



Catch-Up Premium Plan Lee-on-the-Solent Junior School



Summary information					
School	Lee-on-the-Solent Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£25,840	Number of pupils	323

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 Y11.

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
<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 curriculum expectations for the next academic year.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the White Rose diagnostic maths process, and the 'catch-up documents from the county, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons have been carefully planned with the county guidance and the 'Small Steps' documents and are weaved into the sequence of learning, where necessary. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives through 1:1 and small group support.</p> <p>Recall of basic skills has been a focus for whole school improvement – children need to be able to recall addition facts, times tables and use calculation strategies. This is reflected in 'Maths Meetings' where practice takes place of these key skills following specific teaching in the maths lesson itself.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths. However, they have lost essential practising of writing skills. SPAG 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 didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>The Hampshire catch up programme has helped to re-organise the curriculum and address specific gaps in learning. Monitoring shows this varies in each year group and planning has been adapted to ensure children adequately catch up.</p> <p>Handwriting/Presentation was really affected during lockdown particularly in Year 5. However, since October, this is now back on track. Writing interventions have been implemented across school to try to close gaps. The children also practise their grammar and spellings in a discrete lesson during PPA time. Spelling Shed intervention and Phonics play have also been purchased to support catch up in spelling.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs.</p> <p>During lockdown and since returning in September, children were able to access online books via the Bug Club Application. It contains a plethora of books for different age ranges/abilities so that the children are able to practise their reading and improve their reading fluency at home as well as at school. All children have a log in to this and for individuals who are behind, have been directed to specific books by teachers. 1:1 support is also provided in school for these learners. This means that the books are pitched at an appropriate level for the children.</p> <p>Reading Newsletters are sent home periodically to maintain a love for reading.</p>
Non-core	<p>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. Again, work has been undertaken to ensure skills and knowledge are caught up before teaching further learning on specific subjects.</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 (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be 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><i>Additional time for subject leaders to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA/support time from curriculum lead.</i></p> <p style="text-align: right;">£1,000</p>		HW	July 21
<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><i>Use a mixture of HAM and school's internal assessment data to identify gaps. Complete termly tests and record assessments to identify gaps an on Insight to track performance.</i></p> <p style="text-align: right;">£1000</p>		LF/VC	Nov 20 Feb 21 April 21 July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Virtual tours of School are arranged. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining school.</i></p> <p style="text-align: right;">£640</p>		LF/Class teachers	Ongoing
Total budgeted cost				£ 2,640

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>Non classed based LSAs will deliver catch up programmes for x5 mornings a week in Y4-Y5, 5x afternoons in Y3 and Y6</i> LSA £7800		VC to oversee	Jan 21 April 21 July 21 Feb 21
<u>Intervention programme</u> An appropriate maths intervention, such as SEND toolkit, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>Non classed based LSAs will deliver catch up programmes for x5 mornings a week in Y4-Y5, 5x afternoons in Y3 and Y6</i> LSA £ 7800		SLT	July 21
<u>Emotional Wellbeing to enable access to the Curriculum</u> Identified children are able to access a weekly catch-up club (1 hour per night x4 days a week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>HLTA to deliver well-being sessions to each class once every two weeks.</i> HLTA £7000		LH./HC/H We	Ongoing
			Total budgeted cost	£22 600

iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<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 home-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>Additional online learning resources have been purchased and subscriptions will continue, such as Spelling Shed, Bug Club, Sumdog are used to support children at home.</i> £2000		SLT	Mar 21 July 21
	<i>Weekly home-learning paper packs are printed and ready to distribute for children. Stationery packs have been purchased and set aside for children to take home when home-learning occurs.</i> £500		SLT	Mar 21 July 21
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>School to support donations of laptops/devices and distribute as necessary once wiped and prepared. They are to be used to further support online access to resources for the children accessing extended school time.</i> <i>Private Donations</i> Purchase 15 webcams £300		SLT	Feb 21
			SLT	Feb 21
				£2800
Total budgeted cost				£ 28040
			Cost paid through Covid Catch-Up	£ 25840
			Cost paid through school budget	£ 2 200