

School information			
Academic Year	2020/21	Catch-Up Funding Received 2020-21	C. £32,880
Total number of pupils	411	Disadvantaged Pupils - 21%	SEND – 14%

Contextual Information
<p>During the partial closure of the school, time was invested in developing the school website – making resources more easily accessible for children and parents. Year group emails were also set up at this time to ensure parents could communicate directly with the staff in each year group team. Since the start of the Autumn Term, all year groups have been welcomed back to Eastbrook. Children are taught in separate year group bubbles. Eastbrook’s catch up or recovery curriculum will look different for different year groups and different for different children but there will be some key basic principles underlying each action. Class teachers and support staff are aware that the past six months will have had a significant impact on the school community. Children will have experienced some form of bereavement which can range from the tragic loss of a loved one through to the loss of a school routine and contact with friends. This all has an impact on well-being.</p> <p>During the Autumn Term all children will have:</p> <ul style="list-style-type: none"> • Regular breaks for physical activity • Opportunities to share experiences in PSHCE lessons • Time to talk to staff and peers • Assessments to identify gaps in learning • Tasks that are manageable and supported with differentiated resources • Key learning objectives linked to previous year’s objectives to scaffold new learning <p>Some children will require additional support which could include an intervention with another member of staff or the use of a specific resource. For children, with an identified high level of need, this intervention or support may need to be provided by an external agency. If this is the case, parents will have the time to talk this through with Mrs Smith (SENCO/Inclusion Manager).</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	To support pupils with their wellbeing and ensure all pupils feel safe at school
B.	To identify any gaps in pupils’ knowledge (particularly in maths and English) across the curriculum and provide targeted support
C.	To invest in IT resources and solutions to support priority 2, including to build a sustainable approach for supporting pupils both in school and out of school

Summary of Expected Outcomes

A.	Pupils will feel happy to attend school leading to improved attendance and a positive transition into their new year group. Children will receive support through PSHCE lessons to talk about their feelings and to share their experiences
B.	To implement additional interventions, leading to improved attainment and progress (whole school and targeted support)
C.	Pupils have access to age appropriate on-line platforms to support the catch-up programme and help deliver effective home-learning

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES						
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Predicted cost
Promoting well-being	Pupil well-being survey completed in first week of Autumn Term Whole school support of World Mental Health Day – Hello Yellow	All pupils either individually or as a class (dependant on age)	Greater understanding of pupil experiences Appropriate support can be in place Pupils will feel happy and safe at school – attendance will be improved Increase awareness of mental health and space to talk	NN/JS/VS	Baseline audit identifying which aspects of well-being to focus on. second well-being form to be completed in Autumn 2 – identify any further areas /individual pupils requiring additional support	No additional cost
Promoting well-being	HLTA available for pupils in Reception who may require additional transition support for them to feel safe and happy within the EYFS setting	Reception	Pupils will feel safe and happy when coming into school Children will be able to follow the school routines and have the confidence to ask for help if required Parents will feel confident with the routines and will develop trust with the school	AM/MP	Observations when the children arrive for school Parental feedback from parent consultation evenings Improved attendance Pupil voice	No additional cost SEND funding
Promoting well-being	Teachers to provide 1 to 1 time with pupils to share any concerns PSHE lessons to provide support with specific issues Active 10 to be used to promote physical activity and provide space for children to talk	Years 1 - 6	Pupils will know that they can explore issues as a group or individually, allowing them to focus on their learning	Class Teachers	Improved attendance Pupil voice	No additional cost
Promoting well-being	Purchasing E4S RHSE training support for teachers	Years	Teachers will feel confident in delivering the new RSHE curriculum, improving the well-being of pupils and equipping them with strategies.	Class Teachers	Improved well-being Effective RSHE lessons planned for pupils	£250

Promoting well-being/supporting great teaching	Outside area developed to support transition from Early years	Year 1	Pupils will be familiar with writing/maths sheds/role play areas More child-initiated play linked to interests to support well-being	AT/LM	Improved attendance Pupil voice	No additional cost Fundraising in 2019/20 to provide resources
Supporting Great Teaching	Learning objectives not covered in previous year clearly identified for reading, writing and maths	Year 1 - 6	Teachers aware of previous learning and possible gaps in this learning. Able to scaffold new learning by assessing understanding of previous objectives before introducing in-year objectives	NN	Progress PIRA/PUMA from baseline TA writing	See PIRA/PUMA costs below
Supporting Great Teaching	Year 2 and Year 3 teachers to attend REAch2 'Staple Diet' Phonics training (Autumn 1) to develop a greater understanding of how phonics is delivered.	Year 2 and 3	Improved phonics teaching in Year 2. Year 3 teachers showing greater confidence to support pupils with applying their phonic knowledge in class Year 3 teachers involved in baselining year 3 pupils and working alongside SENCo to devise alternative programme if Letters and Sounds is not having impact on individuals/groups of children	NN/AT/ VS	Observations of phonic lessons during term 1 Progress of pupils from baseline phonics data at the start of Autumn 1 and data at the end of Autumn 1 VS to analyse phonics data with NN and discuss alternative programmes for year 3 pupils	No additional cost Directed time
Supporting Great Teaching	Additional PIRA/PUMA test to be administered in Autumn 2 for pupils in Years 3-5	Years 1-5	Teachers aware of what has been covered and gaps in the learning to be identified. Children will show greater confidence within lessons PIRA and PUMA results will improve Analysis of PIRA/PUMA to be taken place to identify specific children that need to be targeted based on gaps in knowledge and understanding.	NN/JS	Progress PIRA/PUMA from baseline	£882
Supporting Great Teaching	Year 6 teacher to work alongside pupils to develop conferencing skills during literacy work and address misconceptions in maths <i>(This is also mentioned on the pupil premium document)</i>	Year 6 pupils	Year 6 pupils will show improved SPAG knowledge Will show greater confidence within lesson SATs/PIRA and PUMA results /TA assessment writing will show progress across the year	VW/ JS/ NN	Lesson observations/ pupil progress meetings Book scrutinies Baseline Data Marking and feedback	See pupil premium funding Additional money from catch up £5200
Total budgeted cost for Strand 1						£6332

STRAND 2: TARGETED SUPPORT

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Predicted cost
Small groups	Phonics delivered by deputy headteacher	Year 2 – 12 pupils are still within phase 3 and below	Identified pupils make accelerated progress	NN	Pass phonics screening in Autumn 2 - 2020	£5633
1:1 intervention	CGP books to be purchased for children who are having to self-isolate	Years 1-6	Identified pupils can continue their learning at home Parents more confident in supporting pupils with learning if they are using a structure CGP book which explains the step-by-step method or provides definitions.	NN	NN to research CGP bundles for each year group. NN to monitor how many times they are used Feedback from parents and children	£11 per bundle x6 = £66 10 CGP books purchased for each year group costing £660
1:1 intervention Small Groups	Academic mentor applied for (first wave) To support individual and small groups to catch up with peers Years 2, 3 and 4	Baseline Data from PIRA/PUMA and discussions with teachers to identify which children would benefit from targeted intervention (Pupil progress meetings)	Identified pupils make accelerated progress, becoming secure in Age Related Expectations) ARE by T5	NO	Impact seen in lessons and books Observations as appropriate (dependent on guidance linked to level of lock-down) Data and pupil progress meetings	£4750
Small Group Tuition	Year 5 teaching assistant to deliver interventions to specific pupils to close the attainment gap Year 5 is 67% boys and the gap in this year group to ARE is wider than other KS2 year groups – see baseline data	Baseline Data from PIRA/PUMA Reading – 33 pupils scored 92 or less, with 24 pupils (40%) being assessed by the teacher as below ARE Writing – 30 pupils (50%) assessed lower than ARE Maths – 23 scored 92 or less with 22 pupils (36%) being assessed as lower than ARE	Identified pupils make accelerated progress, becoming secure in ARE by T5	JS	Impact seen in lessons and books Observations as appropriate (dependent on guidance linked to level of lock-down) Data and pupil progress meetings	£7000

Small Group Tuition	Teaching assistant to deliver interventions to Year 1 pupils to close the attainment gap Year 1 were unable to complete the EYFS curriculum, the additional support will allow children to access age	Baseline Data and discussions with teachers to identify which children would benefit from targeted intervention Reading 24 pupils currently assessed as W Writing – 28 pupils Maths – 21 in maths	Identified pupils make accelerated progress, becoming secure in ARE by T5	AT	Observations each term Impact seen in lessons and books Data and pupil progress meetings	£5258
Small Group Tuition	Teaching assistant to deliver interventions to Year 1 pupils to close the attainment gap Year 1 were unable to complete the EYFS curriculum, the additional support will allow children to access age related activities	Baseline Data and discussions with teachers to identify which children would benefit from targeted intervention Reading 34 pupils currently assessed as below ARE (57%) Writing – 35 pupils below ARE (57%) Maths – 26 pupils below ARE (43%)	Identified pupils make accelerated progress, becoming secure in ARE by T5		Impact seen in lessons and books Observations as appropriate (dependent on guidance linked to level of lock-down) Data and pupil progress meetings	No additional costing
1:1 intervention	NTP Tuition Partner to deliver Year 6 maths and literacy session (once a week)	Year 6 pupils as of Oct 2020 Reading – 13 pupils are assessed as below ARE (24%) Writing – 17 pupils are currently assessed as below ARE (31%) Maths – 17 pupils currently assessed as below ARE (31%)	Identified pupils make accelerated progress in PIRA, PUMA test, SATs tests and also evidenced in books	VW	Observations with tutors Pupil voice Impact seen in lessons and books Data and pupil progress meeting	£1647 (25% contribution See PP funding Approved Tutoring 75% paid centrally

<p>Small Group Tuition/ 1:1 intervention</p>	<p>EYFS language support – Nuffield programme successfully applied for, to support pupils who need oral language skills developed.</p> <p>The focus is on improving children’s vocabulary, developing narrative skills, encouraging active listening and building confidence in independent speaking.</p> <p>Activities promoting phonological awareness and letter-sound knowledge are introduced in the last 10 weeks.</p>	<p>Reception has 20 weeks comprising of 3x30 min sessions per week for groups of 3-5 children, PLUS 2x 15 min individual sessions.</p>	<p>Pupils will improve their vocabulary, narrative skills and listening skills.</p> <p>Pupils will be able to speak with more confidence</p> <p>Pupils will develop their phonological skills in preparation for reading</p> <p>Monitored during pupil progress meetings and through phonics assessments.</p>	<p>MP/VS</p>	<p>Delivered by 2 teaching assistant – they receive 2 days of training before starting</p>	<p>Training - £200 TBC</p>
<p>Promoting well-being (specific pupils)</p>	<p>Training attended for 2 teaching assistants to support pupil well-being 'Dealing with behaviour to improve well-being'</p>	<p>Specific pupils in Year R and Year 4</p>	<p>Teaching assistants will have a greater understanding of strategies to support pupils Share strategies with other colleagues Pupils will feel happy and safe at school</p>	<p>NN/JS/VS</p>	<p>Baseline audit identifying which aspects of well-being to focus on. Complete a second well-being form in Autumn 2 – identify any areas /pupils requiring additional support Feedback from staff.</p>	<p>No additional cost</p>
<p>Total budgeted cost for Strand 2</p>						<p>£25148</p>

STRAND 3: WIDER STRATEGIES

Element of Strand <i>(eg, Access to technology)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Predicted cost	
Access to Technology	<p>Continued development of website to support home learning</p> <p>The updated Remote Learning Tab is organised by year group with staff responsible for uploading new content weekly (or as required). Links to key websites, Oaks, and BBC Bitesize have been included. New apps to be added</p> <p>Knowledge Organisers to be developed to support pupils and parents with all aspects of maths, e.g Money, Volume to sit alongside the Calculations Policy</p>	All pupils in years R-6	<p>Greater engagement seen from pupils at home</p> <p>Access to on-line learning for children unable to attend school</p> <p>Website easier to navigate for parents and pupils</p> <p>Parents more confident supporting pupils with learning, particularly KS2 maths</p>	LB/CS	<p>Parental feedback</p> <p>Children will be able to access remote home learning</p> <p>Pupil voice/ parental questionnaires</p>	No additional costs	
Access to Technology	<p>Development of on-line platform (Microsoft Teams)</p> <p>Links to the Trust online/remote learning strategy</p>	All pupils in years 1-6	<p>Children will still be able to access high quality education at home if a year group/ class bubble closed</p> <p>Children who are unable to access the on-line learning platform to be given paper copy of packs</p>		<p>Initial parental feedback to identify any children who would be unable to access online learning (provision to be provided via paper copies)</p> <p>Engagement from children</p> <p>Register of children attending online learning</p> <p>Pupil voice</p>	Paper copies including Exercise books as needed £500	
Access to Technology	<p>On-line maths programme for children to access when self-isolating</p> <p>Year 3/4 Sum Dog</p> <p>Year 5/6 My Maths</p>	All pupils in years 1-6	<p>Greater engagement seen from pupils at home</p> <p>Tailored activities to support pupils mathematical understanding</p>	VW/NO	<p>Data and discussions during pupil progress meetings</p> <p>Pupil voice</p> <p>Monitoring of the website</p>	£900	
Total budgeted cost for Strand 3						£1400	
Financial Summary						Total budgeted cost for all strands	£32880