

# The Braybrook Centre COVID-19 Catch-up Premium Report

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## **Funding allocation**

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](#). (See also [EEF - School Planning Guide 2020-21](#)). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

## **Accountability and monitoring**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

## **COVID-19 catch-up premium spending: Summary**

SUMMARY INFORMATION			
Total number of pupils:	42	Amount of catch-up premium received per pupil:	£240 for each single registered place £80 for each dual registered place
Total catch-up premium budget:	£5,600		

## STRATEGY STATEMENT

### Catch Up Strategy Statement

- The Catch-Up Premium funding will be clearly identifiable within the Centre's budget.
- The Executive Headteacher in consultation with the Management Committee and Heads of Centre and Service Areas, will decide how the Catch-Up Premium is spent for the benefit of disadvantaged young people.
- Lawnswood Campus will be accountable for how we have used the additional funding to support the achievement of those young people covered by the Catch-Up Premium.
- Lawnswood Campus will monitor, evaluate and review the success of the impact of the Catch-Up Premium at the end of each term.
- The Heads of Centre will complete a Catch-Up Premium Report to share with the Management Committee and Parents/Carers on the impact of the Catch-Up Premium and how effective the intervention has been in achieving its aims.
- Lawnswood Campus will publish the Catch-Up Premium Strategy and the Catch-Up Premium Head of Centre Reports on our websites.

### Strategy Aims:

- Close the gap between disadvantaged young people and their peers September 2021
- Increase the number of disadvantaged young people GCSE Levels 4+ in English & Maths and Function Skills Level 1/2 passes in Maths & English
- Improve attendance for disadvantaged young people
- Improve mental health and wellbeing support for disadvantaged young people
- Embed the principles of positive restorative practice with a focus on disadvantaged young people
- All disadvantaged young people engage in the Catch-Up Curriculum Intervention Programme in the Easter Holidays and Summer Term Half Term
- All disadvantaged young people engage in catch up work and homework via laptops at home.
- All disadvantaged young people supported by Transition coaches through the summer holidays.

## SUMMARY INFORMATION

At the Braybrook Centre we aim to teach an ambitious and broad curriculum in all subjects when the pupils return on March 8th but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. We aim to return to our normal curriculum in all subjects by summer term 2021. Our curriculum planning will be informed by a baseline assessment of pupils' starting points and addressing the gaps in their knowledge and skills. Remote education will also be integrated into our curriculum planning. We will do this by:

### **1. Quality of Teaching**

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

### **2. Targeted academic support**

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### **3. Wider strategies**

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

## BARRIERS TO FUTURE ATTAINMENT

### Barriers to learning:

A	Literacy skills and reading has been impacted for those who have not attended regularly
B	Gaps in knowledge and skills that have appeared between 2020/2021 (as identified through new assessments)
C	Ensuring our pupils are making social, emotional, and academic progress following the lockdown period
D	Wellbeing; pupils adjusting to the centre routines and structures
E	Maintaining excellent attendance for all pupils

## ADDITIONAL BARRIERS

### External barriers:

F	Wellbeing: concerns around anxiety and safeguarding issues following the lockdown period
G	Ensuring good parental engagement is maintained

Planned expenditure for current academic year

Quality of teaching for all:					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Effective Baseline Assessment	All pupils will complete initial assessments in Maths, English and Science. This will identify any gaps in knowledge, support with planning and direct targeted support groups.	Most pupils have not been in their formal education setting for a long period of time. The focus of baseline assessment is a tool to use to effectively offer transitional support and targeted provision to the pupils that need it immediately to reduce any gaps identified in their learning.	All staff will be involved in the assessment process. Parents and pupils will be informed, so that all stakeholders understand expectations. This will be discussed during staff meeting prior and identify any CPD needed to ensure successful implementation. £425 allocated for BKS online learning platform.	TA, OS, AJ, SL, DR, SF	April 2021  July 2021
Transition support Raising standards of reading	Using Star Reading program, all pupils will complete initial reading assessment and given feedback to target the support needed.	Pupils developing their reading will be better equipped to access the curriculum, giving the pupils a better opportunity to make good progress making an easier transition back onto their curriculum path.	Staff will be given timetables for Accelerated Reading sessions. Reports are collated and targeted support given to pupils.	SL, DR, SF	April 2021  July 2021

					Total budgeted cost: £1,425
<b>Targeted support:</b>					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Accelerated Reader 1 to 1 Sessions	Initial baseline assessment of current ability following lockdown and improvement in reading levels for all pupils.	Many pupils may not have engaged in reading activities during the lockdown period. Baseline assessment to identify gaps and provide targeted intervention.	Cover provided for staff to deliver 1 to 1 sessions £1000 (10 days supply)	SL, DR, SF	April 2021  July 2021
Accelerated Maths 1 to 1 Sessions	Initial baseline assessment of current ability following lockdown and improvement in Maths levels for all pupils.	Engagement in online Maths lessons has been minimal for many pupils. Baseline assessment to identify gaps and provide targeted intervention.	Cover provided for staff to deliver 1 to 1 sessions £1000 (10 days supply)	HT, OS	April 2021  July 2021
MyMaths	Additional resources for pupils to complete in school and at home. Improve improvement in Maths levels for all pupils.	Engagement in online Maths lessons has been minimal for many pupils. Baseline assessment to identify gaps and provide targeted intervention.	Purchase MyMaths software £625 for software £1000 (10 days supply)	HT, OS	April 2021  July 2021

Well-being Support	Looking at projects and activities to allow pupils to relax and express any concerns. Team building exercises to develop class groups. 1-2-1 mentoring support, to identify any barriers to learning and put additional support in place. Daily well-being activity/focus cross-curriculum.	Most young people have had long periods of time out of the Centre and away from other pupils. Many pupils will be very anxious	Allocate £500 for Well-being support.	SRO, tutors, all staff to support	April 2021  July 2021
Total budgeted cost:					£4,125
<b>Other approaches:</b>					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Parental Partnership	Parent Partnership Certificate sent out every Friday	Acknowledgement of parental support in their child's learning.	Weekly nominations by staff	SP / AF / SW	April 2021  July 2021
Total budgeted cost:					£50

## ADDITIONAL INFORMATION

### **The aim of Catch Up Premium:**

Lawnswood Campus will use this funding for specific activities to support their young people to catch up for lost teaching over the previous months, in line with the guidance.

Lawnswood Campus has the flexibility to spend our funding in the best way for our cohort and circumstances. To support Lawnswood campus 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 young people and also a School Planning Guide: 2020 to 2021. We have used these documents to help us direct our additional funding in the most effective way.

### **Accountability and monitoring:**

As with all Government funding, Lawnswood Campus leaders must be able to account for how this money is being used to achieve our central goal of Lawnswood Campus's disadvantaged young people getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring Lawnswood Campus spend funding appropriately and in holding Lawnswood Campus to account for educational performance, our Management Committee will scrutinise our approaches to Catch-Up from September, including our plans for and use of Catch-Up funding. This will include consideration of whether Lawnswood Campus is spending this funding in line with our Catch-Up aims and ensuring appropriate transparency for Parents/Carers.

### **Allocation of funding:**

To achieve these Catch Up aims we have allocated funding into three areas:

1. Teaching and whole school strategies
2. Targeted academic support
3. Wider supporting strategies