

Catch-Up Premium Plan

Burlington Junior School

| Summary information | | | | | |
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| School | Burlington Junior School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £24,880 | Number of pupils | 311 |

| Guidance |
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| <p>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.</p> <p>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.</p> <p>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.</p> |

| Use of Funds | 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 curriculum expectations for the next academic year.</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 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.</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> Summer support |

| Identified impact of lockdown | |
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| 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. Burlington Junior School use Effective Maths to support Quality First Teaching. Through this, we have been able to complete specifically designed 'Bridging Units' which have aimed to support the recall and relearning of key areas within Mathematics.</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. GAPS 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. Issues around basic grammar and punctuation have been identified and are revisited regularly to support embedding.</p> |
| Reading | <p>Children have had some access to Reading during lockdown. We used 'Serial Mash' from Purple Mash to support Reading Comprehension. We also identified children who required phonic support and set specific tasks. However, Reading has suffered and there are many children requiring additional phonic support. 28 identified just in Y3. Staff, with RWI training, have been deployed across the year groups in order to eliminate the crossing of bubbles but ensure that RWI sessions can take place daily and effectively. Specific children have also been highlighted due to their comprehension skills and catch-up groups with a Reading focus have taken place during Autumn 2.</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 moment.</p> |
| Well-being | <p>Re-establishing the routines of the classroom, and of school, is proving beneficial for pupils. Given the loss of routine, along with the potential for adverse experiences during partial school closures, attention on supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is essential to ensure pupils feel safe and ready to learn. Where pupils have already been identified as having SEMH needs, the barriers back to learning have been further hindered by the national lockdown. Additional support and strategies have been needed to help these learners.</p> |

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

| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Completed by |
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| <p><u>Supporting great teaching:</u></p> <p>The foundation subject 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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, also on the necessity to limit contact between bubbles – additional resources needed to ensure access to Maths manipulatives and RWI resources.</p> | <p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">£7738</p> <p><i>Purchase additional Maths manipulatives, especially for Y3, as well as additional RWI resources to ensure quality teaching.</i></p> <p style="text-align: right;">£175</p> | | <p>DHT</p> <p>MB – Maths SS – RWI</p> | <p>ASAP</p> |
| <p><u>Teaching assessment and feedback</u></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><i>Teachers to use PIXL diagnostic assessments in order to identify gaps in learning.</i></p> <p><i>Teachers to be given time to analyse the Gap Analysis in order to identify ways forward in their planning and teaching.</i></p> <p><i>RWI assessments completed and groups identified in each year group. Staff deployed across the year groups with RWI training and any additional staff recruited where needed.</i></p> <p style="text-align: right;">£695</p> <p><i>Teachers to have time out of the classroom in order to attend Pupil Progress Meetings to discuss ways forward and identify 'catch-up' groups.</i></p> <p style="text-align: right;">£608</p> <p><i>Teachers to know who their lowest 20% are in all core subjects – appropriate support in place (scaffolding, additional resources, visuals, T or TA support).</i></p> | | <p>YGL and Class teachers</p> | <p>At least Termly</p> |
| <p><u>Transition support</u></p> | | | | |

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| <p>Children who are joining school from different settings or who are beginning their schooling with Burlington Junior School have an opportunity to become familiar and confident with the setting before they arrive.</p> | <p>Transition booklets sent home to every child.</p> <p>Y3 Lead and AHT create videos to support transition from the Infants to the Junior School – Frequently asked questions from parents, and virtual tours of the key areas in school. All uploaded to class dojo.</p> <p>Admin time to add all children and parents entering school onto Class Dojo.</p> <p style="text-align: right;">£584</p> | | SS | July '20 |
| Total budgeted cost | | | | £9800 |

| ii. Targeted approaches | | | | |
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| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Completed by: |
| <p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> | <p>Autumn Term – Reading focus.</p> <p>Catch up groups identified in each Year group, based on previous assessment and Pixl Diagnostic assessment.</p> <p>Focus groups remain small and happen at least weekly.</p> <p>TAs and Staff use Pixl to support their interventions and have clear objectives and resources.</p> <p style="text-align: right;">£892</p> <p>Where RWI is being implemented as an additional catch-up, the member of staff uses this session to continue the scheme.</p> <p>Assessment lead to have additional time to analyse the results of the first catch-up sessions.</p> <p style="text-align: right;">£824</p> | | <p>YGL</p> <p>YGL</p> <p>RWI Lead</p> <p>Assessment Lead</p> <p>HT</p> | <p>Dec 20</p> <p>Dec 20</p> <p>Dec 20</p> <p>Dec 20</p> |

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| | <p><i>The school has enrolled with the National Tutoring Service and have requested an Academic Tutor – this is likely to occur in the Spring Term.</i></p> <p style="text-align: right;">£3941</p> <p><i>Catch up sessions will continue during Spring and Summer term, but focus determined by up to date assessment and teacher assessment.</i></p> | | YGL | Jan '21 |
| <p><u>Intervention programme</u></p> <p>Appropriate intervention for SEMH needs. Children identified will be referred to the school's nurture facility – The Orchard. This will then look at completing Boxall profiles for the pupil and identifying the best approach. This could be group, 1:1, Lego therapy, Nature Friendly, check ins, reward charts. All in communication with parents/carers.</p> | <p><i>Additional time for SENCO to meet with PSA to review referrals to The Orchard.</i></p> <p style="text-align: right;">£300</p> <p><i>Additional members of staff recruited to support interventions identified.</i></p> <p><i>Additional time for 'Nature Friendly' Lead to plan and train staff in the delivery – ensuring links to the Boxall profile results.</i></p> <p style="text-align: right;">£412</p> <p><i>Wrap around support available in order to support families. (DHT, Attendance, EWO, TAs, Teachers, SEND, External Agencies).</i></p> | | <p>SENCO</p> <p>HT</p> <p>MC – Nature Friendly Lead</p> | To be reviewed Dec'20 |
| <p><u>Extended school time</u></p> <p>Identified children are able to access weekly catch-up sessions. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p> | <p><i>YGL identified pupils for catch- up sessions.</i></p> <p><i>Some of the identified groups take place before or after school hours.</i></p> <p><i>Teachers and TAs facilitate this – additional hours.</i></p> <p style="text-align: right;">£13,725</p> | | <p>HT</p> <p>YGL</p> | Ongoing |
| Total budgeted cost | | | | £20,094 |

| iii. Wider Strategies | | | | |
|--|---|------------------------|---|----------------------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Completed by |
| <u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | <i>Additional online learning resources will be purchased, such as Purple Mash – Serial Mash.</i> £200 | | AHT – SM | Nov '20 |
| | <i>Continue to use Class Dojo to support communication between home and school.</i> <i>Additional Time out of class for 'Home Learning Lead' to make videos to support parents in accessing Google Classroom to be completed.</i> £594 <i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> £500 | | YGL | Nov '20 |
| <u>Access to technology</u> Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. | <i>1 chromebook trolley. To store DFE Chromebooks to be lent to support home learning.</i> £750 <i>7 staff laptops for staff to facilitate home learning</i> £3500 <i>ICT Consultants to set up G-suite for all staff and pupils</i> £250 | | HT | Sept 20 |
| | | | Total budgeted cost | £5794 (£35,688) |
| | | | Cost paid through Covid Catch-Up | £24,880 |
| | | | Cost paid through charitable donations | |

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| | Cost paid through school budget | £10,808 |
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