



Catch-Up Premium Plan – Autumn '20 & Spring '21

Wallace Fields Junior School

Summary information

School	Wallace Fields Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£21,680	Number of PPG pupils	17

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.

Use of Funds

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.

EEF Recommendations

The EEF advises 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

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 attitudes towards their maths learning. Although the school is using the White Rose Maths programme and DfE Mathematics guidance for each year group to help support the children's catch up, there are some children where the gaps will not be caught up in maths lessons alone. Many arithmetic skills will be tackled via Speedy Maths, Times Tables Rock Stars and Mathletics but precise teaching of missed content will need to be provided for some children - for example, multiplication and division in the lower school and long multiplication and division, fractions, decimals and percentages in the upper school are particularly affected by the lost learning time. It is noted that the lost learning time has had the biggest effect on a majority of our SEN children, some of who may find it harder to 'catch up' due to their varying educational needs.
Writing	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 did not 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. Children have missed the exposure to language and vocabulary, and generating ideas and hearing from others, which would normally help their writing progress. Writing is more difficult for parents to give targeted support.
Reading	Children accessed reading during lockdown more than any other subject did. 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 do not is now increasingly wide. Maybe time for parents to hear and discuss reading (thus improving comprehension skills) as have been more under pressure with working from home and limited access to suitable reading material.
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 the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

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 (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject 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>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA through LW covering for teachers during games lessons.</p> <p style="text-align: right;">No additional cost</p>	<p>Teachers were able to have the extra time they required throughout the Autumn Term, which ensured planning supported going over missed details from the summer term.</p>	<p>HT/DHT/ SENDCO</p>	<p>Feb 21</p> <p>Feb 21</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>Completion of additional testing in the Spring Term in order to identify children for intervention groups. Gap analysis meetings in the Autumn term after Autumn Mid-term assessment to track progress and ensure all children's needs are being met.</p> <p style="text-align: right;">No additional cost</p>	<p>Autumn mid-term data analysis meetings supported the identification of children for intervention groups. Formal Spring Term assessments postponed due to the January 2021 lockdown and therefore analysis will take place after they have been completed at the end of the Spring term.</p>	<p>HT/DHT/ SENDCO</p>	<p>July 21</p>
<p><u>Transition Support</u></p> <p>Parents who would normally view the school during open evenings are able to have a tour of the school and become familiar with members of staff.</p> <p>Children who are joining school from different settings or who are beginning their schooling with Wallace Fields have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A virtual tour of Wallace Fields Junior School is arranged and shared with all prospective parents and new starters. A loom presentation available for parents to watch instead of the usual Head Teacher presentation. Additional time made to cover the teachers so that they can have a virtual meeting with their new starter so that the child is confident in joining WFJS.</p> <p style="text-align: right;">No additional Cost</p>	<p>A video was put on the website allowing prospective parents to have a tour of the school and to meet key member of staff. A PowerPoint loom video made available to give the detail usual given in the meeting.</p>	<p>HT/DHT/ SENDCO</p>	<p>July 21</p>
Total budgeted cost				£0

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>1:1 and small group tuition</u> Children who were identified in the September assessments as in need of extra support will make accelerated progress to catch up to their normal standard.	1:1 RWI intervention and reading groups (KE) Reading groups <ul style="list-style-type: none"> • NM £650 (Sept to Feb) • Catch Up (KE) Teacher £8,004 (Sept to March). 	Formal Spring term assessments could not take place due to the varying circumstances for children both in and out of school. It must be recognised that the impact of this intervention may be affected by some of the children being at home and accessing the support virtually.	NM KE	Spring /Summer 2021
<u>Intervention programme</u> Children who have been identified as having difficulties on the playground interacting with other children will have strategies to support them leading to fewer playtime behavioural incidents.	Social Skills Group training by the Behavioural Support Specialist Teachers for Teaching Assistants across all year groups. Year group intervention to then begin with identified children. Training £150	This did not take place in the Spring Term due to the partial school closure. Groups began as soon as schools reopened however it is currently too soon to judge the impact.	SENDCo	Summer 2021
<u>Maths groups in year 3 and 4</u> Children who have fallen below their normal standard will return to their normal standard. Support to boost children's missed knowledge and fill gaps in learning.	Children identified as working below the expected standard during the Spring Term Assessments will have access to differentiated learning and targeted support in small groups of a maximum size of 16 with a teacher and a teaching assistant to support. Catch up teacher (NM) £1,360	Formal Spring term assessments could not take place due to the varying circumstances for children both in and out of school. These assessments will now be at the end of the Spring Term where impact will be monitored. It must be recognised that the impact of this intervention may be impacted by some of the children being at home and accessing the support via virtual meetings.	PC	Spring Term assessments 2021

<p><u>English Intervention in years 5 and 6</u> Children working below the expected standard will have targeted support to catch up.</p>	<p>Small group support for children who are working below the expected standard to focus on core skills. Class teachers will be able to focus more directly on children who have fallen below their expected levels during school closures.</p> <p>English Lead November 2020 to May 2021- £8,050</p>	<p>Formal Spring term assessments could not take place due to the varying circumstances for children both in and out of school.</p> <p>Confidence levels were raised and children felt supported. (wellbeing questionnaire)</p>	<p>JC/PC</p>	<p>Spring and Summer review</p>
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iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> 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 remote learning.</p> <p>All children have immediate access to home learning.</p> <p>Communication with parents of children with SEND during lockdown or bubble closures.</p> <p>Communication with parents and providing up to date reports on children's attitude, attainment and progress at school.</p>	<p>Online resources such as Word Shark, Spelling Shed, Mathletics and Times tables Rock Stars. £1500</p> <p>3-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs purchased and set aside for children to take home when home learning occurs. £200</p> <p>Telephone calls home £100</p> <p>Purchase of School Cloud online secure parents evening booking system and video calls. £548</p>	<p>All children had access to online activities to support learning at home and in school for the Autumn and Spring term. Learning packs used throughout the Autumn term meaning home learning could begin immediately. This developed through the term to using the Oak Academy to support school tasks. Telephone calls home made daily to those on the SEND register or otherwise vulnerable. Weekly well-being phone calls made to all other children.</p> <p>The Spring Term parents' meeting were completed virtually. Feedback from staff and parents was that this worked well.</p>	HT/DHT/ SENDCO	Summer 2021
<p><u>Access to Technology</u> Children in school during the school closures will have access to technology to enable distance and online teaching enabling social distancing in the classroom.</p> <p>Children can access additional devices so that they can access discrete teaching, reading fluency and independent online activities.</p> <p>Teachers are equipped with webcams that allow the teachers to access school-based resources from home.</p>	<p>Purchase of chrome books from PTA funding.</p> <p>Purchase of 3 Chromebooks to provide SEND and PP children with access to Google classroom and for intervention in school. £900</p> <p>Purchase of webcams</p>	<p>All children who needed a Chrome book at home to assist with online learning were offered one. Teachers were equipped with webcams in order to complete Looms, Live interventions and Meets with the children. Teachers and teaching assistants had computers, laptops or Chromebooks available to use.</p> <p>Dongles not needed for staff as all staff were able to come in to</p>	HT/DHT/ SENDCO	Summer 2021

<p>Teachers facilitate effective home-learning/live intervention from all support staff with increased capacity to share resources and communicate learning to children through the use of Loom to record lessons.</p> <p>Teachers/pupils are able to access the internet while at home.</p>	<p>Purchase of 10 dongles to access the internet</p>	<p>£215</p> <p>£300</p> <p>NOT PURCHASED</p>	<p>school to use the school computers and those who needed to isolate had suitable internet connections at home. Parents guided towards Government Schemes for free Wi-Fi for children.</p>	
Total budgeted cost				£21,677