

Catch-Up Premium Plan

Airedale Junior School

Summary information					
School	Airedale Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£36,000	Number of pupils	450
Guidance					
<p>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.</p> <p>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.</p> <p>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.</p>					
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	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’. 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.
Writing	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.
Reading	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.
Non-core	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.

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?
<u>Supporting great teaching:</u> 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. 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><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;">(£1000)</p> <p><i>Purchase additional mathematical manipulatives for KS2 and supplement the current reading scheme</i></p> <p style="text-align: right;">(£4000)</p>	<ul style="list-style-type: none"> • Staff were given peer coaching and mentoring time to ensure that planning effectively matched gaps from the QLA • SLT worked with subject leaders to ensure that planning was sequential and addressed remote learning needs alongside in school needs • B11 ratification June 2021 • Physical maths resources purchased alongside some reading resources but these need to be increased to meet changing needs of the children • Book band books linked to RWI are in deficit now and this needs to feed forward to new plan 	SLT SM/LC/KA	Feb 21 Feb 21
<u>Teaching assessment and feedback</u> 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><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;">(£3500)</p>	<ul style="list-style-type: none"> • QLA used to identify gaps in each subject, rigorous monitoring of planning and lessons demonstrates that adaptations made reflect the QLA • Writing moderation demonstrated that teachers were in agreeance over the TA levels and these were ratified at LA level 	KR	July 21
Total budgeted cost				£8,500

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 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. Improved comprehension skills for identified children particularly those who are PP.	<p>Pupil Premium children across years 3-6 will have 3x a week 1:1 reading</p> <p>Additional release time of class teachers, covered by the year group HLTA and training to support the delivery of the reading comprehension.</p> <p>Purchase comprehension resources from Rising Stars and Cracking Comprehension for Year 5.</p> <p>Additional PPE (screen) purchased to enable intervention across year groups</p> <p style="text-align: right;">(£1500)</p>	<ul style="list-style-type: none"> Covid intervention ran within the limits of bubbles but impact evident in all groups In class interventions were observed and data/books triangulated with pupil voice B11 ratified reading June 2021 Reading record analysis by shadow lead – evaluation shows that PP children have been heard by an adult in school at least three times a week Screen used to ensure bubbles were secure where groups had to be together but this was avoided due to closures post Autumn 1 	SLT/KA SLT	Feb 21 Feb 21
<u>Intervention programme</u> 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>Implement regular targeted multiplication interventions in years 3, 4 to support comprehensive tables knowledge</p> <p>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</p> <p>Twice weekly calculation interventions to ensure children have secure skills for all 4 operations which links to improving reasoning outcomes informed through gap analysis</p> <p style="text-align: right;">(£500)</p>	<ul style="list-style-type: none"> TimesTable data analysis Interventions ran from March 2021 due to National Lockdown Catch ups narrowed the gaps for arithmetic in maths across school 	KR/LC	July 21
<u>Extended school time</u> 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>The cost of a TA per class (x2 a week) and breakfast/snacks for the children is made available.</p> <p>The TA and teacher will plan the sessions based on QLA outcomes to narrow gaps in knowledge in M, R, W.</p> <p>£13 an hour x 2 x 16 TAs x 24 wks = £11,000</p>	<ul style="list-style-type: none"> 80% of the TA in school ran twice weekly interventions and attendance was high/consistent See pupil voice/attendance sheets 75% of children who attended catch-up sessions made +1.5 steps progress in R,W & M (Expected = 1 step) See data grids for each catch up session Lesson observation of covid catch up sessions triangulated with data Greater parental engagement and communication around gaps and practice at home 	SLT	Ongoing July 2021

		Total budgeted cost	£13,000
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iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Enrichment Opportunities</u> 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.	<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> (£4000)	<ul style="list-style-type: none"> • WW2 guest speaker • Water Y6/fieldwork • Viking workshop Y4 • Author online Zoom Y5 and Y4 • Virtual events during national lockdown to inspire and engage learners • Music for Y4 - Guitars • Trips booked from June 2021 when restrictions were lifted and all year groups attended at least one • Fieldwork conducted in local community • Rev Tracy in school for all classes on rotation • Artefacts purchased for each class to ensure high quality experiences for children • SLA library funding to ensure exposure to appropriate topic books- up to date and reflecting the current climate • Pupil voice demonstrated that pupils enjoy and remember experiences which support them with their learning. 	SM	Feb 21 July 2021
<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 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> £1500 <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> £500	<ul style="list-style-type: none"> • At least 75% of all children completed remote learning • One to one calls from teachers • GoTo Meeting purchased to support live lessons • Welfare groups on line with Pastoral Team • Epic books subscribed to rather than Reading Eggs- higher interest content to support PP as well as other groups • Bespoke packs made for key learners 	LC/KA and shadow leads SLT	Feb 21 July 2021 Feb 21 July 2021

		<ul style="list-style-type: none"> • 40% of children attended school in national lockdown on rota to ensure access for all • Packs delivered by all staff weekly for isolating families 		
<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 facilitate effective home-learning with increased capacity to share resources and communicate virtual learning with children.	<p>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.</p> <p style="text-align: right;">£9000</p> <p>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.</p> <p>Amend insurance policy to accommodate parents borrowing of laptops for home learning when isolating</p> <p>Appropriate cleaning when laptops have been returned to school cost?</p>	<ul style="list-style-type: none"> • Laptops circulated • Seesaw access increased to allow for communication • Insurance policy amended and laptops all came back in good condition- still used for remote as well as in school learning • Wipes and cleaning cloths purchased for return to school • Dongles available if internet was restricted • All lessons were delivered as they would be in school through GoTo meeting- see parent questions around quality • Skills' fall-back as result of the National Lockdown was less than national picture when data analysed during Easter/Summer terms. 	KW/MINT LB	Dec 20 July 2021 Dec 20 July 2021
		Total budgeted cost	£ 15,000	
		Cost paid through Covid Catch-Up	£36,000	
		Cost paid through school budget	£500	

Feedback from the B11 inspection June 2021

- Leaders ensured pupils and families were well supported during the pandemic. Teachers delivered live lessons which 75% of pupils accessed. To further support families they also uploaded recorded lessons so that pupils could access learning at a time that suited them.
- Leaders targeted pupils they wanted to attend school during the second lockdown as they recognised the impact the previous lockdown had had on some children.
- Weekly check ins with all pupils took place.
- Teaching assistants played a key role by providing feedback to pupils and also supporting parents who needed help to support their children with home learning.
- Weekly wellbeing calls were also made.
- Learning mentors continued to work and support families and signposted them to support services. They also ran live online coffee mornings and undertook door step visits to deliver resources to support families such as behaviour packages and mental health packages.
- 56% of parents who responded to a questionnaire said there was nothing the school could have done to make home learning better.