

COVID catch-up premium report

Boldmere Junior School

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	368	Amount of catch-up premium received per pupil:	£80
Proportion of disadvantaged:	Pupil premium 61 (16.6%)		
Total catch-up premium budget:	£26,639	Total money assigned for	Total: £21,603

STRATEGY STATEMENT

- For the benefit of all pupils at Boldmere.
- To develop the oracy approach to book talk lessons.
- Specific interventions to address gaps in learning that have been identified by in house assessment system.
- To support children to 'catch up' on missed learning due to Covid-19, particularly improving literacy and numeracy basic skills.
- To support children getting back on track by 'catch up' and through QFT approaches to support 'keep up'.
- Training for support staff on wellbeing.
- To ensure most vulnerable and disadvantaged children receive targeted support.
- To support our lowest 20%.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

1.	Children's wellbeing has impacted on their learning and subsequently attainment.
2	Pupil premium children have fallen behind further than other children. The gap has widened between the two groups.
3.	Greater Depth attainment lower across school in Reading, Writing and Maths as time has been prioritised to address gaps and building on prior learning.
4.	Reading: Key skills in reading were identified to be retaught and readdressed over an intensive period post lock down. Lowest 20% were identified as needing further support in reading fluency. It was identified that there was a need for the curriculum to be adapted to include a wider range of non-fiction and poetry texts to support a range of genres. Children had access to an online reading system and opportunities to access and further enjoy reading was promoted by staff during lockdown as part of our school strategy. It was however evident that not all children had equal opportunities to the provision being made. Children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
5.	Maths: Specific content has been missed, taught at home, leading to gaps in learning and stalled sequencing of journeys. Children still demonstrate enthusiasm and enjoyment of maths and lockdown has not affected their attitudes however children need support to 'catch up' as a consequence of gaps in their learning that have not been taught and embedded. Impact of lost time in school is particularly evident in the recall of basic skills, e.g. children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Lower School have gaps in the prior knowledge to build upon. Number and place value have been prioritised, so gaps are greater for shape, measure and statistics.
6.	Writing: Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling specific knowledge has lead to lack of fluency and basic errors in writing. Due to the missed opportunities of timely interventions and Assessment for Learning within a classroom environment, children's writing progress has suffered. Those who have maintained writing throughout lockdowns were 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. Handwriting will also be prioritised alongside other basic skills.
7.	Curriculum: There were significant gaps in knowledge – whole units of work have not been taught in school 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.

ADDITIONAL BARRIERS

External barriers: *(issues which require action outside school such as home learning environment and low attendance)*

8.	Increase numbers of children with mental health/anxiety problems due to their personal experiences of Covid-19.
9.	Increased support for families where their circumstances, such as job losses and in year school transfers, have changed during Covid-19.
10.	Continued self-isolation periods for individual children or class groups impacts on children time in school across the year.

Planned expenditure for current academic year

Documents referred to: [DfE's catch-up premium guidance](#) and [EEF Covid-19 Support for Schools](#)

Quality of teaching for all :						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Costing
To communicate children's progress since return to school.	To inform parents of where gaps in learning are and how they can support children at home.	Parent Questionnaire	<p>Communication to continue during Covid-19 restrictions via emails, phone calls and Google classroom.</p> <p>Parent consultations 3 weeks after children's return to alleviate parents' concerns/ queries regarding the impact of school closure on their child's learning. Carryout via School Cloud (virtual)</p> <p>Individual targets sent home to parents so that they are aware of the learning focus for their child and can support appropriately.</p> <p>End of year reports followed by parent consultations offeres/ celebration evening. Facilitated in person if restrictions are lifted, or virtual.</p>	SLT	Review the effectiveness of end of year parent consultations.	School cloud system £548 annual subscription.

<p>Deliberate recovery curriculum has been planned for core subjects, identifying gaps from previous years 'missed teaching' in school during lockdown. This has enabled teachers to identify gaps in skills and knowledge to drive an adapted curriculum for their children.</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>Subject specific assessments used to identify gaps in key concepts and ensure new material builds on secure foundations</p> <p><i>Standardised assessments such as white rose, NFER and SATs practice in year 6 have been used to underpin on going teacher assessments and analysis of these used to identify further gaps in learning and provide information about what catch up support is needed.</i></p>	<p>Additional time for assessment lead, working in collaboration with subject leaders, to adapt the curriculum being delivered.</p>	<p>Assessment lead Core subject leads</p>	<p>Summer 2021 To see what adaptations need to be made for Aut 2022</p>	<p>£355</p>
<p>Year group photo's and welcome video on website for new year group and teachers for all.</p> <p>Transition information shared for all children with new teachers.</p> <p>Transition support from isolation or lockdowns</p>		<p>Transition support moving to the next year and for year 2 children from infants coming to Junior school.</p> <p>We have infant children coming to the junior school who will need further support to transition.</p> <p>Lost opportunities to have time with new class teachers.</p>	<p>Children who are joining from the Infant school were provided with online transition support to become familiar and confident with the setting before they arrived. End of year transition between year groups and in-year admissions, were given the same support.</p> <p>Virtual tours of Boldmere Junior School shared with all new-starters. Teachers provided videos to introduce themselves to the children.</p>	<p>SENCO Pupil premium lead SLT Year 3 year Lead</p>	<p>Summer 2021 Review if anything further needs to be in place for Sept.</p> <p>Aut 1 2021 To review how children have transitioned and further support needed.</p>	<p>N/A</p>
<p>Total budgeted cost:</p>						<p>£903</p>

Targeted support						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Costing
Fund additional adult support for targeted intervention.	<p>An additional adult to deliver interventions in each year group.</p> <p>Interventions will improve the outcomes of children who have been identified as needing "catch up" in their learning.</p> <p>To have class teacher, in one bubble, who worked 4 days work 5 days for summer term to provide QFT, and interventions.</p>	<p>'Catch-up' structured intervention is required for those children who have fallen further behind due to school closure or periods of isolation (in particular disadvantaged children).</p> <p>Tailored interventions were timetable to enable them to catch up. This data drove the interventions and identified key children accordingly.</p> <p><i>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary' EFF</i></p>	<p>Impact on pupil progress sheets to be completed and discussed during pupil progress meetings with SLT.</p> <p>Year leads and class teachers to monitor progress and effectiveness of the intervention.</p>	Year leads	SLT and assessment lead will review at the end of each half term.	<p>Group interventions</p> <p>Teacher: 2 days a week £10,500</p> <p>Supply teacher: 2 days a week £1528</p> <p>Teacher: £1,167</p> <p>Teacher in teaching an extra day a week £2223</p> <p>AHT interventions £2100</p>

<p>Trial for 'Nessy', a reading and spelling programme</p>	<p>To provide a progressive and robust KS2 appropriate intervention for the few children who need a different / rigorous approach to phonics in the Junior school.</p>	<p>Catch-up structured intervention to support the children working below the year 3 curriculum and have fallen further behind due to school closures.</p> <p><i>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary' EFF</i></p>	<p>Yr3 lead to timetable. Tracking as part of the online package to be monitored by class teacher and year leads.</p>	<p>Year leads Class teachers Reading Lead SENDco</p>	<p>After the free trial end of Summer term.</p>	<p>No cost for trial</p> <p><i>Future costs will be dependent on success of trial and amount of students.</i></p> <p><i>Example:</i></p> <p><i>30 students</i> <i>£12.50 each per year = £375 per year.</i></p>
<p>Friends for life – social skills and resilience curriculum recognised b the World Health organization as an effective tool.</p>	<p>To support children's mental health and wellbeing.</p> <p><i>'FRIENDS for Life empowers participants to cope with the emotions of themselves and others by engaging with positive thoughts, emotions, and self-regulation strategies. The program also teaches creative alternatives to solving problems they would have previously shied away from, fostering the development of confidence and self-esteem. Most importantly, FRIENDS for Life encourages smiling, happiness and bravery, and facilitates smooth transitions into adolescence.'</i></p>	<p>We have children identified from our wellbeing team meetings. EP has also identified key children for this.</p> <p>These numbers have increased significantly on previous years</p> <p>The intervention program was highly recommended by our Educational Psychologist</p>	<p>29.3.21 Staff CPD for those delivering the program.</p> <p>Training of 4 teaching assistants and SENCO</p> <p>Children identified during our wellbeing team meetings are signposted to the intervention group.</p> <p>AHT and wellbeing team meetings to monitor children's progress.</p>	<p>SENDco AHT</p>	<p>July 2021 after first delivery of program</p>	<p>Staff cover for training:</p> <p>£450</p>

ELSA support	To support the emotional development of children in school.	<i>'Providing opportunities for professional development' EEF</i> Children needing support around issues such as divorce, grief and separation anxiety are identified during our wellbeing team meetings. These issues have been magnified during Covid-19 due to increase pressures on family life and changes in family circumstances. Initially this will be used to support specific LAC / PLAc children identified.	Receive specialist training from educational psychologists. Training across a year. ELSAs have regular professional supervision from educational psychologists to help them in their work. Support from AHT and Wellbeing team.	H of S SENDco Support Staff	Summer 2021 following training, we will identify how support will be structured in Autumn 2021 and identify children who may need the support.	Training: £350 Resources :£16 Staff cover training 5x days: £550
				Total budgeted		£19,787
Wider strategies						
Access to technology 'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'	Setting up lap tops, on going maintenance of DFE supplied lap tops. Setting up of google classrooms and training for effective use for home learning.					External IT consultant £500 Home learning lead / computing lead £413
				Total cost:		£913

Total expenditure: £21,603

ADDITIONAL INFORMATION

Catch Up at Boldmere Junior School is

Working through well sequenced, purposeful learning. Planning has been adapted to focus on missed key learning objectives and consolidate basic skills and knowledge.

Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, basic addition & subtraction fact recall and reading skills relevant to age.

Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning, particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons during the autumn term.

Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly. Assessments will be shared with new year groups/class teachers to identify any missed learning (due to Covid-19) throughout the 2020-21 academic year.

Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work. Children can only be effective learners if they are happy and secure in their environment and they are emotionally well. Many children may not have been in formal school setting for a number of months, as a result of National lockdowns.

(For some children)

Additional support and focus on basic core skills. Supported by additional staffing, and utilising our catch up premium, this will be facilitated across school. Ongoing assessments will be used to identify needs.

Additional time to practice basic skills. This will also be dependent on need of children. In order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), there will be flexibility on timetables to allow additional teaching time as required. Class teachers or teaching assistants will deliver 'keep up' intervention.