



# Catch-Up Premium Plan

## Glenbrook Spencer Academy

<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£30, 320	<b>Number of pupils</b>	379
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### 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**

Area	Lockdown Reality	Result	Recommended Strategy	Research Base
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Lack of social experiences and interactions</li> <li>• Lack of routine</li> </ul>	<ul style="list-style-type: none"> <li>• Lower levels of confidence, resilience, higher levels of anxiety</li> <li>• Increased frustrations and lack of communication</li> <li>• Poor sleeping and eating habits</li> <li>• Difficulty adapting to structure of school day</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage collaboration and interaction skills: turn taking, sharing etc</li> <li>• Social emotional learning to gain a better understanding of their emotions and learn the social skills to build appropriate relationships</li> <li>• Re-establish routines and rules so children feel safe and ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Maslow's Hierachy of Needs</li> <li>• OFSTED CV-19 Series: Briefing on Early Years</li> <li>• HMCI commentary: findings from September visits</li> </ul>
<b>Communication and language</b>	<ul style="list-style-type: none"> <li>• Less opportunities to engage in purposeful talk</li> </ul>	<ul style="list-style-type: none"> <li>• Negative impact upon the development of language and communication skills and vocabulary understanding</li> <li>• Lack of high quality serve and return conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Clear modelling of effective language and communication by all adults</li> <li>• Develop oracy</li> </ul>	<ul style="list-style-type: none"> <li>• The Communication Trust Consortium</li> <li>• EEF: Preparing for Literacy</li> </ul>
<b>Behaviours for learning</b>	<ul style="list-style-type: none"> <li>• Lack of routine and rules</li> </ul>	<ul style="list-style-type: none"> <li>• Poor overall stamina for learning</li> <li>• Difficulty settling down to work</li> <li>• Lack of independence and resilience</li> <li>• Children clear on Glenbrook PLACE values</li> </ul>	<ul style="list-style-type: none"> <li>• Re-establish routines and rules</li> <li>• Clear modelling using 'My Turn, Our Turn, Your Turn'</li> <li>• Appropriate scaffolds when needed</li> </ul>	<ul style="list-style-type: none"> <li>• WALKTHRU's</li> </ul>
<b>Physical development</b>	<ul style="list-style-type: none"> <li>• Limited access to outdoor play</li> </ul>	<ul style="list-style-type: none"> <li>• Negative impact on physical health, confidence, fitness, weight, core strength, gross and fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Additional PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>• EEF: KS1 literacy report</li> </ul>



	<ul style="list-style-type: none"> <li>Lack of opportunities to physically write – increased use of devices</li> </ul>	<ul style="list-style-type: none"> <li>Children struggle to sit still</li> <li>Attention spans are shorter</li> <li>Difficulty engaging in activities</li> <li>Slow transcription hinders writing composition – less able to think about the content</li> <li>Poor fine motor skills</li> <li>Fluency and automaticity of handwriting has declined</li> </ul>	<ul style="list-style-type: none"> <li>Development of EYFS areas to include materials that will encourage fine motor development</li> <li>Dough Disco</li> <li>Squiggle while you Wiggle</li> <li>Kinetic Letters</li> </ul>	
<b>Maths</b>	<ul style="list-style-type: none"> <li>In class learning missed</li> <li>Less opportunities to recall facts and practise maths fluency skills</li> </ul>	<ul style="list-style-type: none"> <li>Gaps in maths knowledge</li> <li>Poor fluency and recall of number facts</li> </ul>	<ul style="list-style-type: none"> <li>Adaptions to maths planning to plug gaps</li> <li>Purchase manipulatives</li> <li>Daily maths fluency activities</li> </ul>	<ul style="list-style-type: none"> <li>Gov.uk: CV19 isolation impact</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>In class learning missed</li> <li>Lack of opportunities to physically write</li> </ul>	<ul style="list-style-type: none"> <li>Basic literacy skills lost</li> <li>Lack of motivation and stamina to write</li> <li>GaPS knowledge has dipped</li> <li>Poor handwriting skills</li> <li>Lack of fluency in writing</li> <li>Loss in vocabulary building</li> </ul>	<ul style="list-style-type: none"> <li>Adaptions to GaPS planning to plug gaps</li> <li>Focus on Tier 3 vocabulary in lessons</li> </ul>	<ul style="list-style-type: none"> <li>EEF: Preparing literacy guidance</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Less access to reading materials</li> <li>Some children not read to at home</li> <li>Reading accessed during lockdown</li> </ul>	<ul style="list-style-type: none"> <li>Less vocabulary and language exposure</li> <li>Poor Tier 2 vocabulary</li> <li>Phonics skills have dipped</li> <li>Independent reading skills have dipped</li> <li>Lack of confidence in reading</li> <li>Widening of gap between those who read and those who didn't</li> </ul>	<ul style="list-style-type: none"> <li>Utilise Star Reader to identify gaps on a cohort, class and individual basis</li> <li>Twice daily phonics lessons</li> <li>Daily 1:1 reading for lowest 20%</li> <li>Daily class reading after lunch – Demonstration reading</li> <li>Performance Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Economic and Social Research Council 2020</li> </ul>



	<p><b>more than any other subject</b></p>			
<p><b>Non-core</b></p>	<ul style="list-style-type: none"> <li>• Whole units of learning missed</li> <li>• Hands on experiential learning missed</li> </ul>	<ul style="list-style-type: none"> <li>• Significant gaps in knowledge</li> <li>• Children less likely to make connections between concepts within the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Adaption of GB Curriculum</li> <li>• Plan for gaps in previous knowledge and understanding</li> <li>• Scaffold learning within wider curriculum</li> <li>• Revisit CPD around retrieval strategies to interrupt forgetting curve</li> </ul>	<ul style="list-style-type: none"> <li>• Education inspection framework: overview of research</li> <li>• Ebbinghuas</li> </ul>
<p><b>Safeguarding, attendance and family welfare</b></p>	<ul style="list-style-type: none"> <li>• Highly deprived area</li> <li>• Financial issues</li> <li>• Some children have experienced neglect</li> <li>• Families isolated</li> <li>• Lack of support services</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance has dipped, particularly persistent absentees</li> <li>• Children don't have school uniform</li> <li>• Mental health of some parents is a concern</li> </ul>	<ul style="list-style-type: none"> <li>• Provide financial support</li> <li>• Provide uniforms</li> <li>• Twice half-termly Deep Dive with attendance lead and Principal</li> <li>• Regular well-being calls</li> </ul>	<ul style="list-style-type: none"> <li>• OFSTED EYFS report</li> </ul>



Priority	Possible options and suggested approach	Cost	Staff lead	Review date?
The recommended option is highlighted in green.				
Supporting great teaching:				
Subjects will be planned with increasing detail and consideration for how pre-requisite knowledge and Tier 3 vocabulary will be taught alongside new learning so that knowledge gaps can be reduced.	<p>1. Additional time and CPD for teachers to research and plan all subjects. Release time will be required to facilitate the additional PPA. (Whole day planning days)</p>	<p><i>In house cover £110.24 per year group using current cover model x7 £1,542.76 per half term.</i></p> <p>Supply cost is £230 per year group x 7 = £3,220</p>	Curriculum Lead	July 2021
	<p>2. Dedicated staff meeting time - Phase leaders and subject leaders are not available to be able to support development and complete their own teaching responsibilities.</p> <p>3. Phase leaders are released twice a half term to monitor and provide support for teachers to plan effectively.</p>	<p>Leadership cover - in house £84 per session. £1,344 per half term</p> <p>Supply cost is £115 per PAL per session x8 = £1,840</p>	Phase Leaders	
Purchase of additional manipulatives for each bubble for Maths.	Audit/purchase additional numicon and across school to support home learning and embed CPA pedagogy	£500 approximately - local level procurement in school to secure best value	Maths Lead	December 2020
Purchase of resources for fine motor development in EYFS.	Purchase/organise fine motor skill resources and use in continuous provision	<p>Fine Motor Skills Activity Box – £120 Children’s motor skills activity set – £500 Organise/ audit in school resources</p>	EYFS Lead	December 2020



<p><b>All teachers and Teaching Assistants to receive personalised CPD.</b></p>	<p>WALK THRU CPD delivered to include:</p> <ul style="list-style-type: none"> <li>- worked examples</li> <li>- demonstration reading</li> <li>- Scaffolding</li> </ul>	<p>No additional cost as considered a priority focus for CPD, which is already budgeted for.</p>	<p>CPD Lead</p>	<p>December 2020</p>
<p><b>Children will engage in performance poetry to improve reading fluency, oracy and articulation skills.</b></p>	<p>Performance poetry for year 5 children - series of workshops</p>	<p>Nottingham Uni</p> <p>Rob Gee performance poetry - £2000</p> <p>Bilborough College No discount for multiple schools / sessions available.</p>	<p>English Lead</p>	<p>July 2021</p>
<p><b>Children are supported with their behaviour for learning.</b></p>	<p>Behaviour Mentor to support children who struggle to regulate their emotions and display negative behaviours in the classroom (amendment to radio response role)</p> <p>Integration of SCARF into our PSHE/Collective Community curriculum</p>	<p>£9,538 - level 2 TA</p> <p>No cost - internally provided</p>	<p>Behaviour Lead</p>	<p>July 2021</p>
<p><b>SEL is embedded within school routines. SEL core competencies are regularly and explicitly taught by all teachers.</b></p>	<p>SEL CPD – delivered by ELE</p> <p>Wellbeing compass purchased and introduced to allow students to self assess their wellbeing and allow staff to plan support accordingly. CPD provided for staff</p>	<p>No cost - internally provided</p> <p>£850 + vat</p> <p>£750 + vat (multiple school discount – Fairfield, PSA and Sunnyside)</p>	<p>Wellbeing Lead</p>	<p>July 2021</p>
<p><b>Two hours of PE is taught weekly.</b></p>	<p>Support from school sports lead</p> <p>Additional PE equipment purchased for PE lessons and lunchtimes.</p>	<p>No cost - internally provided.</p> <p>£2000</p>	<p>Wellbeing Lead PE Lead</p>	<p>July 2021</p>
<p><b>Twice daily phonics is built into timetable.</b></p>	<p>Targeted gap plugging session and EXS session for F2 and KS1.</p>	<p>No cost - internally provided</p>	<p>Phonics Lead</p>	<p>July 2021</p>



Teaching assessment and feedback				
<p>Teachers use formative assessment effectively in order to inform the next steps in learning for all children. They adapt and scaffold learning to ensure that gaps are filled and learning has strong foundations.</p>	<p>WALKTHRU CPD delivered around the use of questioning to check for understanding. INSET CPD to be delivered regarding scaffolding learning, clear modelling (My Turn, Our Turn, Your Turn) and connecting back in core subjects.</p>	<p>No additional cost as considered a priority focus for CPD and already budgeted for.</p>	<p>CPD Lead</p>	<p>April 2021</p>
<p><b>Deliberate questioning is specific to year group curriculum objectives and supports teacher subject knowledge for assessment</b></p>	<p>Purchase of Learning By Questions - pre-made scaffolded question sets to cover curriculum objectives.</p>	<ul style="list-style-type: none"> <li>• 10 x 1yr licences = £218 per licence per annum (per class) – or £545 for a 3yr licences (=£100 + saving over 3 x individual 3 yr. licences.</li> <li>• 20 x 1 yr. licences = £187 per licence per annum (per class) – use procurement officer to link in with 2 other identified Trust schools e.g. – a 3yr. licence at this quantity (&gt; 20) would be : £468 per class</li> </ul> <p>N.B. For the above to work at trust level, an administrator would be required to oversee licences</p>	<p>Principal</p>	<p>July 2021</p>
<p><b><u>Transition support</u></b>  Children who are joining school from different settings or who are beginning</p>	<p>A virtual tour of Glenbrook Primary School including an introduction to key staff members through video clips</p>	<p><i>BoMark Studios Gold Package - £1000</i></p>	<p>School Business Manger  Attendance Lead</p>	<p>July 2021</p>



<p>their schooling with Glenbrook Primary School have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>is arranged and shared with all new-starters on the website and on Twitter, alongside a comprehensive transition booklet. An Early Intervention Strategy is developed to ensure new pupils have the best possible start</p>	<p>Silver Package - £600 Multi-School Discount - £550</p>	<p>Safeguarding Lead Principal</p>	
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Desired outcome	Possible and suggested approach	Cost	Staff lead	Review date?
<b>Targeted Support</b>				
<p><u>1-to-1 and small group tuition</u></p> <p>Children who have dropped significantly in specific areas will be closed through the use of targeted support from key adults and experienced teaching staff.</p>	<p>TAs within year groups will have allocated time to close specific learning gaps.</p> <p>CPD time to support the delivery of the reading.</p> <p>High ratio of staff in Y6 to work with disadvantaged children addressing basic skills, including oracy and self-esteem. Additional recruitment of L3 TAs in all year groups to enable teacher release time to work with targeted children.</p>	<p>No cost - existing staffing resources</p> <p>No additional cost - considered a priority focus for CPD. Already in budget.</p> <p>£285.94 per day x 12 = £3431</p> <p>L3 TA £104.23 x12 = £1250.76</p>	<p>Phase Leads</p>	<p>Half termly</p>
<p><u>Intervention programme</u></p>			<p>Reading Lead</p>	<p>Half termly</p>



<p><b>An appropriate reading intervention for dyslexia supports those identified children in reinforcing their understanding of basic reading skills and application of phonic knowledge.</b></p> <p><b>An early language intervention supports those identified children in reinforcing vocabulary, narrative skills, active listening and phonological awareness.</b></p>	<p>An intervention is identified and purchased. Staff within year groups are trained and they are able to deliver the intervention confidently.</p> <p>The NELI programme has been identified and purchased. TA staff have been trained to deliver the intervention confidently for a 20 week period. Intervention delivered – small groups twice a week, individuals three times a week.</p> <p>Bottom 20% of readers will be listened to daily.</p>	<p><b>Nessy - Per annum £1400</b></p> <p>Free - government funded due to high levels of deprivation</p> <p>No cost - existing staffing resources</p>		
<p><b>Key children will have additional nurture support with emotions and wellbeing, negating the impact of lockdown on their academic studies.</b></p>	<p>Additional forest school sessions to be provided by trained staff.</p> <p>Sports Nurture delivered 4 x a week with Y6 children.</p>	<p>No cost - existing staffing resources</p> <p>No cost - existing staffing resources</p>	<p>Wellbeing Lead</p>	<p>July 2021</p>
<p><b><u>Extended school time</u></b></p> <p><b>Identified children are able to access a breakfast club provision.</b></p>	<p>Phase leaders identify specific children would benefit from breakfast club provision.</p>	<p><b>Additional staff £100 per week x 24 weeks = £2400</b></p>	<p>Safeguarding Lead</p>	<p>July 2021</p>



Wider Strategies				
Desired outcome	Possible and suggested approach	Cost	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children have access to stationary if required so that all can access learning.</p> <p>Fareshare food parcels for families who are struggling financially.</p> <p>Tiered contact: phone calls and home visits ensure pastoral support for disadvantaged students.</p> <p>Children all wear correct uniform.</p>	<p>Weekly home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p> <p>Fareshare subscription</p> <p>TAC team members to complete phone calls and visits to ensure appropriate support to disadvantaged students is offered.</p> <p>Uniform vouchers</p>	<p>Postage approx £600</p> <p>£1212.50 per 6 months</p> <p>No additional costing - use of existing staffing resources</p> <p>Price and Buckland: £29 x 20 = £580</p> <p>S and A uniforms £27 x 20 = £540</p>	<p>Safeguarding Lead</p>	<p>July 2021</p>
		Supporting Great Teaching	<b>£22698.28</b>	
		Teaching Assessment and Feedback	<b>£550</b>	



	Targeted Support Cost:	<b>£7231</b>
	Wider Strategies Cost:	<b>£2352.30</b>
	Total Spend	<b>£32831.58</b>
	Catch Up Funding Left	<b>0</b>
	In school Budget required	<b>£2511.58</b>