

## Fulbrook Middle School

### COVID catch-up premium spending report

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

Mainstream schools will receive £80 per pupil from reception to Year 11 inclusive, and special, AP and hospital schools will receive £240 for each place. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections.

This report aims to outline the way in which Fulbrook Middle School is investing the funding for the whole school, targeted individuals and groups of pupils, as well as wider areas of provision.

### COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	413	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33, 040		

**STRATEGY STATEMENT**

Fulbrook intends on spending the allocated catch-up funding to address the following priorities:

1. To improve academic outcomes in literacy and mathematics, specifically reading fluency, writing resilience and arithmetic, so that more pupils are able to attain age related expectations;
2. To increase capacity on the pastoral team to address the increased and additional mental health needs of pupils
3. To provide targeted interventions for individual pupils, without impacting on their access to the broader curriculum

The core approaches we are implementing to achieve these priorities, include the allocation of staff to deliver interventions; additional support in lessons and specific resources to identify and address gaps in pupils' learning; careful structure to the school day to enable pastoral support and timely intervention, and how these will contribute to helping pupils catch up missed learning

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between your disadvantaged pupils and newly identified vulnerable groups of pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To enable pupils to get back into good working habits; to improve behaviour for learning for all groups and to increase pupil enjoyment and engagement post lockdown and enforced school closure

**BARRIERS TO FUTURE ATTAINMENT**

Academic barriers:

A	Low levels of loss of learning in literacy – reading fluency and comprehension
B	Reduced resilience in writing – writing at length and with accuracy
C	Low levels of and loss in learning in mathematics, specifically arithmetic

**ADDITIONAL BARRIERS**

External barriers:

D	Low attendance
E	Home learning environment and access to technology
F	Concerns and issues relating to mental health and wellbeing

## Planned expenditure

Whole school strategies – teaching and pastoral					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	Staff lead	Comments
Additional support in English and mathematics lessons given by specialist teachers	Improved outcomes for all pupils, but particularly to narrow the attainment gap between DA and other identified vulnerable pupils; increased number of pupils attaining age related expectations for Reading, writing and mathematics combined)	This support allows for immediate, live feedback, which has been proven to be most beneficial and is in line with EEF research findings. This approach also complements the whole school feedback policy	£10,805	JW	This support is to be given in the regular lessons, enabling specialist staff to deliver intervention, without impacting on pupil access to the broader curriculum.
Use PiXL (Partners in Excellence) subscription to give access to a range of resources, assessment and support from a dedicated associate/adviser	Timely, accurate and benchmarked data, allowing for gaps to be identified and addressed, resulting in increased numbers of pupils attaining age related expectations, in individual disciplines, as well as combined (R,W,M)	As a PiXL school, we are able to compare the attainment and progress of our pupils against a significant number of pupils nationally, giving us confidence in our assessment processes, teacher assessment.	Annual subscription not funded by catch up premium budget	JW SN SR	The use of the question level analysis data will identify gaps in learning for individuals, groups and cohorts, informing teaching and curriculum choices.

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Purchase of additional resources, for use across the whole school, to support the development of arithmetic skills – small exercise books and MathsBox	Improved arithmetic skills for all pupils; increasing numbers of pupils working at age related expectations or above; a raised profile of mathematics and its importance beyond discrete mathematics lessons	Learning loss has been greater in mathematics than in other areas of the curriculum, with the identified area being arithmetic. Low scoring in arithmetic papers is having the greatest impact on overall mathematic test scores and access to other areas of mathematics.	£500	SN	Weekly arithmetic practice/quick quiz enables all to have increased opportunity for arithmetic practice (high challenge/low threat), improved confidence and enjoyment of mathematics.
Purchase of specific resources to increase opportunities for reading, grammar, punctuation and spelling practice CGP, AQA and Encyclopedia Britannica subscription	Improved literacy skills of all pupils; increasing number of pupils across the school working at age related expectations or above	Learning loss in reading across the school – particular focus on retrieval and inference (as identified nationally and as a result of cohort question level analysis); renewed focus on spelling, punctuation and grammar to support improvements in writing across the board and resilience in writing.	£1,750	SR CMD	The delivery of an essential curriculum, led to limited focus on GPS – especially as there have been no national end of key stage tests for two academic years. The school recognises the importance of developing these key literacy skills to improve writing at all levels.
Total budgeted cost:					£13,055
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	Staff lead	Comments

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Specific, targeted intervention for individuals and groups	Improved mathematics outcomes for identified pupils; more pupils achieving age related expectations in mathematics	Learning loss has been greater in mathematics than in other areas of the curriculum with the identified specific area being arithmetic	£11,715	SN JW LG	These interventions happen during the allocated community time at the end of each day, ensuring that pupils are not removed from other areas of the curriculum.
Total budgeted cost:					£11,715
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	Staff lead	Comments
Increase the capacity of the pastoral team	Needs identified and support in place in a timely manner; more pupils and families are getting the right support; form tutors and Year Leaders are given bespoke support for the pupils in their classes/year groups	Target support specifically to particular key stages, offering appropriate support and strategies which are age appropriate and in response to increasing number of pupils with a high level of need	Staffing costs not funded by catch up premium budget	JW ST JN KDN	The increased capacity of the team also allows for improved monitoring of attendance and behaviour, allowing for timely intervention. In addition, this team is able to offer targeted support of vulnerable and/or DA families, including the efficient provision of FSM vouchers and additional assistance as required.

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Purchase and set up of SchoolCloud – Virtual parent consultation tool	Increased opportunities for parent and carer consultation; improved parental engagement; reaching 'hard to reach' families	Parents and carers have felt less in touch with school and how their child is performing, in the absence of face-to-face meetings and detailed progress reports	£588	ST	The use of technology to deliver remote learning, virtual meetings and bespoke resources are undoubtedly a positive impact of the school's response to enforced closure and Covid-19. The impact of these new skills and resources will extend post pandemic.
Offer additional virtual consultations	Increased opportunities for parent and carer consultation; improved parental engagement; reaching 'hard to reach' families	Increased emphasis on pastoral needs of pupils; the offer of pastoral consultations, in addition to the academic progress meetings offered by subject teachers, gives the opportunity to discuss the wider aspects of the curriculum and the individual pastoral needs and achievements of pupils.	£6,720	ST JW NP	As above. The offer of virtual meetings will continue, in an attempt to reach and engage with more parents and carers.
Total budgeted cost:					£7,308

**FINAL SPEND**

£32,078 of an allocated £33,040