

# Fulwell Junior School

## Catch-Up Premium Plan



Respect, Aspire, Achieve – Be the best you can be

### Summary information

<b>School</b>	Fulwell Junior School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	<b>£28,400</b>	<b>Number of pupils</b>	<b>355</b>
Fulwell Junior School is a larger than average mixed Junior School with approx. 355 pupils on roll. Most pupils are White British. The proportion of pupils eligible for pupil premium is below average. The proportion of pupils who have special educational needs and/or disabilities (EHCP) is in line with the national average.					

### Guidance

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.

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.

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.

#### What this looks like at Fulwell Junior School:

Our Catch-up premium has been utilised to facilitate a 3 Tier Catch-Up Plan. The first Tier of this plan is focused on Whole Class / Year Group Quality First Teaching.

**Tier 2 is funded in part by DfE Catch-Up Funding** affording the school **2 additional full-time Teaching staff** which will facilitate a **fourth teacher in every year group**. These Teachers will work with **identified groups of pupils** from across the whole year group within the Maths / English session to address areas of identified weakness. These groups will be reviewed and adjusted regularly and will likely be made up of children who are most significantly 'off track' from their expected stage. On-going Teacher Assessments will be used alongside NTS termly assessments to support the identification of these pupils.

End of Summer Term Catch-Up has focused on Year 6 pupils moving on to Secondary – funding will be used to provide bespoke 1:1 maths tutoring using the Third Space providers – costs will also include the supervision of pupils during these sessions.

Although funding has only been allocated for the academic year 2020-21 based on the positive impact we have seen we are committed to providing this level of support and funding into the academic year 2021-22 to offer continued ongoing **opportunities to secure learning** and the addition of a fourth tier which will target individuals in an afterschool provision.

Use of Funds	Evidence source - EEF Recommendations (see below) & HIAS input.
<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>.(guidance for schools Nov 5<sup>th</sup>)</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> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> </ul>

**Identified impact of lockdown & barriers to learning September 2020**

<p><b>Maths</b></p>	<p>Pupils’ opportunities to embed learning and deepen understanding has been impacted as a result of the school closures. In addition, specific content has been missed, leading to gaps and stalled sequencing of learning. Children still have positive attitudes towards maths and lockdown has not affected their enjoyment of the subject however they are quite simply, ‘behind’.</p> <p>Recall of basic skills and fluency has suffered – children are not able to recall addition facts and times tables as quickly. They are not as secure recalling previously taught calculation strategies, and this is reflected in arithmetic assessments. Their resilience to tackle problem solving and reasoning questions has been affected, as has their ability to independently complete work in this area. Baseline assessments confirmed our predictions around children’s lack of depth of understanding with Summer term content.</p>
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<p><b>Writing</b></p>	<p>Children’s opportunities to express views, be listened to and influence positive change in their writing was severely restricted due to Covid. Despite TEAMS offering a fantastic vehicle to share information and opportunities to respond to probing questions the ability to immerse oneself in a rich text or scheme of work through the shared experience of group discussion and interaction with the text, theme, World of Work (REAL life experiences) and any wider curricular links required the regular cut and thrust of the classroom.</p> <p>Some text types have not been covered in full and cross curricular writing has not been applied fully. GDS writers have been impacted particularly due to the limitations of presenting challenge via virtual sessions and writing stamina has also been impacted.</p> <p>Overall children’s composition has been impacted (awareness of audience, purpose and form) alongside some aspects of SPAG (particularly in independent application) and handwriting.</p>
<p><b>Reading</b></p>	<p>Because the reading curriculum is cumulative, and skills are repeated and built upon throughout the year, children did not miss out on specific content. This means that since returning to school ‘to some degree’ we have picked up where we left off by identifying gaps in skills through carrying out teacher observations and gap analysis and tailoring teaching to address them.</p> <p>The way in which teacher deliver guided reading has been impacted by Covid restriction; teachers have been unable to work closely with a targeted group whilst remaining socially distanced and classroom environments have had to be adapted (forward facing rows, bookcases removed, access to books restricted, fewer adults to hear children read on a one to one basis-impacting our poorest readers particularly). Access to high quality texts to read at home were limited due to guidance around restricting resources transferring between home and school. Links with World of Work e.g. author visits and book fair were also restricted.</p>
<p><b>Non-core</b></p>	<p>The greatest impact on our non-core subjects has been the restriction of our Specialist Teaching approach with teachers not able to cross class bubbles and having to rely on remote learning with limited enriched practical/real life opportunities. Opportunities to enhance learning through trips, visits, visitors have also been compromised.</p> <p>In some curriculum areas 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.</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 cost	Impact/evaluation	Staff lead	Review date?
<p><u>Curriculum Adjustments:</u> Aspects of learning that have been missed will be planned into future learning with a focus on identification of critical content for progression</p>	<p><b>Subject Leaders will be released in Summer Term at least half a day:</b>  <b>English – 1 day</b>  <b>Maths – 1 day</b>  <b>Science – ½ day</b>  <b>History – ½ day</b>  <b>Geography – ½ day</b>  <b>Covered by additional Supply: £490</b></p> <p><b>INSET day 7<sup>th</sup> June 2021 to focus on subject leaders in relation to reviewing Curriculum plans in preparation for Sept 21</b></p>	<p>Reviewed curriculum plans have ensured that key aspects of learning are planned for during the next academic year enabling progression and leading to progress within curriculum areas.</p>	<p><b>KH / CH</b></p> <p><b>DP CH SR MB</b></p>	<p><b>July 2021</b></p>
<p><u>Teaching:</u></p> <p>Establish a 3 Tier Catch-Up Plan to ensure that all gaps in learning (Maths and English) are closed/addressed by end of Summer Term.</p> <p>Objectives that have not been taught from previous year groups will be identified and planned for as part of tier one catch-up in order to make progress towards meeting expected outcomes.</p>	<p><b>Tier 1 of this plan to focus on Whole Class / Year Group Quality First Teaching with an emphasis on learning that the whole class/year group have missed due to school closure/Covid.</b>  <b>Tier 2 funded in part by DfE Catch-Up Funding</b> affording the school <b>2 additional full-time Teaching staff</b> which will facilitate a <b>fourth teacher in every year group.</b></p> <p>These Teachers will work with <b>identified groups of pupils</b> from across the whole year group within the Maths / English session to address areas of identified weakness. These groups will be reviewed and adjusted regularly and will likely be made up of children who are most significantly 'off track' from their expected stage. On-going Teacher Assessments will be used alongside NTS termly assessments to support the identification of these pupils.</p> <p>End of Summer Term Catch-Up will focus on Year 6 pupils moving on to Secondary – funding will be used to provide bespoke 1:1 maths tutoring using</p>	<p>Whole school Spring Term assessments took place in the week beginning the 15th March. Year 6 pupils were assessed using 2018 SAT papers. Year 3-5 were assessed using rising stars, NTS reading and Maths, GAPS for grammar termly assessments.</p> <p>Data shows the gap between autumn 2020 and spring 2021 the gap has narrowed significantly (see data April 2021). Leaders believe that the strong Catch-Up focus contributed greatly to this with reading looking particularly strong across the school.</p> <p>Summer term impact see data.</p>	<p><b>KH</b></p> <p><b>SLT team</b></p>	<p><b>Jan 2021</b></p> <p><b>March 2021</b></p> <p><b>June 2021</b></p>

	<p>the Third Space providers – costs will also include the supervision of pupils during these sessions</p> <p>CPD time has been dedicated to providing training in relation to:</p> <p>Effective Remote Teaching strategies</p> <p>Opportunities for Teachers delivering remote learning / Teams to regularly feedback issues etc.</p> <p>Senior Leaders to regularly monitor remote and in school learning ensuring consistency in quality and standards</p> <p>Teachers released ( by TAs) to support / mentor each other in delivery of remote learning</p> <p><b>Cost of two additional teachers: £53,313.96 Part funded by PP budget (£1700 from Catch-up funding).</b></p>	<p>Best practice shared amongst Remote and in school Teaching Teams resulted in improved quality of Teaching and Learning – evidenced in monitoring activities and parental feedback (see COVID file)</p>		
<p><u>Supporting NQTs / RQTs:</u></p> <p>We are committed to ensure that our Newly / Recently qualified staff are fully supported and that the impact of restrictions and school closures on their training and development is minimal.</p>	<p>We have 2 NQTs and 1 RQT on the staff - release time to observe Teaching and Learning across the school built in to weekly timetables.</p> <p>Cost of cover for NQT time. Covered by additional staffing.</p>	<p>1 NQT has successfully completed their year with FJS. The other is still undergoing her NQT year – due to complete in December 21 - both Teachers have secured a full time permanent post with us as a result of their successful Induction. The RQT has secured full time employment in a new school to start Sept 21.</p>	<p><b>CH LS</b></p> <p><b>SLT team</b></p>	<p><b>December 2021</b></p>

<p><u>Assessment and feedback</u> Assessments will be used to:</p> <ul style="list-style-type: none"> <li>- Identify gaps in learning pupils do / do not know in order to inform feedback and adjustments to teaching and access to targeted catch-up</li> <li>- Measure pupils' performance at the end of each term / year</li> </ul>	<p>Termly tests completed to support summative assessment data and identify gaps and teaching content pupils have missed. Year 3-5 were assessed using rising stars, NTS reading and Maths, GAPS for grammar termly assessments. Year 6 have used past SAT papers 2018. To aid quick analysis and data collection we have purchase MARK from Rising Stars.</p> <p>Ongoing informal assessment eg; Targeted, questioning will be used to identify more precise gaps in individual knowledge.</p> <p>We reflected on our feedback and marking procedures considered how we could streamline practice to reduce workload and increase impact. Introduced a strategic approach, minimal marking maximum feedback, which incorporated narrow focus marking and identified next steps 'post teach'.</p> <p><b>Cost of MARK data analysis system: £0</b> <b>Cost of papers: £1944.00</b></p>	<p>See summer term data.</p>	<p>LH KH CH</p>	<p><b>Autumn, Spring, Summer</b></p>
<p><u>Transition support</u> Children and parents who are joining school community from our feeder Infant setting and from other settings have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Face to face transition meetings arranged for small groups of parents and pupils to view the school and share the prospectus year 3 (2020) starters.</p> <p>Virtual transition meetings/tours if face to face cannot take place for September intake (2021 starters).</p> <p>New pupils joining from Feeder Infant School will be invited into school before the start of the Autumn Term (INSET day 6<sup>th</sup> September 21) where they will have the opportunity to meet their new</p>	<p>The restricted smaller groups proved to be much more effective giving parents and pupils opportunities to get a better feel for the school and ask question in a more informal and personalised meeting. We have decided to consider the benefits of aspects of this in future transitions.</p>	<p>PS CH KH</p>	<p>Sept 21</p>

	<p>Teacher in person and have a guided tour of the school in preparation for their First Day.</p> <p>In school transition arrangements for Summer Term include releasing Teachers to discuss new classes / sharing information about pupils' strengths and areas for development</p> <p>Cover cost: Covered by additional staff in school.</p>			
<b>Total budgeted cost</b>				<b>£19,434</b>

ii. Targeted approaches				
<p><b>Desired outcome</b>  <b>Small group (Tier 2) Targeted support:</b>            Targeted small group support delivered by high quality teaching staff to address gaps in learning in light of Covid-19 pandemic.</p>	<p><b>Chosen action/approach</b>            School have employed additional Teaching staff to support identified groups of pupils across each year group. Identified pupils (those most significantly 'off track' from their expected stage in English and Maths).            School have added 2 additional staff to facilitate this support            Each Year Group: 5 x 5 mornings a week            Y4 Times Tables Focus support group using Times Tables Rock Stars programme – lunchtimes            Online learning platform (TTRS) £240.90            Additional staff: costed above.</p>	<p><b>See Data</b>  <b>Case Studies detailing impact</b></p> <p><b>66% of our Y4 cohort achieved full score (25/25) in the Times Tables Check against 24% Locally and 23.6% Nationally (unvalidated)</b></p>	<p><b>Staff lead</b>  <b>CH/ KH</b></p>	<p><b>June 21</b></p>

<p><b>1:1 (Tier 3) Targeted support:</b> Targeted 1:1 support for individuals requiring bespoke / personalised Catch-Up (this is likely to be individuals who are known to be vulnerable eg; LAC / SEN or those who have not accessed home learning.</p>	<p>This support will be provided by TAs / Additional Teaching staff (see above) SEN pupils especially those in receipt of EHCPs were prioritised for support during school closures and on returning to school – see provision maps and EHCP reviews.</p> <p><i>PPE (screens) purchased to enable intervention across phases. Cost: £279.84</i></p>	<p>LAC pupil was prioritised for intensive support on returning to school in Sept 20 having not attended since previous March – the impact of the this was evidenced in her increased engagement in learning.</p> <p>EHCP pupils were able to continue to make progress against many of their identified outcomes as a result of the high level of support that they received at school – see SEN Reviews.</p>	<p>KH LS</p>	<p>July 21</p>
<p><b>Reading Intervention:</b> Pupils in need of additional Reading Catch-Up (those displaying the biggest gaps from previous Year identified in Autumn Term data) will be targeted in additional Reading Intervention.</p>	<p>A comprehensive programme of Reading intervention (Read Write Inc. and Fresh Start) will be established targeting the pupils with the lowest Reading Ages</p> <p>Children from the bottom 20% who have been identified as falling significantly behind their peers have started the programme.</p>	<p>LA SIO (A. Swaczyn) commented on school's actions regarding schools' quick response and actions to Reading Catch-UP (see LA report Oct 2020 A. Swaczyn). See summer term data.</p>	<p>RS ND</p>	<p>June 2021</p>
<p><b>Personalised Tutoring:</b> Identified pupils in Year 6 to access personalised provision in Summer Term to ensure that key skills in Maths are consolidated and embedded prior to Transition to Secondary School in September.</p>	<p>Third Space intervention: 2 x 15 daily sessions 15 pupils</p> <p>Third Space costs: £1,031.25 New hardware(headphones) £150 TA to support sessions: Cost covered in staffing budget</p>	<p>Impact was measured against initial assessment / starting points</p>	<p>LS CH</p>	<p>July 21</p>
<p><b>Additional Home Learning Resources:</b> Purchase of Resources for pupils unable to access online learning / working below Year Group expectations.</p>	<p>CGP workbooks / photocopiable resources £1842 Postage costs £852 New Dell note books (No cost supplied by DfE)</p>	<p>All children were able to access learning and were supported by CPG books when needed (this</p>	<p>YGL SLT</p>	<p>Termly</p>



Resources for pupils included technology support e.g. laptops.		was when children needed to isolate).		
<b>Total budgeted cost</b>				<b>£4395.99</b>

<b>iii. Wider Strategies</b>				
<p><b>Desired outcome</b>  <u>Increasing Learning time:</u>            Extending opportunities for Catch-Up within the school day so as to not impact on current curriculum allocation</p>	<p><b>Chosen action/approach</b>            Additional Teaching time to facilitate Catch-Up – start and finish times and shortening lunchtimes to provide additional 2 hours 30 mins per week in Autumn Term – specifically extending Core Learning sessions – English and Maths and allocating a dedicated Whole Class daily Catch-Up session.</p> <p>Lunchtime staff supervision (overtime)            £8857.80 (40min a day overtime)</p>	<p>Staggered start and finish times have meant that learning gets off to a quicker start – reducing the need for cloakrooms has also positively impacted upon this. Shortening and staggering the lunchtime has led to fewer accidents / incidents due to fewer pupils in the yard at one time. The additional time gained for dedicated catch-up has meant that gaps in learning has been addressed – evidenced in Summer Term data – we intend to continue with these changes in Sept 21 as a permanent measure to provide the best learning opportunities for our pupils.</p>	SLT	Ongoing
<p><b>Curriculum Amendments:</b>            Promote positive mental health and well-being through ensuring that pupils can access enriched learning opportunities counteracting the lack of such opportunities due to school closure / remote learning.</p>	<p>Whole School Project ‘Knowing Me...Knowing You’            Supported by Shakespeare for Schools initiative with an emphasis on developing pupils’ self-esteem, self-awareness and communication skills.</p> <p>£900</p>	<p>Across the school engagement in learning improved. Pupils participating in the performance completed evaluations detailing positive impact showing increased confidence and ability to communicate.</p>	SLT	Jan 21

<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>Home learning platforms to be used to give children instant feedback in maths and allow children to interact with authors e.g Mymaths, Fiction Express</p> <p>Online lessons accessed through Oak Academy etc, and FJS staff delivering minimum of two face-to-face sessions via Teams allowed children to independently complete tasks at home. Addition face-to-face session were provided to children who needed extra support by FJS staff who were also available to answer questions via email throughout the school day.</p> <p>Vulnerable children or children who were not accessing face to face sessions were called at least weekly by class teachers to offer additional support.</p>	<p>Engagement of pupils in home learning was high see register of pupil attendance to sessions.</p> <p>Positive feedback from parents see emails and Survey Monkey</p>		
<b>Total budgeted cost</b>				<b>£9757</b>
<b>Grand Total budgeted cost</b>				<b>£33,586.99</b>
		<b>Cost paid through Covid Catch-Up</b>	<b>£28,400</b>	
		<b>Cost paid through school budget</b>	<b>£5,186.99</b>	