Post COVID Pupil 'Catch up' Funding Strategy Statement 2020 - 2021

'As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.'

School Name	Old Catton Junior School
Number of Pupils	214
Proportion of pupil premium children	18.48%
Proportion of pupils with SEND	11.85%
Proportion of pupils with EAL	13.74%
Catch up allocation amount	£80 per pupil. Total = £17,120 (£35,809 budgeted)
Review dates	December 2020 /April 2021 /July 2021
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	**EEF Recommendations**
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.	The EEF advises the following: Teaching and whole school strategies ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support

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.	Targeted approaches ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time Wider strategies ➤ Supporting parent and carers ➤ Access to technology
Known impact of COVID and school closure	• Increased gaps in reading, writing and maths for those pupils who didn't engage fully with home learning during lockdown • Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown
Key Priorities	1. Ensure all children are attending school regularly 2. Ensure children are emotionally ready for returning to formal learning 3. Ensure consistent high-quality teaching and learning across the school 4. Ensure identified children have access to necessary 'catch up' interventions; • Phonics catch up interventions for children in years 3 and 4 • Basic mathematics calculation catch up interventions for children in years 3-6 • Reading interventions across years 3-6 5. Ensure all children have an increase in physical exercise 6. Ensure all children's home learning is not inhibited due to the lack of technology available to them at home
Mathematics	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 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 initial arithmetic assessments.
Reading	The majority of hildren 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 disproportionately affected.
Writing	Children 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.
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 out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Ensure all children are attending school regularly				
Action	**By whom**	**Cost**	**Expected Improvement**	**Success Criteria**
Monitor attendance daily and liaise with parents/carers	Heads of Schools	None	Our school attendance is at least 95% (not including COVID related absences)	Attendance (not including absence related to COVID) is 98%.
Log COVID related absences separately and close track return to school dates	Office	None		
Work closely with the NCC attendance service to ensure all children return to school after lockdown	Heads of School	£145.00 Level 1 Support		
Implement new attendance policy – autumn term 2020	ABW	None		

Ensure children are emotionally ready for returning to formal learning				
Action	**By whom**	**Cost**	**Expected Improvement**	**Success Criteria**
Start the new academic year with a 'soft start' for 3 weeks.	All staff	None	All the children have settled into their new classes and have adapted back into school life and the expectations.	The majority of children will not require targeted pastoral support
Prioritise which children need additional support; Emotional Social	Pastoral Manager	Additional pastoral staff appointed £5129	Children with high anxieties and requiring additional pastoral support have access to sessions in school.	Identified pupils have regular, timetabled support and a programme of intervention.
Prioritise which families which need additional support.	Pastoral Manager		Our vulnerable families feel supported by the school and their child's attendance is 95% (not including COVID related absences).	Vulnerable pupils are in school, happy and learning.

Regular phone calls and conversations to happen with SEND and vulnerable families	SEND Pastoral Manager		Our vulnerable families feel supported by the school and their child's attendance is 95% (not including COVID related absences).	
Team of staff to complete CBT training	Pastoral Team	None	Training has been attended by a team of people and shared with all staff.	Families are more able to manage children's behaviours – early intervention will reduce referrals.

Ensure consistent high-quality teaching and learning across the school				
Action	**By whom**	**Cost**	**Expected Improvement**	**Success Criteria**
All children have access to a broad and balanced curriculum through: • Creative/Enquiry curriculum to engage learners • White Rose Maths planning (The Mastery approach) • Whole Class Guided Reading • Power of Reading	All staff	Cost of White Rose planning = £139	Children are fully engaged in their learning. Children are making at least expected progress from their September 2020 baselines. Best practice is shared and modelled to staff.	Assessments in December show that pupils have made significant progress in returning their pre-March 2020 outcomes trajectory.
Subject leads to identify the key concepts and knowledge from their skills documents to be taught and communicate this to class teachers. All subject leads have written a Catch Up Document that runs alongside their Curriculum Maps to help all staff follow the identified teaching of key concepts, skills and knowledge.	All subject Leaders	None	Gaps in knowledge from the previous year's curriculum will be filled and these consolidated through the current years AREs.	Pupils will be working at ARE by the end of the summer term.
Monitor closely the quality of teaching and learning across the school to ensure high standards.	Heads of School	None	The number of pupils not working within AREs is reduced significantly. Those pupils still not working at ARE will have significantly fewer gaps.	Observations, if possible, book scrutiny, and assessment data demonstrate that good quality first teaching, and learning is taking place.

Ensure identified children have access to necessary 'catch up' interventions				
Action	**By whom**	**Cost**	**Expected Improvement**	**Success Criteria**
All children to take baseline assessments. Teachers complete question level analysis.	All teachers	None	All staff are aware of the need to enable catch up for pupils identified through ongoing assessments for learning to identify gaps.	100% of pupils requiring intervention to 'catch-up' are clearly identified.

Identify which children need 'catch up support'				
Summative Assessment Tests will be completed in December as research shows little information will be gained from summative assessment given in the first half term and only wastes time. Maintain three data drops within the year but heavy monitoring from Heads of Schools, TLRs and SLT to ensure planning and delivery is strong and supporting progress each lesson	SLT along with subject leaders, TLRs and HoS. Building the capacity of leadership in the school.	None. Directed time - Each term weekly - follow the monitoring schedule of teaching, learning books, planning etc.	Children taught missed concepts and moving closer to expected levels	Children will be fully caught up and on track.
Ensure wave 2 interventions happen: Targeted intervention within the classroom by the class teacher or the support assistant Effective differentiation	All staff	£6000	Early intervention strategies within the classroom are used effectively to support children's progress from their September 2020 baselines.	All pupils will be able to access the learning delivered within the classroom.
Ensure wave 3 interventions happen: Priority groups of pupils in Years 3/4/5/6 to be identified and appropriate intervention planned for the rest of the academic year. See separate year group plans for full details.	Heads of School TLRs English and maths subject leads	£7000	Targeted additional support is being effectively planned and used in the priority year groups. Progress of individuals is carefully monitored. Autumn term 2020 Phonics Intervention for children who need specific catch up and are still learning to de-code. Year 3, 9 pupils Year 4, 6 pupils Year 5, 3 pupils A week of focused phonic intervention from an Early Years specialist – 15 year 3 and 4 children.	Intervention will be effective at closing any gaps and will be adjusted if not proving to be effective. Hence intervention groups will change throughout the year.

| | | | Reading comprehension intervention
14 Year 3 pupils
19 Year 4 pupils
16 Year 5 pupils

Times table Intervention
9 Year 3 pupils

One-to-one Reading focus
23 Year 3 pupils

Specific Year 6 Intervention to fill gaps for Maths and Reading
Maths 24 Year 6 pupils
Reading 21 Year 6 pupils

The interventions are run by a combination of TAs and Teachers. Objectives for the interventions are set by the class or set teachers in order to cover the areas or gaps that have been identified in the first half term. The interventions have started this half term and will be monitored and assessed by staff, with objectives and targets being met and new ones set accordingly. | |

Phonics catch up interventions for children in years 3 and 4				
Action	**By whom**	**Cost**	**Expected Improvement**	**Success Criteria**
Assess phonics knowledge retained from previous year in year 2 - target children in years 3 and 4 and compile list of children for intervention groups	Year 3/4 staff and SENCo	None	Correct children are targeted for interventions	Targeted Children reach their ARE targets in reading in years 3 and 4
Set up daily short phonic interventions in Years 3 and 4 delivered by catch up teacher/s and specifically trained TAs,	Year 3/4 staff and SENCo	None	Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively	All targeted children pass a phonics screening check in term 3 85% of children meet AREs

Action	By whom	Cost	Expected Improvement	Success Criteria
				SEN children make at least expected from post COVID starting points
Block intervention combining phonics recognition and application through phonic reading books for children with gaps in phonic knowledge in years 3 and 4. Training for staff provided as required.	SC	£7858	Targeted children in years 3 and 4 make good progress in reading, supported by a comprehensive phonic knowledge	All targeted children pass a phonics screening check in term 3 85% of children meet AREs SEN children make at least expected from post COVID starting points

Basic mathematics calculation catch up interventions for children in years 3-6				
Action	**By whom**	**Cost**	**Expected Improvement**	**Success Criteria**
Assess multiplication gaps in year 5 (cohort who would have taken multiplication check), carry out baseline assessments and put in place daily catch-up interventions where needed. Additional focus on all children aiming to achieve their Times Table mastery badge by the end of the academic year.	Year 5 staff	None	Targeted children will confidently be able to recall all multiplication tables and use for calculations and reasoning	80% of all children pass multiplication check test administered in term 4 Evidence in book looks shows confident application of multiplication knowledge
Implement regular targeted multiplication interventions in years 3, 4 to support comprehensive tables knowledge	Year 3/4 staff	None	Targeted children will have an increasingly confident grasp of multiplication tables Children will be equipped to meet ARE in their year group	75% of year 4 pass multiplication check in term 4 80%+ of year 3 know named tables for year group confidently by term 5
Carry out baseline assessment to highlight children in years 4, 5 and 6 whose calculation knowledge demonstrates gaps. Weekly interventions will address these gaps	Class/set teachers	None	Children in years 4, 5 and 6 will have confident calculation knowledge to access relevant year's AREs	80% of children in years 4 and 5 and 6 can calculate to Age Related Expectations by term 5
Weekly number facts interventions put in place in year 3 and SEN children in years 4, 5 and 6	Class/set teachers	None	Number facts and recalled quickly and confidently and support morning mathematics work	80% of children in years 3 can calculate to Age Related Expectations by term 6 SEN children in years 4-6 meet age related expectations in their target year group

Reading interventions across years 3-6

Action	By whom	Cost	Expected Improvement	Success Criteria
Checks across Years 3-6 to ensure children are reading at the correct level Identified children across years 3 - 6 will have weekly 1:1 reading	Staff	None	All children are reading at the correct levels on book boxes or making good choices from class libraries Children will make good progress in reading Strong links made between reading and the rest of the curriculum	Through monitoring, 100% of children are reading at the right level of challenge and have a wide choice of books with high interest level 85% of children in reading initiative make at least expected progress from starting points.
Reading intervention set up and implemented in years 3 to 6	English Lead	None	Children accessing intervention make accelerated progress and show high engagement	80%+ make accelerated reading progress from starting points
Whole class reading initiatives set up and delivered Every class has a reading corner and bookshelf area for children to choose books and have daily access to a version of a "library". Books are quarantined and replaced by staff when necessary. Reading displays in school highlight the importance and focus all staff and pupils place on reading.	Staff English lead	None	High engagement in reading across the school	Outcomes demonstrate high engagement in curriculum linked reading and 75% of all children are reading regularly (5 x a week minimum) at home. Currently 80% of children in school are reading 5+ more times at home every week. Staff know which children are not completing reading and they are supported with one to one reading in school.

Ensure all children have an increase in physical exercise

Action	By whom	Cost	Expected Improvement	Success Criteria
Every class to have 2 hours of P.E. per week: outdoor if possible (weather permitting).	Staff	None	All children have improved their physical fitness and level of skill.	Pupils recognise the importance of maintaining physical fitness and the positive effects this has on their mental well-being.

Ensure all children's home learning is not inhibited due to the lack of technology available to them at home

Action	By whom	Cost	Expected Improvement	Success Criteria

Following on from the DfE laptops that we received during the school closure we contacted a local charity who through a grant donated £5000 laptops for identified children. School to match fund to enable the school to have sufficient laptops that we can loan to families for when children are absent for a length of time due to COVID.	ABW ABW	£9538 32 Dynabooks and trolleys purchased	Please see Remote Learning Strategy. Children who do not have access to technology at home are able to continue their learning when not in school due to a COVID related absence.	Children in receipt of a school laptop are accessing and completing remote learning tasks and make progress in line with their peers.
For the small number of pupils who are not able to access learning through technology, create printed packs of learning for children who are isolating at home but are well enough to be learning.	Year Group staff	None	If children are isolating at home and are unable to access their Microsoft Teams learning - printed work is delivered to their house.	