



Catch-Up Premium Plan Stoke Hill Junior School

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

Guidance	
<p>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.</p> <p>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.</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 and 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 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)</p>	<p>The EEF advises the following:-</p> <ul style="list-style-type: none"> Teaching and whole school strategies <ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback Transition support Targeted approaches <ul style="list-style-type: none"> One to one and small group tuition

<p>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>Intervention programmes Extended School time</p> <p>Wider strategies Supporting parent and carers Access to technology Summer support</p>
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Identified impact of lockdown	
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 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.</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.</p>
Reading	<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 affected disproportionately.</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 moments.</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 costs	Impact (once reviewed)	Staff Lead	Review date?
<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 term of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports.</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 Planning Days.</i></p> <p><i>(£1000)</i></p>		<p>SLT, time scheduled by Jamie Sullivan</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>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</i></p> <p><i>(£3500)</i></p>		<p>TLR holders in each year group</p>	
Total budgeted cost				£4500

ii. Targeted approaches				
Desired outcome	Chosen approach and anticipated costs	Impact (once reviewed)	Staff Lead	Review date?
<u>1 to 1 and small group tuition</u> 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.	<i>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. TA support LM, LD, JN, GW</i> <p style="text-align: center;">(£34700)</p>		Kelly Walton (SENCO)	
<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>An intervention is identified and purchased (No Nonsense Maths and No Nonsense Spelling). Staff within phases are trained and they are able to deliver the intervention confidently (inclusion of entry and exit data).</i> <p style="text-align: center;">£0</p>		Kelly Walton (SENCO) and Lesley Potter (Maths and Enrichment Lead).	
Total budgeted cost				£34700

iii. Wider strategies				
Desired outcome	Chosen approach and anticipated costs	Impact (once reviewed)	Staff Lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>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.</p>	<p><i>Additional online learning resources will be purchased, such as Accelerated Reader, ob to support children reading at home.</i></p> <p><i>(£4500)</i></p> <p><i>2-day home-learning paper packs were 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></p> <p><i>(£500)</i></p>		<p>Jack Mead (Online Learning and Wellbeing Lead).</p> <p>Admin team and TLR holders in each year group.</p>	
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-</p>	<p><i>Purchase 13 Chromebooks to include management of them. This will enable the existing stock of laptops to be allocated to classes. Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i></p> <p><i>(£2688.40)</i></p>		<p>SLT</p>	

learning with increased capacity to share resources and communicate learning to children.				
<u>Summer support</u> NA				
Total budgeted cost				£46,888.40
				Cost paid through Covid Catch-Up
				£28,880.00
				Cost paid through charitable donations
				£18,008.40
				Cost paid through school budget
				£18,008.40