

Catch-Up Premium Plan

Jolesfield Church of England Primary School

Summary Information

School	Jolesfield CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£11,760	Number of Pupils	147

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 of lost time in education will be substantial and the scale of our response must match the scale of the challenge.

School's allocation will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception to Year 6.

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 school's 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.

The EEF advises the following support strategies:

Teaching

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

Targeted academic support

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

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Communicating with and supporting parents
- Successful implementation in challenging times

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p> <p>Arithmetic skills seem to be better due to use of White Rose during lockdown but ability to apply these skills to problem solving or reasoning activities is limited.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting has suffered and children are complaining that their hands ache after limited time of writing.</p> <p>Handwriting style and letter formation is poor and needs focussed intervention particularly in EYFS and KS1.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Also children's reading diet needs to be revisited and widened. The bottom 20% of readers have been disproportionately impacted. In KS2 reading comprehension has been affected and additional time will be needed to address this. Phonic recall and use in KS1 is 'behind' and intervention is needed to ensure that this gap is addressed and decreased.</p>
Non-Core	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
EYFS	<p>Children have missed 6 months of nursery input and there is a noticeable gap in the development of their fine motor skills and independence. They have also missed out on the large messy play experiences that can be provided by nursery and therefore we need to adapt our EYFS provision accordingly.</p>
Attitude to learning	<p>Children's stamina and resilience to learning has decreased over lockdown and it is obvious that children found coming back to full time schooling both difficult and tiring. Children in UKS2 need to relearn independence, accountability and to take responsibility for their learning. Year 6 needs to prepare for secondary school and develop study and life skills to prepare them for the future.</p>
Emotional Health and wellbeing	<p>Lockdown, the economy, family life and job security have all had an impact on the emotional and mental health of all members of the school community. Continue to promote our well-being and SEMH support to promote positive mental health strategies amongst our pupils and families to ensure that the pupils are ready to learn and interact positively in school.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the education Endowment Foundation's coronavirus support guide for schools

1. Teaching and whole-school strategies

EEF recommended strategy	EEF rationale	Specific implementations at jolesfield	Cost	Expected Impact
<p>Supporting great teaching</p>	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	<p>All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Phonics letters and sounds training for all staff. TA training on running guided reading groups.</p> <p>Increased leadership time for phonics lead to support high quality phonics teaching.</p> <p>The purchase and implementation of online learning platform 'SumDog'</p> <p>The purchase and implementation of online learning platform 'Phonics Hero'</p> <p>The purchase and implementation of online learning platform 'Spelling Shed'</p> <p>The purchase and implementation of online learning platform 'Times Tables rockstars'</p> <p>The purchase and implementation of online learning platform 'numbots'</p> <p>To ensure every child has access to their own copy of the book, identified as class novel, in school and also in case of lockdown so work and more importantly reading, can continue at</p>	<p>£350</p> <p>£227</p> <p>£72.83</p> <p>£204</p> <p>£31.74</p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p> <p>All teaching to be of a high standard and inline with latest with pedagogical research and practice.</p>

		<p>home.</p> <p>A staff CPD programme implemented to ensure staff are well trained in effective classroom practice including intervention and SEND and well being. This will be targeted to specific individual needs using National College resources. Progress and Impact to be monitored by SLT.</p>	£750	
Teaching assessment and feedback	<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Introduction of PIRA and PUMA assessments to support teacher assessment in identifying gaps in maths and reading.</p>	£826	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analysis of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M.</p>
Supporting remote learning	<p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include:</p> <p>Teaching quality is more important than how lessons are delivered Ensuring access to technology is key, particularly for disadvantaged pupils Peer interactions can provide motivation and improve learning outcomes Supporting pupils to work independently can improve learning outcomes</p> <p>Different approaches to remote learning suit</p>	<p>In the event of a class/year group closure pupils will switch seamlessly to remote learning thus ensuring continuity of education.</p> <p>If a local lockdown is implemented, we will distribute devices supplied for use by the DFE and use additional devices. We will offer immediate access to remote education for pupils who are required to remain at home. By allocating chromebooks to pupils working remotely from home, in the event of a year group/school closure, priority catch-up programmes will continue (as per planning) in order to support progress of the most vulnerable pupils.</p>	£200	<p>No lost learning time in the case of either individuals, groups or whole bubbles being closed.</p> <p>Children familiar with online platforms to support their learning.</p> <p>Resources used in school are also available to children at home.</p> <p>Staff supported in best practice for utilising online teaching resources, including for assessment purposes.</p> <p>Children and parents feel connected to the school and</p>

	different tasks and types of content			community even when not accessing in person.
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2. Targeted approaches				
EEF recommended strategy	EEF rationale	Specific implementations at jolesfield	Cost	Expected Impact
one to one and small group tuition	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	<p>Targeted 8.30 morning sessions for identified children in Keystage 2 - reading and spelling.</p> <p>Teachers are released to work with small groups and individuals to revisit concepts and learning that have been identified as less secure.</p>	<p>£300</p> <p>£3000</p>	<p>Children's gaps clearly identified through formative and summative assessment. Activity planned to address these needs through targeted class teacher sessions.</p> <p>Baselining activities used to start the interventions so that progress can be measured.</p> <p>Learning goals from intervention sessions planned to be revisited in normal whole class teaching.</p>
Planning for pupils with Special Educational Needs and Disabilities (SEND)	<p>Special Educational Needs and Disabilities (SEND) Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p>	<p>Nurture morning group for children who have anxiety and concerns returning to school.</p> <p>All classes have listening boxes for children to share their concerns with adults in school.</p>		<p>Children who have displayed anxiety provided the opportunity for daily support to prepare them for the day ahead.</p> <p>Opportunities planned to capture the child's voice and address any issues or concerns raised.</p>

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3. Wider Strategies				
EEF recommended strategy	EEF rationale	Specific implementations at jolesfield	Cost	Expected Impact
Supporting parents and carers	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children	<p>School will provide regular communication with parents.</p> <p>All parents have had opportunities for phone consultations with class teachers. When at home key children are contacted regularly by school staff.</p> <p>Ongoing liaison between learning mentor and parents. Identified children invited to an early start club.</p>		<p>Parents feel well informed of expectations, school policies and ways in which they can support their child.</p> <p>Clear channels of communication to allow concerns to be quickly addressed.</p>
Access to technology	'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.	<p>Funding to support the cost of 'emergency learning packs' where access to technology is limited.</p> <p>Every family requiring IT support will be provided with Chromebooks .</p> <p>School will provide remote support to parents to access online platforms.</p>	£300	<p>All children are able to access learning with no disadvantage to peers due to technology.</p> <p>Parents feel supported in accessing resources to facilitate home learning.</p>