

ARNO VALE JUNIOR SCHOOL
CATCH UP PREMIUM ACTION PLAN 2020/21



INTRODUCTION

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (Covid-19). Teachers and families across the country have provided extraordinary support to help children learn at home during the pandemic. However, for some children, the disruption caused by school closures will have had a negative impact on learning and wellbeing.

Every school will have been affected by Covid-19 differently and the way to support pupils will differ between schools. At Arno Vale, this will be informed by the professional judgement of teachers and school leaders. Children from disadvantaged backgrounds are likely to have been affected more by school closures and may need extra support to return to school and settle back into school life. It is highly unlikely that a single approach will be enough.

One of the priorities for schools is the need to help all pupils make up for lost teaching time, with extra support for those who need it most. As it states in the DfE guidance, schools are expected to: *Teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content.*

To support with the above, the government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is a one-off universal catch up premium for the 2020 to 2021 academic year.

FUNDING ALLOCATIONS AND PAYMENT SCHEDULE

School allocations are calculated on a per pupil basis.

Based on 240 children, our allocation is confirmed at **£19200**. This will be paid in three instalments (autumn 2020, spring and summer 2021).

USING THE CATCH UP PREMIUM

In line with the government guidance, we will be using the catch up funding for specific activities to support our children to catch up for lost teaching over the previous months.

We will be adopting the recommendations of the Education Endowment Foundation (EEF) by organising our strategies into three categories:

- Teaching and whole school strategies
- Targeted support strategies
- Wider strategies

ACCOUNTABILITY

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors should scrutinise the schools' approaches to catch-up, including their plans for and use of catch-up funding.

When routine inspections restart, Ofsted will make judgements about the quality of education being provided and how school leaders are using their catch-up funding.

TEACHING AND WHOLE SCHOOL STRATEGIES

Desired outcome(s)	Strategy	Cost	Staff lead	Impact / review date
Children in Y3 to receive daily phonics teaching as a continuation from what they were taught in Y2	CPD for Y3 staff to provide them with the knowledge, skills and resources to plan and teach daily phonics lessons.	£1000	JS	Phonics phases missed at Woodthorpe Infant School due to the first lockdown have been covered. Staff have reported better subject knowledge and increased confidence as a result of the initial training given. Training to continue. Next review at the end of summer term.
Provide opportunities for children to practice previously learned skills (including overlearning). Common misconceptions addressed by teachers,	Timetable restructured to make use of existing flexibilities to include dedicated practice time each day.	£0	CB	Pupil voice regarding practice time very positive. Children able to give clear examples of what they'd done in practice time and how it had helped them. Staff very positive about practice time and the flexibility it affords them. Staff able to give clear examples and rationale for how work done in practice time has had a positive impact on children's learning and/or wellbeing.
Fit for purpose assessment and accurate gap analysis in place to ensure a thorough and effective transition for the children into 2021/22	New summative assessments and gap analysis package researched and purchased to be administered in the summer term.	£2000	CB	To be administered in June/July. Review at the end of the summer term
New subject leaders are equipped to carry out their duties effectively	Release time and CPD to support curriculum planning, assessment and subject leadership.	£2000	ACR/CB/BB	End of summer term

TARGETED SUPPORT STRATEGIES

Desired outcome	Strategy	Cost	Staff lead	Impact / review date
Children in Y5 and Y6 identified as working significantly below the end of year expected standard in maths to make accelerated progress.	Daily small group and targeted teaching delivered by a maths specialist teacher	5 hours per week for 34 weeks at £51.15 per hour. Total cost = £8696	CB	40% of target group on track to make accelerated progress from their starting point. The remaining 60% are on track to make at least expected progress from their starting point.
Children in Y4 identified as working significantly below the end of year expected standard in reading to make accelerated progress.	Switched On Reading teacher appointed to deliver the programme.	3 afternoons per week for 18 weeks at £121.35 per week Total cost = £2184	AB	Child A has progressed 5 book bands since beginning Switch On at the start of December. He reads more fluently and has gained a wider vocabulary and recognises more words by sight. He also perseveres more with his reading than he did before. Child B has progressed 4 book bands since beginning Switch On. She has increased in confidence when reading and has also gained a wider vocabulary. She recognises more words by sight and doesn't need to sound words out as much as she did before. This also means that her reading is more fluent and she has a better understanding of what she has read. Children C and D moved through the book bands rapidly when they first started the intervention, but are able to read most words and therefore Switch On was not beneficial to them. Therefore, I have started to do reading comprehension activities with them and we discuss how to find the different answers in the text.

Children in lower school identified as working significantly below the end of year expected standard in the core elements of the curriculum make accelerated progress.	Extra teacher employed to work in Y3 and Y4 for 3 mornings a week for 5 weeks to deliver appropriate interventions and small group, targeted teaching as required.	£37.15 per hour 3 mornings for 5 weeks Total cost = £1672	VB	As a result of the intervention, teachers have reported: • Better interaction and engagement • Significant improvement in handwriting • Identification of difficult to spot dyslexic traits resulting in further assessment. • Fewer instances of anxiety and a reduction in the number of friendship related issues. Parents have also spoken favourably about the targeted work children have been doing in these groups.
Vulnerable/disadvantaged children identified as working significantly below the end of year expected standard in the core elements of the curriculum make accelerated progress.	15 sessions of subsidised small group tuition delivered through the National Tutoring Programme.	2 blocks of 15 hours at £224 per block. Total cost = £448	ACR	Starts week commencing 26/4/21. BB employed via agency/government scheme to ensure quality, positive relationships, consistency and value for money. Review midway through and at the end of the intervention.

WIDER STRATEGIES

Desired outcome	Strategy	Cost	Staff lead	Impact / review date
Additional technology available to facilitate access to online tuition.	Extra Chromebooks purchased to supplement our existing supply.	£1000	AR	End of summer term
Improve children's recall of multiplication and division facts and raise the profile of this aspect of maths.	Purchase Times Tables Rock Stars and embed this across school	£200	CB	Average recall time within the Y5 target group has improved from 7.05 seconds per question (September) to 3.99 seconds per question (March). Significant improvements against individual baseline scores. Regular competitions and celebrations have raised the profile of and promoted the importance of being able to recall multiplication facts quickly and accurately. Several parents have commented on the positive impact of their children using TTRS at home. Since launching, children have played in over 75000 games and achieved a combined total of almost 2 million correct answers. 95% of the children have scored at least 1000 correct answers.

TOTAL COST = £19200