



Catch-Up Premium Plan

Summary information					
School	Joy Lane Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£45,120	Number of pupils	564

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
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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.

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

School catch-up priorities

Term 4 19-20 data (last most reliable snapshot without disruption to learning) compared to Term 2 2021 data snapshot and predicted end-of-year outcomes (if no pandemic). Year group data follows their journey from Year 1 to Year 2, for example.

Reading %									
Yr Gp	Term 4 19-20		Term 2 20-21		Prediction End 20-21		% Gap (Term 2 to Predicted)		
	EXP	GD		EXP	GD	EXP	GD	EXP	GD
			R	67	15	80	16	13	1
R	65	11	1	49	5	66	16	17	11
1	71	7	2	60	4	73	17	13	13
2	64	28	3	59	16	69	31	10	15
3	76	15	4	65	12	69	18	4	6
4	76	18	5	73	12	82	27	9	15
5	79	16	6	78	15	85	29	7	14

Writing %									
Yr Gp	Term 4 19-20		Term 2 20-21		Prediction End 20-21		% Gap (Term 2 to Predicted)		
	EXP	GD		EXP	GD	EXP	GD	EXP	GD
			R	64	6	74	10	10	4
R	65	16	1	43	2	51	8	8	6
1	67	3	2	58	0	65	5	7	5
2	61	15	3	56	6	60	19	4	13
3	62	8	4	56	4	65	11	9	7
4	71	13	5	62	6	80	20	18	14
5	70	14	6	78	15	86	38	8	23

Maths %									
Yr Gp	Term 4 19-20		Term 2 20-21		Prediction End 20-21		% Gap (Term 2 to Predicted)		
	EXP	GD		EXP	GD	EXP	GD	EXP	GD
			R	63	13	81	11	18	-2
R	82	15	1	41	6	73	9	32	3
1	81	4	2	64	1	73	12	9	11
2	75	24	3	61	12	67	19	6	7
3	71	11	4	64	4	70	16	6	12
4	76	15	5	73	11	84	21	11	10
5	73	22	6	78	12	81	41	3	29

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning, stalled sequencing of journeys and possible misconceptions. Children still have an appetite for maths and lockdown has not affected their attitudes; however, they are quite simply, 'behind' in their age-appropriate programme of study. Formative assessments have revealed common areas across the school with children unable to recall and retain previously taught strategies, basic arithmetic skills, times tables and understanding and applying to problem solving.</p> <p><i>In some cases, some areas identified below were already areas of concern within the year group but have been exacerbated due to lockdown.</i></p>
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	Year 6:	Year 5:	Year 4:	Year 3:	Year 2:	Year 1:
	<ul style="list-style-type: none"> - Times tables - Reasoning - Arithmetic skills - Gaps for groups of children 	<ul style="list-style-type: none"> - Retention of previously taught concepts. - Gaps in basic mental maths - Applying fluency in reasoning and problem solving 	<ul style="list-style-type: none"> - Retention of previously taught methods 	<ul style="list-style-type: none"> - Times tables - Gaps in units previously taught 	<ul style="list-style-type: none"> - Retention of previously taught concepts - Missed learning for key groups of children 	<ul style="list-style-type: none"> - Repetitive nature of Year 1 Maths curriculum and the basis on the fundamentals of place value and addition means that maths is not the main area of concern (room for rapid progress towards the end of the year as children become more secure)

Writing Children haven't necessarily missed 'units' of learning in the same way as Maths due to the way that the English curriculum is structured; however, they have lost essential practising of writing skills and developing stamina. Grammar-specific knowledge has suffered, leading to lack of fluency and accuracy in sentence construction. Those who have maintained writing throughout lockdown are less affected (particularly Year 6); however, those who evidently did not engage with writing activities have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

In some cases, some areas identified below were already areas of concern within the year group but have been exacerbated due to lockdown.

	Year 6:	Year 5:	Year 4:	Year 3:	Year 2:	Year 1:
	<ul style="list-style-type: none"> - Writing is relatively strong and no children that were expected / GD have moved backwards - Stamina and content is good 	<ul style="list-style-type: none"> - Basic punctuation and SPAG / sentence structure - Editing - Lacking stamina to produce longer pieces of writing 	<ul style="list-style-type: none"> - Teaching focused on grammar - Proof reading and editing own writing - Capital letters and basic punctuation 	<ul style="list-style-type: none"> - Handwriting and presentation - Writing stamina / writing at length - Basics mostly maintained 	<ul style="list-style-type: none"> - Sentence construction - The use of basic punctuation 	See 'Phonics' section

Phonics/ Spellings	Year 6:	Year 5:	Year 4:	Year 3:	Year 2:	Year 1:
	<ul style="list-style-type: none"> - Children have made the most progress in this areas on return to school (due to timetabled slots) 	<ul style="list-style-type: none"> - Correct spelling of past tense - High Frequency Words 	<ul style="list-style-type: none"> - Not applying taught spelling rules or high frequency words 	<ul style="list-style-type: none"> - Not applying taught spelling rules or high frequency words 	<ul style="list-style-type: none"> - Application of high frequency words in writing 	Large gaps in phonics (different ways taught at home, lower remote engagement)

<p>Reading</p>	<p>There were lots of opportunities for children to read during lockdown – recorded stories online, guided reading sessions, book collections, links to free online libraries, etc. 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.</p> <p>In some cases, some areas identified below were already areas of concern within the year group but have been exacerbated due to lockdown.</p>										
<p>Year 6:</p> <ul style="list-style-type: none"> - Very few children with lower reading ages than their actual reading age (on return to school) - Reading comprehension for most is where the children should be 		<p>Year 5:</p> <ul style="list-style-type: none"> - Comprehension skills - Variety in their text choices - Reading stamina 		<p>Year 4:</p> <ul style="list-style-type: none"> - Reading stamina - Teaching focus on retrieval of information and inference and deduction - Poor vocabulary exposure 		<p>Year 3:</p> <ul style="list-style-type: none"> - Book band progress is slow - Comprehension activities needed 		<p>Year 2:</p> <ul style="list-style-type: none"> - Engagement with reading is the biggest gap and varies considerably across the year group. Book Bletcher session each week bridge the home/school gap and increase excitement and enjoyment around reading. - Progress evident in terms of fluency since our return and continuing to work on comprehension skills 		<p>Year 1:</p> <ul style="list-style-type: none"> - Reading - engagement, lack of targeted phonics books at home 	
<p>Wider Curriculum</p>	<p>There are now significant gaps in knowledge for the foundation subjects – whole statutory 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.</p>										
<p>Reception</p>	<p>Speech and Language</p> <p>The biggest gap in Reception is in Speech and Language - focusing on this with an increased SALT programme involving NELI in addition to our normal programme, which is already a strength of the school's provision.</p> <p>Speaking</p> <p>Speech sounds and articulation. Some children have stagnated or even dropped back a little and have become more difficult to understand. They have not had the same modelling of speech sounds and sentence structures. They have not had the same opportunities for interaction with peers in play situations.</p> <p>Understanding</p> <p>Some children have not fully developed their understanding of concepts and instructions in the same way that they would have done. This tends to be the children who engaged less in online lessons.</p>										

Writing

The children who were on the cusp of achieving age-related expectations at the end of the year have, in some cases, not made the same progress particularly in writing and fine motor.

The greatest area of positive development is confidence, possibly because the boundaries between home and school have been blurred during lockdown with extra home visits and the presence of teachers in the home via video and live lessons. Children have benefited hugely from returning to a known environment and progress is positive because of this.

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	Cost	Impact (once reviewed)	Staff lead
<p><u>Supporting Great Teaching</u></p> <p>The foundation subjects will be carefully 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>Re-establish relationships and a positive classroom climate in our recovery curriculum, with a focus on 'Reconnect, Restore, Recover'.</p>	Support for planning wider curriculum subjects using Knowledge Organisers and updated 'Covid-Recovery' Long-Term Plans. Year Group Curriculum Webs planned termly to continually track and adapt curriculum.	No additional cost		SH
	Update Ofsted training (Curriculum/Knowledge)	£50		SH
	Voices for Choices and Metacognition CPD for staff (based on EEF findings) promoting learner independence and resilience.	No additional cost		SH
	PDM time dedicated to CPD to support classroom teaching and curriculum provision, including behaviour, curriculum alignment and assessment.	No additional cost		SH
	Whole School Transition Unit – The Journey	£75		SH

<p><u>Pupil Assessment and Feedback</u></p> <p>Using formative and summative assessment as well as targeted questioning, Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning.</p> <p>The outcomes of these assessments will further inform adaptations to the curriculum for each subject area.</p>	<p>Baseline assessment in all year groups to identify gaps in learning and amend planning accordingly. Children’s pre-lockdown and in-school learning journeys recorded on JLPS assessment trackers.</p> <p>Children grouped and streamed in core subjects (where appropriate) according to baselining and ongoing assessments. TAs placed accordingly.</p>	<p>No additional cost</p> <p>No additional cost</p>		<p>Class Teachers</p> <p>Class Teachers</p>
<p><u>Transition support</u></p> <p>All children from all year groups (including new Year R children) had time to meet their new teachers before the summer break and transition packs (including social stories) were provided for all children.</p> <p>Wellbeing support for all children to in early in Term 1, underpinned by the recovery curriculum and the support of our FLOs.</p> <p>Parent/teacher meetings will be curbed by covid restrictions so new online methods will need to be identified.</p> <p>Transition for new Year R children to begin academic year 2021 to be carefully considered in Term 6.</p>	<p>Parent Consultations via Teams and telephone. Telephone system to be upgraded.</p> <p>Transition events planned in Term 6 (in line with risk assessments as appropriate)</p>	<p>£1200</p> <p>£500</p>		<p>SC</p> <p>LMi</p>
Total budgeted cost A				£1825

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Cost	Impact (once reviewed)	Staff lead

<p><u>1-to-1 and small group tuition</u></p> <p>Identified children in Years 1 and 2 will have improved phonic knowledge and this in turn will positively affect their reading and writing skills. They will be able to decode more confidently and reading fluency will improve as sight vocabulary increases and being able to read at pace without spending their working memory decoding.</p>	<p>Additional teacher to lead nurture group in Year 1, including a focus on wellbeing, phonics and other identified gaps.</p> <p>2 x additional teachers (part-time) in Year 3 to support with filling gaps in learning in preparation for the challenging KS2 curriculum. 1 x additional adult in Oysters SRP.</p>	<p>£14967</p> <p>£25875</p>		<p>LMi/GC /AB</p>
<p><u>Additional Intervention programmes</u></p> <p>Morning booster sessions (8am-8.30am) and interventions will be run for identified groups of children by teachers.</p> <p>Appropriate numeracy and literacy interventions support those identified children in reinforcing their understanding of basic maths skills and application of number, in their reading fluency and comprehension, including vocabulary acquisition and in their application of techniques to writing.</p>	<p>Teacher-led morning booster sessions (Y1 to Y6) based on class teacher assessment of pupil gaps.</p> <p>Building Reading Stamina training (3 x TAs from KS1, KS2 and Oysters)</p> <p>TAs run sessions to provide catch-up support, including our NEST provision. TAs to support with baseline assessments of children also, including reading age data capture.</p>	<p>£1000</p> <p>£700</p> <p>No additional cost</p>		<p>MAJ</p> <p>SH</p> <p>Class Teachers/TAs</p>
<p><u>Pastoral support</u></p> <p>Children return to school happily and engage with our Recovery Curriculum and with learning. Difficulties are identified by staff and support for individuals is provided where appropriate. Children feel supported and able to express their feelings. Therapies such as Lego therapies, allow children to express their feelings and anxieties</p>	<p>PASS (pupil voice) and Non-academic Development (NADs – teacher assessment) carried out every other term for all children. Low scores to be explored further and appropriate interventions put in place.</p> <p>Intervention programmes provided to support children’s well-being. Training to be provided and guidance on interventions in PDMs/TA meetings.</p> <p>PSHE curriculum planned and followed, enabling children time to express their feelings. Adapted to needs of children and current events, including the pandemic. Picture News assembly resources.</p>	<p>No additional cost</p> <p>No additional cost</p> <p>£200</p>		<p>PB (PASS) AMG (NADs)</p> <p>AMG</p> <p>CWi/ CVR</p>
Total budgeted cost B				£42742

iii. Wider Strategies				
Desired outcome	Chosen action/approach		Impact (once reviewed)	Staff lead
<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 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.</p>	<p>EdShed online Maths and Spelling/Phonics for remote learning/homework to support core teaching in school.</p> <p>Clear instructions shared and video guidance/how-to guides for parents to follow. Troubleshooting offered as well as personal support.</p> <p>Learning packs are to be prepared for children to take home when home-learning occurs, if no access to online learning.</p>	<p>£795</p> <p>No additional cost</p> <p>£500</p>		<p>SH</p> <p>SH/LMo/SC</p> <p>SH Class Teachers</p>
<p><u>Access to technology</u></p> <p>Children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams/headsets 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. More children have access to remote learning through technology.</p>	<p>Devices donated to the school from various and repurposed for remote learning. Additional accessories purchased as appropriate. Teachers provided with resources for effective remote learning (e.g. webcams, headsets, laptops).</p> <p>TEAMS training for year group teams.</p>	<p>£3882</p> <p>No additional cost</p>		<p>SC</p>
			Total budgeted cost C	£5177
			Total budgeted cost B	£42742
			Total budgeted cost A	£1825
			Total cost paid through Covid Catch-Up	£49744