

COVID-19 Catch-Up Premium

Summary information							
School	Orchard Junior School	Academic Year	2020-21				
Total Catch-Up Premium	£29,120	Total Spend in plan	£47,140	School contribution	£18,020	Number of pupils	363

**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 impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. 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 (DfE Guidance)	EEF Recommendations
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<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Supporting remote learning</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Planning for pupils with Special Educational Needs and Disabilities (SEND)</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting pupils' social, emotional and behavioural needs</li> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>
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**Identified impact of lockdown ~ created using teaching staff feedback**

<b>Maths</b>	<ul style="list-style-type: none"> <li>*Gaps in curriculum coverage</li> <li>*Gaps in understanding of 4 operations (Many children have been shown "how to do it" not how it works)</li> <li>*Reduced resilience for problem solving and collaborative work</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>*Lost muscle tone for the "job" of extended writing therefore productivity decreased</li> <li>*SPAG subject knowledge lower with gaps</li> <li>*Spelling application impacted with children not using the vocabulary in longer texts</li> <li>*Handwriting / presentation skills deteriorated</li> <li>*Year 3 – "I don't want to do that" attitude</li> <li>*Reluctance to edit and improve</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>*lower levels of reading for meaning</li> <li>*Gaps in objectives covered</li> <li>*Range of texts exposed to the children reduced</li> <li>*Lost key vocabulary – e.g inference retrieval etc.</li> </ul>
<b>Non-core</b>	<ul style="list-style-type: none"> <li>*Gaps in subject content</li> <li>*Social and emotional wellbeing impacted due to lack of social contact with others</li> <li>*Gaps in subject skill development</li> <li>*reduced resilience to collaborative work and sharing</li> </ul>

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**Rationale:**

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Michael Drayton Junior School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

EEF recommended strategy	EEF Rationale	Specific implementation at Orchard Junior School	Cost	Expected impact
Supporting great teaching	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning	<p>All subjects will be planned using the small steps planning approach that has been embedded through Maths planning prior to lockdowns</p> <p>All teaching staff introduced to the Rosenshine principles of teaching.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to support understanding.</p>	<p><i>Teacher meeting time</i></p> <p><i>PPA time</i></p> <p><i>Recovery Manager support as needed</i></p> <p><i>Books / reading materials for staff</i></p> <p><i>Cost in normal school provision and Pupil Premium funding</i></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 inline with National Expectations.</p> <p>Having high quality teaching strategies to hand will enable the teachers to ensure quality provision while in the different set up (rows etc)</p> <p>The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of COVID and evidence of outcomes continue to improve across the school.</p>
	Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.	<p>Use of independent learning for Rosenshine during teacher meeting time</p> <p>Follow up in Year Leader meetings with next steps</p> <p>High quality PPA support (from Year Leaders)— shared planning</p> <p>INSET time on the impact of Trauma on children and the journey to becoming a trauma informed school</p> <p>Performance Management meeting (October) to identify training needs of both teachers and support staff - schedule to be then put in place</p> <p>Performance Management and monitoring will be rigorous to ensure any previous CPD/areas for development followed up / supported.</p>	<i>As above</i>	A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.

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<p><b>Teaching assessment and feedback</b></p>	<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>Year leaders from 2019 / 2020 year team to highlight coverage on planning documents to hand on to the new year team.</p> <p>Week 5 (Autumn 1) assessment week to ascertain gaps in knowledge for reading, writing and Maths</p> <p>Ongoing assessment for foundation assessment carried on on tracking document Marking policy updated in line with COVID restrictions</p> <p>Subject leaders to revisit progression grids to adjust curriculum map accordingly.</p> <p>Frequent low-stakes testing to ensure allstudents, and in particular disadvantaged</p> <p>Assessment cycle to be revisited and NFER tests along with SEN testing will be used to identify gaps and offer standardised score.</p>	<p><i>Teacher meeting time</i> <i>PPA time</i> <i>Recovery Manager support as needed</i>  <i>Cost in normal school provision</i></p>	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.</p>
<p><b>Supporting remote learning</b></p>	<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: 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 Different approaches to remote learning suit different tasks and types of content</p>	<p>Dedicated teacher non- class based will prepare personalised learning activities and share with parents in collaboration with class teacher. Learning feedback will be shared regularly. Should a bubble close, lessons will be uploaded onto the school website</p> <p>Dedicated 'remote learning' teacher to attend CPD and disseminate across school, sharing good practice.</p>	<p>Recovery Manager time (costed at 20% to cover potential lockdowns) <b>£10, 993</b></p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved. Children will be able to fit back into the class' learning seamlessly Parents will have appoint of contact during the teaching day for support</p>

ii. Targeted approaches

EEF recommended strategy	EEF Rationale	Specific implementation at Orchard Junior School	Cost	Expected impact
<p><b>One to one and small group tuition</b></p>	<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>Recovery Manager timetable led to support individuals / groups of pupils identified as falling behind from their March 2020 assessment points.</p> <p>Data from assessment lead the identification of the children and the focus of the learning</p> <p>Use of Parental feedback to identify children who have not participated well in lockdown learning (parental self-assessment) / have not had access to adequate technology (parental assessment) during lockdown</p>	<p>Recovery Manager time (costed at 50% to cover potential lockdowns)  <b>£27,483 (also supported by Pupil Premium funding)</b></p>	<p>By increasing targeted time spent reading/supporting maths 1:1 , data analysis will indicate gaps in reading/maths progress will close.</p>
<p><b>Intervention programmes</b></p>	<p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>Clear intervention timetables led by class teachers for identified children</p> <p>Dancing bears</p> <p>Toe by Toe</p> <p>Phonic interventions</p> <p>Precision teaching</p> <p>Century maths</p> <p>Etc</p> <p>Used as needed and as identified on IPP's.</p> <p>Due to COVID risk assessment all interventions will be carried out outside the classroom with teaching assistants slowly working on interventions in the initial phase of the recovery</p>	<p>SEN funding and normal school budget used to support this element of the work</p>	<p>By providing maths and reading catch-up interventions for identified children, data analysis will indicate gaps in maths and reading to close and progress to accelerate.</p>

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<p><b>Planning for pupils with Special Educational Needs and Disabilities (SEND)</b></p>	<p>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>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.</p>	<p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs. Personalised plans and the systematic approach of the SENDCo ensures provision is implemented and needs met.</p> <p>Within both SEND Reviews and PPMs, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned. This document is then shared with all staff on a 'need to know basis.'</p> <p>The deployment of teaching assistants are reviewed regularly and redeployed on need. The deployment is reflective of need/provision map.</p> <p>Any additional support given post universal support is by adults who are familiar to the pupils and to ensure consistency, programs/interventions are delivered by the same adult. This allows relationships to be built up and trust to be gained.</p> <p>Regular feedback from our Learning Support Team ensures teachers are kept well informed of progress of individuals and as a result impact is maximised within the classroom.</p>	<p>SEN funding and normal school budget used to support this element of the work</p>	<p>By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence PIP targets will be achieved.</p>
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iii. Wider approaches

EEF recommended strategy	EEF Rationale	Specific implementation at Orchard Junior School	Cost	Expected impact
<p><b>Supporting pupils' social, emotional and behavioural needs</b></p>	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>Ongoing CPD and support for staff from skilled SLT/LST ensures staff have support to embed changes in their practice. The transition and recovery curriculum will be grounded in evidence-informed approaches that have proven to be effective within our context. This will be delivered within timetabled PSHE lessons, and, crucially, within everyday practices.</p> <p>Additionally, staff will use a range of strategies, including the use of a feelings chart to support identifying emotions, regular practice of calming tools such as deep breathing, using stories to examine character's feelings through reflective questioning, and using consistent approaches to solving problems and setting goals are central to our approach.</p> <p>Well-being will continue to be a focus for our SLT. We will ensure a shared language and actively plan daily check-ins with our dedicated and enhanced ELSA team. Increased presence on gate – additional members of the ELSA team will be on hand each morning to support any pupils with emotional need.</p> <p>Transition fortnight will give pupils the opportunity to reconnect with their peers and to re-establish positive learning behaviours.</p> <p>An increased focus and school expectation to use outdoor learning regularly in the curriculum and opportunities to partake in the planned activities.</p>	<p><i>Teacher meeting time</i> <i>PPA time INSET time</i></p> <p><i>Cost in normal school provision</i></p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as feelings vocabulary, self-regulation strategy posters and 'calm down kits', offer handy reminders for pupils and staff – as needed in class.</p> <p>Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year.</p> <p>Exclusions/'stages' will not increase despite pupils absence from school during 'lockdown.' Data analysis will indicate pupils generally remain behaving positive.</p>

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<p><b>Access to technology</b></p>	<p>'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>	<p>The purchase iPad's for in school use Online platforms: Century Maths</p>	<p><b>IPad's</b> <b>£5284</b> (all in cost) <b>Century Maths</b> <b>£2,880</b> <b>Sir Linkalot spelling app</b> <b>£500</b></p>	<p>By ensuring that children have access to quality maths and spelling practise, supplementing the learning they are doing in lessons, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and spelling.</p>
<p><b>Supporting parents and carers</b></p>	<p>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>	<p>Parents have the opportunity to email all class-based teachers to communicate concerns. This communication can take place outside of the working day to meet their needs. It is agreed however, teachers will respond within their working day.</p> <p>In addition to offering pupil SEMH support, parents will also be offered support. ELSA team will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed. The Recovery Manager weekly email will be shared and family support packages given to identified families.</p> <p>SLT/ELSA team to attend training offered by 'Hampshire Safeguarding Board' to support parents with heightened anxiety/emotional need. CPD to manage difficult/hard to reach parents also to be attended and good practice shared across the school</p> <p>We will ensure we invest in strong relationships with parents. This includes deploying the Attendance Officer who maintain strong links between school and home. We will implement a differentiated approach to supporting pupils. We will create bespoke and targeted learning packs. We will ensure home learning is purposeful, achievable and well monitored by staff</p>	<p><i>Cost in normal school provision</i></p>	<p>By promoting a meaningful relationship between home and school, parents as partners will be encouraged. Parent questionnaires will indicate that parents will feel involved and more confident in being able to support their child's education.</p>