

Summary information

School	Airedale Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£36,000	Number of pupils	450

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 from EYFS (Reception) through to Year 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	<p>Specific content has been missed as children may not have accessed the provided home learning in the way they would with face to face teaching. This has created 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'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once-taught calculation strategies unless the teacher employs revision and pre-teach approach- affecting the usual pace of learning. This is reflected in arithmetic assessments.</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. GPS 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. The move to remote learning meant that many children have not had to physically hand write or over-relied on spell check as they recorded their learning on computers and tablets, again affecting the accuracy and fluency of their compositions.</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. 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. Additionally children will need to develop comprehension skills linked to reading especially in UKS2 as they prepare for secondary school.</p>
Non-core	<p>There are now significant gaps in knowledge – children were not immersed in topic led-learning and although teachers have provided thematic linked learning and offered online experiences around their learning, Parents were less engaged with this, finding home learning challenging covering core skills. Children are therefore 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 which bring learning to life and allow our most disadvantaged children to have new experiences; those which may be taken for granted in more affluent areas.</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>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 developing pupils' visualising skills and additional reading scheme books</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;"><i>(£1000)</i></p> <p><i>Purchase additional mathematical manipulatives for KS2 and supplement the current reading scheme</i></p> <p style="text-align: right;"><i>(£4000)</i></p>		<p>SLT</p> <p>SM/LC</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 termly tests and record assessments to identify skills and knowledge gaps to track performance.</i></p> <p style="text-align: right;"><i>(£3500)</i></p>		<p>KR</p>	<p>July 21</p>
Total budgeted cost				£8,500

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 will have significantly increased rates of reading fluency and prosody. 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.</p> <p>Improved comprehension skills for identified children particularly those who are PP.</p>	<p><i>Pupil Premium children across years 3-6 will have 3x a week 1:1 reading</i></p> <p><i>Additional release time of class teachers, covered by the year group HLTA and training to support the delivery of the reading comprehension.</i></p> <p><i>Purchase comprehension resources from Rising Stars and Cracking Comprehension for Year 5.</i></p> <p><i>Additional PPE (screen) purchased to enable intervention across year groups</i></p> <p style="text-align: right;">(£1500)</p>		<p>SLT/KA</p> <p>Feb 21</p> <p>SLT</p> <p>Feb 21</p>	
<p><u>Intervention programme</u></p> <p>Appropriate numeracy interventions, such as Calculations and times tables/mental skills, supports those identified children in reinforcing their understanding of basic maths skills and application of number. E.g Use of TT Rocks, Schofield & Sims booklets</p>	<p><i>Implement regular targeted multiplication interventions in years 3, 4 to support comprehensive tables knowledge</i></p> <p><i>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</i></p> <p><i>Twice weekly calculation interventions to ensure children have secure skills for all 4 operations which links to improving reasoning outcomes informed through gap analysis</i></p> <p style="text-align: right;">(£500)</p>		<p>KR/LC</p> <p>July 21</p>	
<p><u>Extended school time</u></p> <p>Identified 4/5 children are able to access a weekly catch-up club (2 x 1hr per 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.</p>	<p><i>The cost of a TA per class (x2 a week) and breakfast/snacks for the children is made available. The TA and teacher will plan the sessions based on QLA outcomes to narrow gaps in knowledge in M, R, W.</i></p> <p><i>£13 an hour x 2 x 16 TAs x 24 wks = £11,000</i></p>		<p>SLT</p> <p>Ongoing</p>	
Total budgeted cost				£13,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Enrichment Opportunities</u></p> <p>Children need greater hands-on experiences to develop and understand the world around them. As trips are not taking place due to providers not working, we need to provide those experiences in other ways. This enriches understanding and develops knowledge of a topic which results in increased quality outcomes in writing and use of specific vocabulary.</p>	<p><i>Visitors invited into school to enrich topic learning e.g. WW2 Speaker, purchasing of further topic resources and artefacts to provide greater hands-on learning opportunities</i></p> <p style="text-align: right;"><i>£4000</i></p>		SM	Feb 21
<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><i>Additional online learning resources will be purchased, such as T-Rockstars to support children learning times tables at home. Likewise, Spelling City will be purchased so that children can practise spellings at home and Reading Eggs to enhance reading fluency and comprehension.</i></p> <p style="text-align: right;"><i>£1500</i></p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;"><i>£500</i></p>		LC/KA and shadow leads	Feb 21
<p><u>Access to technology</u></p> <p>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.</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate virtual learning with children.</p>	<p><i>Purchase 20 new laptops and a new trolley which are to be used to further support online access to resources for the children accessing extended school time.</i></p> <p style="text-align: right;"><i>£9000</i></p> <p><i>Laptops can now be used by the children to support the curriculum. They can also be loaned to parents to support home-learning if needed.</i></p> <p><i>Amend insurance policy to accommodate parents borrowing of laptops for home learning when isolating</i></p> <p><i>Appropriate cleaning when laptops have been returned to school cost?</i></p>		KW/MINT	Dec 20
			LB	Dec 20

	Total budgeted cost	£ 15,000
	Cost paid through Covid Catch-Up	£36,000
	Cost paid through school budget	£500