 **Catch-Up Premium Plan Stoke Hill Junior School**

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| **Summary Information** | | | | | |
| **School** | Stoke Hill Junior School | | | | |
| **Academic Year** | 2020-21  2021-22 | **Total Catch-Up Premium** | £28,880 | **Number of Pupils** | 361 |

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| **Guidance** | |
| Children and young people across the country have experienced unprecedented disruption to their education as a result of the 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’ allocation will be calculated on a per pupil basis, providing each mainstream school with a total of £80.00 for each pupil in years reception through to year 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 and 20201 academic year. It will not be added to schools’ baselines in calculating future years’ funding allocations. | |
| **Use of Funds** | **EEF Recommendations** |
| 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 advices the following:-  Teaching and whole school strategies  Supporting great teaching  Pupil assessment and feedback  Transition support  Targeted approaches  One to one and small group tuition  Intervention programmes  Extended School time  Wider strategies  Supporting parent and carers  Access to technology  Summer support |

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| **Identified impact of lockdown** | |
| **Maths** | 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 attitude however they are quite simply ‘behind’.  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. |
| **Writing** | Children haven’t necessary missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAP’s 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. |
| **Reading** | 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. |
| **Non-core** | 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. |

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| **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** | | | | |
| **Desired outcome** | **Chosen approach and anticipated costs** | **Impact (once reviewed)** | **Ongoing plans** | |
| Supporting great teaching:  The foundation 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.  Despite the limitations placed on schools in term of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports. | ***Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional Planning Days.***  ***(£1000)*** | **On review the foundation subjects were taught equally at home and school, leading to children being able to progress through the key stage 2 curriculum.** | **Teachers have become Curriculum Champions to focus on one area of the curriculum. They will monitor content, vocabulary and progression throughout the key stage 2 curriculum.** | |
| Teaching assessment and feedback  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. | ***Purchase and implement the Rising Stars National Test- style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on insight to track performance. Cost of test papers***  ***(£3500)*** | **Test scores reflect that although some children have dropped back, the majority have maintained or increased their scores.**  **Close analysis of individual learning by teachers is allowing gaps to be filled.** | **Standardised assessments are continuing to closely track children’s progress. Additional tables practice has been identified for year 4 children, half termly arithmetic tests for year 5 and half termly past SATs tests for year 6.** | |
| **Total budgeted cost** | | | | **£3500** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen approach and anticipated costs** | **Impact (once reviewed)** | **Ongoing plans** | |
| 1 to 1 and small group tuition  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. | ***TA support LM, LD, JN, GW will work alongside teachers to improve reading. Specific phonic groups will be set up for year 3 children***  ***(£34700)*** | **Assessments show that reading standards had not dropped significantly. However, the amount of reading for lower ability children has dropped** | **Teachers and Teaching Assistants to focus on priority readers. Teachers to target children through Guided Reading, Nessy.**  **Reading expectations for Home Learning have been increased.** | |
| Intervention programme  An appropriate numeracy intervention, such as Catch-Up Numeracy. | National Tutoring Programme through Third Space  (£5000) | **15 year 5 children were each given 15 hours of 1:1 online tutoring during the summer term.**  **Pupil Voice was used. Children found it helpful to be able to ask for help from 1:1 whereas in class they were more reluctant to.**  **Children reported that they were ‘expected’ to complete things, whereas in class although expectations were high, teachers could not get round to every child.**  **End of summer term assessments showed an increase in raw scores for this cohort of children.** | **23 children in year 4 and 27 children in year 6 have been identified and will receive 15 hours of online support during the autumn term.**  **Another 50 children across year 3 and 5 will be identified in the spring term for the same support.** | |
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