

Seesaw, Education City, Phonics Play, Dynamo Maths, Mymaths and Times Tables Rockstars etc will help parents to support their children at home if it becomes necessary.

How the plan will be monitored:

The assessment Lead (Mrs McCoy) will analyse the attainment and progress of children using teachers' assessment data.

Parents will be kept informed of any gaps in children's learning which they can support with through interim reports and effort grades.

Pupils' progress will be closely monitored through Pupil Progress Meetings every half term. The effectiveness of interventions and next steps to ensure rapid progress will be identified with the next steps for whole school, whole class and individual children being agreed with Senior Leaders.

Leaders in school will regularly evaluate the effectiveness of the catch-up plan and adapt and respond as required.

Attendance will be monitored closely and will be in line with National averages. The Attendance Team in conjunction with the EWO will evaluate any further support needed for our families to overcome barriers.

EEF recommended Strategy	EEF Rationale	Specific implementation at BBF	Estimated Cost	Expected Impact
Great Teaching	Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.	<ul style="list-style-type: none"> - Phonics CPD - Music CPD - PE CPD - Subject leaders working together to improve our curriculum. - Worry Wizard PSHE scheme from LA 	Phonics £180 New scheme to be invested in cost yet unknown. Music £75 Bridging the Gap £90 Additional CPD £450 Worry Wizard £125	This will ensure we have the correct coverage of work in place. The impact will be seeing children diminishing the gap that was there. Also, to emotionally support our children throughout these changes.
1:1 and small group tuition	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	<ul style="list-style-type: none"> - Additional adult support in EYFS - Additional adult support in year 2 - Additional reading and books - Links to Epic reading books online 	£6,278 Additional teacher to drive standards in year 2 ensuring they are ready for KS2 curriculum – UPS	By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress. Additional books will support this at home. We expect to close any gaps in this area of development that may have occurred during the lockdown period.
Intervention Programmes	'In order to support pupils who have fallen the behind furthest, structured interventions,	<ul style="list-style-type: none"> - BRP - Toe by Toe - Provision Map - Dynamo Maths 	Dynamo - £1,900 HLTR Time each week to cover interventions. Write Away £900	By providing maths and reading catch-up interventions for identified children

	which may also be delivered one to one or in small groups, are likely to be necessary’.	<ul style="list-style-type: none"> - Bereavement Support - Forest Schools HLTR time - Write Away - Additional assessments to be sourced 	Assessments £1000	before school and throughout the school day, we expect to close the gaps in maths and reading. We also have additional support for emotional wellbeing to tackle the change in their lives.
Supporting Parents and Carers	‘Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.’	<ul style="list-style-type: none"> - Seesaw / Zoom - Home learning packs - Additional reading books 	<p>£1470 – books and packs</p> <p>This may increase as the year goes on and we reassess the need in books.</p> <p>Total: 12,468 + additional adult costs.</p>	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children’s reading and phonics ability.