Begbrook Catch-up Premium Spend

Guidance

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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a 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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

Begbrook Allocation

Number on roll (473) x £80 = £37,840

Central recruitment is underway for M1 NQTs, teaching assistants, cover supervisors and other roles.
Successful applicants will be trained in our shared curriculum through our teaching school.
BPA have registered for updates regarding the National Tutoring Program.

In line with the EEF suggestions, Begbrook catch-up premium will be utilised in a tiered approach:
(1) High-quality teaching
(2) Targeted academic support
(3) Wider strategies.
See diagram below.
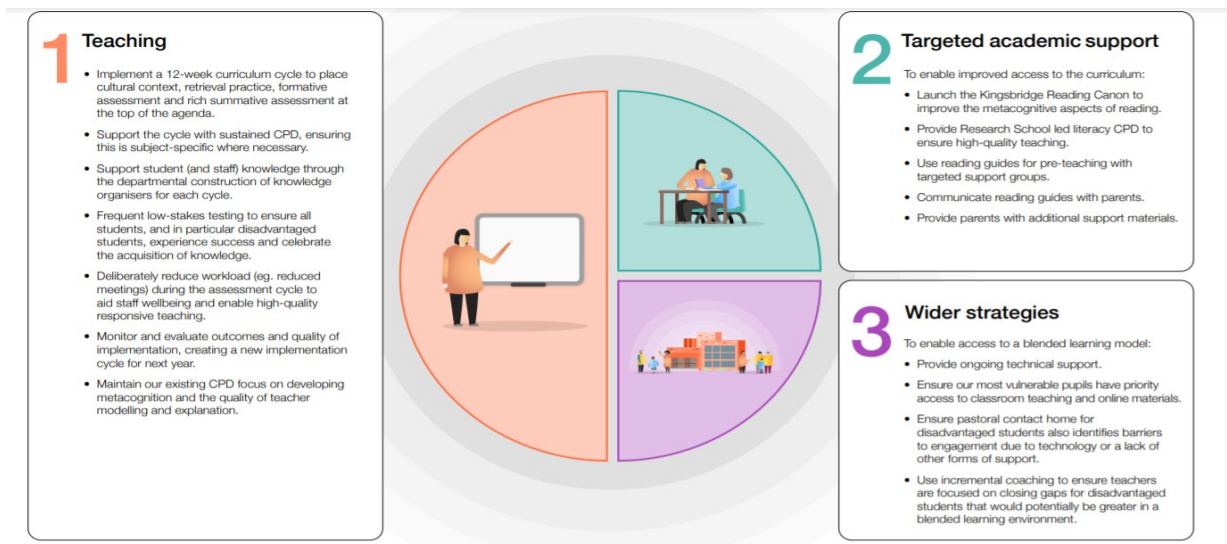
1. **High quality teaching**

To support teachers' CPD and workload, we will be basing staff development around the following areas of teaching practice. We intend to support teachers with understanding which elements of this framework are most important for them and develop more bespoke CPD packages that are suitable for career stage and current expertise. This process will take place through staff meetings, INSET and professional development plans (our model for performance management).

Understanding Learning	Subject Pedagogy	Curriculum
Learning is a complex process that brings about long-term changes in knowledge and ability. Understanding how children learn forms the foundation for effective teaching. • Memory • Sequencing • Metacognition	The most effective teachers have a deep understanding of how pupils grasp and develop subject-specific content and skills. Advancing subject pedagogy is a valuable and continuous process for teachers. • How children comprehend subject specific content • Identifying misconceptions • Subject language & threshold concepts	The content and structure of a curriculum provides the framework for successful learning. Applying a strategic approach to curriculum planning supports all pupils to access and succeed in their learning. • Curriculum design • Sequencing, linking & schema • Academic literacy
Teaching	**Assessment**	**Behaviour**
The choices teachers make about how to plan and teach lessons has a significant impact on pupil learning. Identifying how best to structure pupils' learning is fundamental to great teaching. • Instruction • Modelling • Practise	Assessment underpins good teaching. Gaining insights into how much a pupil has understood and is able to do creates the opportunity for adaptive teaching that is responsive to the needs of all learners. • Effective design • Formative assessment • Feedback	Creating an inclusive learning environment in which pupils' feel safe helps to support learning and personal development. Establishing a positive, predictable and inclusive classroom culture through high expectations and consistent routines establishes the foundations for learning. • Structure & routine • Self-regulation • Motivation

2. Targeted academic support

Type of support	Rationale
"Find the Gap, Plug the Gap" Utilising centrally recruited teacher to support PiXL approach "Find the gap: plug the gap" to be used to target key marginals and monitor progress. This is implemented in all year groups throughout the school Core team meetings are held on a fortnightly basis to review and monitor progress (weekly for Y6) Therapies are delivered for children identified as falling behind, including PP children	PiXL aims to support the promotion of excellence for pupils. One of the strategic approach's PiXL promote within every day teaching, is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention for each student to enhance standards. This is achieved through, what PiXL term DTT (diagnosis, therapy and testing) and is essentially a cohesive formalised AfL approach.
NELI Early language intervention for children in EYFS It is delivered over 30 weeks by teaching assistants in groups of three to four children.	The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. Prior to the lockdown period, early language development was historically an area of focus as many children in EYFS have not attended nurseries or pre-schools for an extended period. There is an increased likelihood of this remaining the case.
Bug Club Access to high quality, phonetically decodable texts that support children to become fluent readers.	The use of a systematic phonics programme is supported by very extensive evidence. Seven meta-analyses, which include studies of 5-7-year-old pupils, have consistently demonstrated the impact of phonics on early reading. The delivery of phonics lessons is possible remotely, however children need to practice using their phonics to read in order to develop fluency. Accessing physical texts during this period is complex and difficult to organise. Access to a bank of digital texts will allow us to support children who are in school, or having to learn from home, seamlessly.
Fluency through engaging practise Prioritising elements of learning that require repeated and extended practise to develop automaticity.	Children need to practise some things extensively to develop their automaticity. However, we know that if children are disengaged from their practise, then this practise will not have impact on the child's long-term memory.

3. Wider Strategies

Type of support	Rationale
Positive Parenting Programme (PPP) Supporting families to understand successful parenting strategies	The Triple P – Positive Parenting Program® (Triple P) is an evidence-based system of parenting interventions. It is designed to build parents' skills so they can raise confident, healthy, happy children and teenagers, enjoy stronger family relationships, and create protective, non-violent environments for their families. Triple P gives parents simple and practical strategies they can adapt to suit their own values, beliefs and needs. Triple P can prevent and treat behavioural, emotional and developmental problems in children by enhancing the knowledge, skills and confidence of parents. Triple P achieves this through a strengths-based and self-reflective approach that builds on existing parenting skills, increasing positive parenting actions and behaviours that reduce child and adolescent problem behaviours. In terms of benefits to schools and teachers, supporting the home learning environment means children can achieve better in school.
IT loans and guidance Identifying families without access to a meaningful device and or access to the internet.	The best people to teach our children are their teachers, who know them best and are able to plan appropriate learning to support their next steps. The most efficient way for them to support children to learn at distance is online. Children without access to this are in danger of not receiving high quality learning experiences.