

Catch-Up Premium Plan

William Barcroft Junior School



Summary information					
School	William Barcroft Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£25,520	Number of pupils	310

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 the response must match the scale of the challenge.

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. 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. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. 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.

Use of Funds	EEF Recommendations
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<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
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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 so that current year group topics cannot be taught in the usual way as the prior knowledge is lacking. 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 arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAP 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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Although reading was easy to access during lockdown, a high proportion of our pupils did not keep up the reading habits that we insist on weekly whilst they are in school. Many pupils did not read at all. Children are therefore less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
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.

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 core skills in English and Maths will be targeted and given added focus and time so that the gap closes quickly. Resources will be bought to support this.</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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports all pupils, particularly those who have fallen further behind.</p>	<p><i>All classes will deliver a core skills session for an hour of afternoon sessions, linking to topic work where possible, to catch up on missed key skills. (£0)</i></p> <p><i>Maths textbooks, subsidised by DfE to be purchased to support catch up teaching . (£1800)</i></p> <p><i>All subject leaders, alongside the Curriculum Leader will identify missed content in foundation subjects and map in where these skills can be taught within new topics. (supply cover from main budget)</i></p> <p><i>All pupils in targeted maths groups will be given a personalised bag of maths manipulatives to support their learning. All pupils to be given own pencil cases for individual stationary. (£127+£27)</i></p>		<p>SS</p> <p>SS</p> <p>SS DF</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><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete tests and record assessments on MARK to identify gaps an on Insight to track performance. (main budget)</i></p>		<p>SS</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Vulnerable children who have been supported and monitored during lockdown will be targeted for intense support when transitioning back to school to ensure a smooth start and no lost learning time.</p> <p>Pupils who are joining school from different settings or who are beginning their schooling with William Barcroft have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Learning mentors to audit (survey monkey over summer holidays) children's responses to lockdown to monitor their health and wellbeing. From this children are identified for support and our own tailored programme (5 weeks) created and delivered.</i></p> <p><i>Transition pastoral group in place for all children starting at WBJS, which is a 3 week programme for all new children to settle them in, discuss expectations etc. (Learning mentors PP and main budget)</i></p>		<p>KW RC</p>	<p>Ongoing</p>
Total budgeted cost				£ 1954

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children who are struggling to access daily maths and English lessons will be taught in small groups to accelerate their learning and enable them to be taught differentiated content which is tailored to their individual needs.</p> <p>Highly skilled Same Day Intervention staff will ensure that any gaps appearing are quickly addressed on a daily basis in order for pupils to access the following core lessons.</p>	<p><i>Groups of children who need to work on an accelerated version of previous years programmes of study will be taught in small groups in order to catch up quickly. (PP budget)</i></p> <p><i>Same Day Intervention in all year groups (PP budget) Additional PPE /screens will be bought to enable 1:1 support to be carried out safely. (£150)</i></p> <p><i>Wheel able whiteboard will be purchased to ensure small groups have access to quality learning resources. (£2200)</i></p>		<p>CC/SS</p> <p>GC DM VS JD</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>A tailored intervention programme in all 3 areas of reading, writing and maths, supports those identified children in reinforcing their key comprehension and writing skills and understanding of basic maths skills and application of number.</p> <p>Pastoral Interventions will target pupils with identified needs/issues arising from lockdown and will work to ensure they have no barriers to learning.</p>	<p><i>An experienced teacher will work for 3 afternoons each week with targeted groups of pupils delivering a catch up intervention programme tailored to their individual needs. (£11,270)</i></p> <p><i>Pastoral interventions will run in all bubbles which will pick up identified children and deliver tailored programmes. (Learning Mentors – PP and main budget)</i></p>		<p>SS EE JL</p> <p>KW</p>	<p>July 21</p>
<p><u>Extended school time</u></p> <p>Identified children in year 6 will complete half an hour extra catch up work each morning. The attainment of those identified children improves and effect of lockdown is becoming negated.</p>	<p><i>Year 6 pupils come into school early each morning and complete catch up key skills work (£0)</i></p>		<p>EE</p>	<p>Feb 21</p>
Total budgeted cost				£13,620

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<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>Children have access to appropriate paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Close contact will continue to be a priority with parents , involving check-up phonecalls so that parents can be supported and barriers to learning removed.</p>	<p><i>Additional online learning resources will be purchased, such Accelerated Reader for the whole school so that pupils can access quality reading material at home and teachers can monitor and use as an incentive , rewarding those reading regularly and competing quizzes. (PP Budget)</i></p> <p><i>Home-learning paper packs are printed and ready to distribute for those children with limited or no access to internet at home.</i></p> <p><i>Learning mentors and teachers will continue to phone pupils in isolation at least weekly to check in and support as necessary. (£0)</i></p>		SLT	Feb 21
			Feb 21	
<p><u>Access to technology</u></p> <p>All pupils to be competent at using technology required to access learning from home. Teachers to have a full knowledge of those with a lack of access and put provision in place.</p> <p>Teachers are trained in using Google Classroom and other apps which make communication with children more effective when home learning is required.</p>	<p><i>All classes to complete a remote learning practise morning so that pupils are confident in using all sites used for home learning. Extra laptops to be purchased to ensure that classes have access to technology to support catch up and that pupils are confident in using all programs. (£ 25,000 – of which £9946 contribution from catch up funding, remaining amount from main budget)</i></p> <p><i>ICT leader to deliver distanced training in using new platforms and apps. (£0)</i></p>		SS	Feb 21
			GF	Feb 21
Total budgeted cost				£ 9946

Overall Total, £25, 520