

# Catch-Up Premium Plan

## Shears Green Junior School

Summary information					
School	Shears Green Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£38,400	Number of pupils	480

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>

- Supporting parent and carers
- Access to technology
- Summer support

### Identified impact of lockdown

<b>Maths</b>	<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>
<b>Writing</b>	<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.</p>
<b>Reading</b>	<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. The bottom 20% of readers have been disproportionately</p>
<b>Non-core</b>	<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>

i. Teaching and whole-school strategies

[illegible]

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Year 3/4 Hub</u>  Specially adapted lessons in english and maths to plug the gaps in learning for year 4 pupils, building confidence and developing independence.  YEAR 3 AND 4 PHONICS During afternoon sessions, children who have been identified with specific phonics gaps, to be taught phonics they are missing.  YEAR 3 Non Readers  To develop sight vocabulary/ decoding of HFW and develop comprehension skills.  Year 3 and 4 Phase 2 and 3 phonics delivered by specialist TA  WTS Year 1 readers in Year 4 PM	<i>Mrs Hall liaises with class teachers, uses assessment data as well as Reading Plus to write bespoke programme for specific pupils working just below expected.</i>  <i>Children screened using Read, Write inc to establish missing phonetic knowledge before having them taught in a small group session.</i>  <i>Through pupil progress meetings, children who have not achieved on KS1 phonics check - require sight reading and decoding sessions.</i>  <i>Children identified and phase 2 and 3 phonics delivered to small group/ individuals.</i> <i>1:1 delivery of phonics and whole word recognition to children who are still operating at WTS Year 1 level in Year 4.</i>		KH     KH     KH     SM     KH	Mar 21     Mar 21
<u>Year 5 / 6 Hub</u>  Maths group - 12 kids Reading groups - 12 children  1:1 daily 30 minutes daily bespoke to needs of children.	<i>Gaps identified through assessments and Pixl personalised learning checklists used to track progress in individual strands. Children taught in groups of 3 where teacher can focus in to provide 1:3 tuition.</i> <i>Gaps identified in conjunction with teacher and materials selected from Plxl therapies to meet the individual needs of each child.</i>		AD	Mar 21
Total budgeted cost				£93,186

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<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.	<i>Google Classroom used to set homework. Reading Plus, TT Rockstars and Spellingframe used to fill basic gaps and support home learning.</i>		MP	Mar 21
<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>Google Classroom used to deliver home learning with videos for learning created using webcams on Google Meet. Kindle Fire tablets available to families with a lack of technology for periods of home learning.</i>		MP	Mar 21
<u>Summer Support</u> NA				
Total budgeted cost				0
		Cost paid through Covid Catch-Up	£38,400	
		Cost paid through charitable donations	£0	
		Cost paid through school budget	£59,786	