

# Catch-Up Premium Plan

## Burlington Junior School

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

Guidance	
<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
<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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

Identified impact of lockdown	
<p><b>Maths</b></p> <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 . 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> <p><u>Spring Updates</u></p> <p>Further to the second national lockdown and additional guidance provided by the DFE, school have adapted Maths in light of the Ready to Progress document.</p>	
<p><b>Writing</b></p>	<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>
<p><b>Reading</b></p>	<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> <p>Spring Term – All staff have completed RWI training to further support pupils reading development. Catch up RWI sessions have taken place after school for key pupils and the RWI Portal to support reading development at home.</p> <p>Summer Term – Fresh Start implemented in Year 5.</p>
<p><b>Non-core</b></p>	<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> <p>During the second national lockdown, whole units of work have been taught via online learning - Google Classroom. Learning that did take place has been variable and high expectations were encouraged through timely feedback (both written and verbal). Where visitors have been restricted into school, we have been able to adjust to online visits. Many Teams meetings have taken place to support Careers development, Science and Reading for Pleasure.</p>
<p><b>Well-being</b></p>	<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
<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><b><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></b></p> <p><b>£7738</b></p> <p><b><i>Purchase additional Maths manipulatives, especially for Y3, as well as additional RWI resources to ensure quality teaching.</i></b></p> <p><b>£175</b></p> <p><b><i>Purchase additional RWI Fresh Start Material in order to support reading development.</i></b></p> <p><b><i>1:1 support for Subject Leaders from an Independent Consultant.</i></b></p>	<p>Where lessons or units of work were missed due to lockdown, leaders have ensured that children have been reconnected with their learning.</p> <p>More resources for RWI in school means that each year group now have their own and can support Reading development. Additional resources have been needed in order to not cross bubbles, but also because the amount of pupils requiring this support has increased due to the national lockdown.</p> <p>Due to the significant gaps in knowledge, specifically in Y3 pupils, additional manipulatives for place value have been essential.</p> <p>Subject Leaders know how to lead their area and how to promote learning links across subjects and year groups in order for pupils to 'know more and remember more'.</p>	<p>DHT</p> <p>MB – Maths SS – RWI</p>	<p>ASAP</p>

	<i>Training on higher level questioning for all staff from an Independent Consultant (NLE)</i>	Further developments of this are being produced for the curriculum 2021-22.		
<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><b>Teachers to use PIXL diagnostic assessments in order to identify gaps in learning.</b></p> <p><b>Teachers to be given time to analyse the Gap Analysis in order to identify ways forward in their planning and teaching.</b></p> <p><b>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.</b></p> <p style="text-align: right;"><b>£695</b></p> <p><b>Teachers to have time out of the classroom in order to attend Pupil Progress Meetings to discuss ways forward and identify 'catch-up' groups.</b></p> <p style="text-align: right;"><b>£608</b></p> <p><b>Teachers to know who their lowest 20% are in all core subjects – appropriate support in place (scaffolding, additional resources, visuals, T or TA support).</b></p> <p><u>Following second national Lockdown.</u>  <b>Teachers used diagnostics assessments in order to identify gaps in learning. Pixl and in house Maths test were developed.</b></p>	<p>End of Autumn Term:  These assessments were used to identify gaps in learning and to identify pupils for catch up sessions.</p> <p>The catch up sessions were used to provide targeted catch up support.</p> <p>RWI assessments were completed across the school. Within Y3, 33 pupils were identified. Y4: 12 pupils  Y5: 5 pupils identified for Fresh Start.  Every child within year 3 made at least 2 to 4 group progress.  47% of pupils came off.  For those who still require RWI, targets have been set and intensive support will continue.</p> <p>All teachers know the bottom 20% across the year group. Evidence of scaffolding is seen in books. Visual timetables are embedded in each classroom.</p>	YGL and Class teachers	At least Termly

		<p>Maths in house analysis of data during Summer term has shown: That gaps are being filled in all year groups, especially from previous years.</p> <p>The gaps between male and female are closing.</p> <p>Middle ability pupils had made the most gains in their learning.</p> <p>Number and Place Value knowledge has become more secure in all year groups.</p>		
<p><u>Transition support</u></p> <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><b><i>Transition booklets sent home to every child.</i></b></p> <p><b><i>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.</i></b></p> <p><b><i>Admin time to add all children and parents entering school onto Class Dojo.</i></b></p> <p><b><i>£584</i></b></p> <p><b><i>Additional support to help pupils in Y6 become 'Secondary Ready'. Create opportunities for teachers to share relevant information with the appropriate secondary school.</i></b></p>	<p>Transition into Y3 was very smooth. Lots of communication during the transition stage ensured that parents and carers were kept informed about their child's transition to the junior school.</p> <p>96% of Y3 parents are connected to the school's class dojo platform.</p> <p>Secondary school staff were invited into school for meetings with staff and pupils. Additional meetings also took place between specific Y6 pupils, staff, parents and their new setting in order to discuss 'bespoke' transition packages, or ensure effective information sharing regarding specific needs. Meetings were held virtually, via telephone or in person. Passports were created for identified pupils.</p>	SS	July '20

		<p>Inclusion practitioner also involved to support pupils with Autism Diagnosis.</p> <p>For Y2 pupils, Class Dojo videos, tours and Q&amp;A's were uploaded prior to the end of Summer term. Pupils came for a tour of the school. Transition Booklets were created for all pupils. The SENCO and new class teacher were involved in transition meetings for identified pupils. These were held virtually and included parent, current class teacher, SENCO at feeder school and BJS. Some Pupils were also involved when appropriate.</p>		
<b>Total budgeted cost</b>				<b>£9800</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Completed by:</b>
<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><b><i>Autumn Term – Reading focus.</i></b>  <b><i>Catch up groups identified in each Year group, based on previous assessment and Pixl Diagnostic assessment.</i></b>  <b><i>Focus groups remain small and happen at least weekly.</i></b></p> <p><b><i>TAs and Staff use Pixl to support their interventions and have clear objectives and resources.</i></b></p> <p><b>£892</b></p>	<p>During the Autumn term, both Y4 and Y6 interventions were greatly impacted by bubble lockdowns.</p> <p><u>RWI in Y3 – (29 pupils)</u>  On average, RWI pupils have made +7 months progress in their Reading Ages during Autumn term.</p> <p><u>Y3 RWI catch up Autumn 2:</u>  4 pupils attended RWI catch-up sessions after school. 100% of</p>	<p>YGL</p> <p>YGL</p>	<p>Dec 20</p> <p>Dec 20</p>

	<p><b>Where RWI is being implemented as an additional catch-up, the member of staff uses this session to continue the scheme.</b></p> <p><b>Assessment lead to have additional time to analyse the results of the first catch-up sessions.</b></p> <p style="text-align: right;"><b>£824</b></p> <p><b>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>Impact to be measured at Summer 1 due to second national lockdown.</i></b></p> <p style="text-align: right;"><b>£3941</b></p> <p><b>Catch up sessions will continue during Spring and Summer term, but focus determined by up to date assessment and teacher assessment.</b></p>	<p>these pupils made 1 level RWI progress. On average, these pupils made +4.75 months progress in their Reading ages.</p> <p><u>Y4 RWI Autumn:</u> Although hindered by bubble closures, staff worked hard to keep pupils on track. 11 pupils accessing RWI and on average their Reading Age increased by 6months during this term. On average, pupils made 1.9 levels progress in RWI. Knowledge of speed sounds set 2 and 3 significantly increased.</p> <p><u>Y5 Catch up groups (Pixl therapies) Autumn:</u>  19 pupils attended after school catch up sessions in Reading (Inference or Retrieval) and Maths.  Most successful interventions were the Reading interventions. Pixl therapies used across retrieval and inference groups and they were received positively. Retrieval groups (TA delivered), on average, increased their Pixl test score by +33% Inference groups (T delivered), on average, increased their Pixl test score by +42.2%  Maths intervention focussed on Place Value using the gap analysis. Again, Pixl therapies were used to</p>	<p>RWI Lead</p> <p>Assesssment Lead</p> <p>HT</p> <p>YGL</p>	<p>Dec 20</p> <p>Dec 20</p> <p>Jan '21</p>

		<p>support intervention. Average progress for these pupils was +13.5%.</p> <p><b><u>Summer Term:</u></b>  <b><u>Academic Mentor Catch up Impact:</u></b>  This was a positive intervention because there was an increase in reading speed and age in the focus group (12 pupils) above the other pupils (60 pupils, as 3 pupils in year 3 were new/largely absent to the summer term).</p> <ul style="list-style-type: none"> <li>• The group was mixed ability and received PIXL support in addition to their RWI interventions. On average, the cohort made above average progress in reading age months (8.3 months over the intervention period).</li> </ul> <p>On average, the focus 12 pupils:</p> <ul style="list-style-type: none"> <li>- increased 0.7 levels above the rest of the cohort. Their increase ranged from 1 to 4 months.</li> <li>- increased 14.1 words per minute above the rest of the cohort. Their increase ranged from 13 to 63 words per minute.</li> <li>- increased 1.7 months in reading age above the rest of the cohort. Their increase ranged from 3 to 15 months.</li> </ul> <p><b><u>Year 5 Reading Catch up:</u></b>  There was an increase in reading age and speed in the focus group (3 pupils) above the other pupils (76</p>		
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		<p>pupils, as 4 pupils in year 3 were new/largely absent to the summer term); <b>also above the other middle attaining pupils (44 pupils).</b></p> <ul style="list-style-type: none"> <li>The group was middle ability. On average, the cohort made some above average progress in reading age months (5.2 months over the intervention period)</li> </ul> <p>On average, the focus 3 pupils:</p> <ul style="list-style-type: none"> <li>- increased 0.2 levels above the rest of the cohort <b>(0.3 above other mid attain pupils)</b></li> <li>- increased 12.5 words per minute above the rest of the cohort <b>(13.4 above other mid)</b></li> <li>- increased 1.1 months in reading age above the rest of the cohort <b>(1.0 above other mid)</b></li> </ul> <p><u>Y5 Tute Reading:</u> In the PIXL comparisons, the focus group (6 pupils) scored less than the cohort (77 pupils) in both May and July, but on average gained an extra 2.4 points in their raw score over the rest of the cohort in this time (2.1 above other mid attaining pupils), scoring more on average than the cohort, thus closed the gap.</p> <p><u>Y5 Tute Maths:</u> Focus pupils made average of 13% greater increase than cohort, 11%</p>		
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		<p>greater increase than medium ability average.</p> <p><u>Y5 Maths Catch up T Led:</u> This afterschool catch up was not held consistently due to Staff absence and other school commitments. On average, focus 3 pupils 2% above cohort average (1% above medium ability average – SS of 97 to 103) in March. In June, focus pupils 4% above cohort average; 1% above medium ability average. Focus pupils made average of 2% greater increase than cohort, equal increase than medium ability average. Biggest increase in FDP; second in Multiplication and Division.</p>		
<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><b><i>Additional time for SENCO to meet with PSA to review referrals to The Orchard.</i></b></p> <p><b><i>Additional members of staff recruited to support interventions identified.</i></b></p> <p><b><i>Additional time for 'Nature Friendly' Lead to plan and train staff in the delivery – ensuring links to the Boxall profile results.</i></b></p>	<p><b>£300</b></p> <p>Due to the significant SEMH needs of pupils on the return to school in September 2020, it was clear that more pupils were struggling with this return to formal learning. To respond to this, school made staffing changes and recruited 2 additional TAs to support.</p> <p><u>Year 4 SEMH:</u></p>	<p>SENCO</p> <p>HT</p> <p>MC – Nature Friendly Lead</p>	<p>To be reviewed Dec'20</p>

	<p><b>£412</b></p> <p><b><i>Wrap around support available in order to support families. (DHT, Attendance, EWO, TAs, Teachers, SEND, External Agencies).</i></b></p>	<p>13 pupils have accessed regular SEMH support in school. There has been some improvements in Strand A (Gives Purposeful attention), but not significantly enough for pupils to consistently achieve this. 8/13 pupils need to still focus on Strand A in order to progress.</p> <p>Although not an intervention focus, Strand D (shows insightful involvement) saw a clear rise for pupils in this group. At the beginning of Autumn only 38% of pupils had achieved this developmental strand, by Spring 2 – 61% have now achieved this.</p> <p><u>Year 5 SEMH interventions:</u> 6 pupils have received regular SEMH support. 50% of pupils receiving regular SEMH support have improved their score on the Boxall strand A (Gives purposeful attention). For Strands B and C, we have seen an increase and 80% of pupils receiving SEMH support have increased their scores. The highest impact has been seen towards strand C (connects up experiences).</p> <p><u>Year 6 SEMH interventions:</u> 9 pupils were identified for the Power programme. Due to multiple bubble closures this was not consistent. TAs working within each class have then provided SEMH support for the pupils, when</p>		
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		<p>in school. Additional phone calls during lockdowns were also implemented in order to support a smooth return. School are liaising with the School Nurse to further support key pupils identified. There will also be additional transition support.</p> <p>Where needed, support has been organised and provided for pupils. The Educational Psychologist, Inclusion Practitioner, Behaviour Support Team, Speech and Language Therapists, Physiotherapists and any other external agency has still been providing support for those pupils. Sometimes in person, or via Teams. This has been essential in order for the pupils' progress to still be moving forward – regardless of their additional needs.</p>		
<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><b><i>YGL identified pupils for catch- up sessions.</i></b></p> <p><b><i>Some of the identified groups take place before or after school hours.</i></b></p> <p><b><i>Teachers and TAs facilitate this – additional hours.</i></b></p> <p><b>£13,725</b></p>	<p>Completed by each year group leader and impact has been discussed.</p> <p>Attendance at the groups that took place before school was not as consistent as the groups that took place directly after school.</p> <p>Therefore, future catch up groups will be after school.</p>	<p>HT</p> <p>YGL</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>				<b>£20,094</b>

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.	<b><i>Additional online learning resources will be purchased, such as Purple Mash – Serial Mash.</i></b> <b>£200</b> <b><i>Continue to use Class Dojo to support communication between home and school.</i></b>	Due to changes in our remote learning package, Serial Mash is not used and pupils now access Reading sessions in line with what they would receive in school.  Videos are available for parents/carers on the school website.	AHT – SM	Nov '20
	<b><i>Additional Time out of class for 'Home Learning Lead' to make videos to support parents in accessing Google Classroom to be completed.</i></b> <b>£594</b> <b><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></b> <b>£500</b>		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.	<b><i>1 chromebook trolley. To store DFE Chromebooks to be lent to support home learning.</i></b> <b>£750</b> <b><i>7 staff laptops for staff to facilitate home learning</i></b> <b>£3500</b> <b><i>ICT Consultants to set up G-suite for all staff and pupils</i></b> <b>£250</b>	Taken from Monitoring Visit January 27/28 <sup>th</sup> : <i>'You and your senior leaders have developed a remote learning package. Leaders have provided teachers and teaching assistants with the relevant training. Staff are now more confident to provide education</i>	HT	Sept 20

		<p><i>in this way. Teachers plan activities which match the same content in school, where possible. Pupils attending school access their usual lessons. You have made laptops available to pupils who need them to access the curriculum from home. Pupils say they can ask for help and teachers respond, both in school or when working at home.'</i></p> <p>95 chromebooks were lent during the Lockdown 2.</p> <p>All pupils have a G-suite account and are able to access Google Classroom</p>		
Total budgeted cost				£5794 (£35,688)
		Cost paid through Covid Catch-Up		£24,880
		Cost paid through charitable donations		
		Cost paid through school budget		£10,808