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Catch-Up Premium Plan

St Peter's Junior School

Summary information

School	St Peter's Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£ 13,552	Number of pupils	229

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

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	Children have come back keen to learn, however, it has been impossible to ignore the gaps that have increased during the lockdown period. We are focusing primarily on Year 6 to enable them to be ready to join High School with the gaps margin minimised. We have employed a well-respected supply teacher to target children on areas of Maths, particularly number, in intervention sessions.
Writing	In a similar way, aspects of sentence structure, vocabulary and grammatical syntax are behind, gaps are filled in small intervention groups and by adding a lunchtime writing club.
Reading	Reading is a big focus for the school, and although the children did continue to access books through a free trial of an online reading programme linked to Accelerated Reader, we still need to push the support of fluency and vocabulary skills. We have a part-time TA focused on this in Y6 who works 1-1 with identified children, and our supply teacher supports comprehension skills in small groups.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

Teaching and whole-school strategies St Peter's Junior School

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects will be planned in detail based around the subject rationales and long term plans provided by subject leaders. Teachers will benefit from knowing what has come before and what their teaching will lead on to.</p>	<p>Additional time for subject leaders to develop their subject overview, create a subject curriculum that builds knowledge and skills year on year and develops schemata in the children's brains. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>(£500 - through OA funding)</p>		Subject leads	Feb 2021
<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>Implement the DEMAT preferred Headstart/DIBELS/NNM approaches and also Headstart suite of assessments. Complete termly tests and record assessments on analysis provided by Headstart to identify gaps and on Insight to track performance, pupil progress meetings with all staff in each year group to identify and prepare for interventions. Cost of assessment materials</p> <p>(£500)</p>		GB	Jan 2021
Total budgeted cost				£ 1000

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. 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>10 children have been identified from each Y6 class to have 1-1 reading sessions weekly with an HLTA. (already salaried)</p> <p>A further 5 from each class receive small group reading comprehension intervention with MM (£5,400)</p> <p>Additional release time and training to support the delivery of the reading fluency project (Reading Reconsidered/Sounds Write) (£300)</p>		AMW/CR	Feb 2021
<p><u>Intervention programme</u></p> <p>Numeracy intervention supporting those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Y6 staff have worked with SLT in pupil progress meetings to identify the children who need most support to catch-up and reach ARE. (£5,400)</p>		AMW/CR	Feb 2021
<p>Academic Mentor Potential –</p> <p>Despite being rejected for this in the first round, an additional application has been submitted for a Government funded Academic Mentor.</p> <p>If successful, this Mentor would become a 4th teacher within Year 6 for the remainder of the year and also support in Year 5.</p> <p>If unsuccessful – will look to appoint additional TA hours to this amount.</p>	<p>Government to pay salary (£19000) School to pay on-costs - £4000 approx</p>		AH/GB	dependent on start date
			Total budgeted cost	£15,300

Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Mental Health and Well-Being:</u> <ul style="list-style-type: none"> Thrive TA in each bubble to work with specified pupils across each bubble 	<ul style="list-style-type: none"> Staff already members of team, reallocation to prioritise nurture and mental health. £ already salaried 		AH/HC	Termly through Thrive assessments
<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.	Additional online learning resources provided include Google Classroom, Nessy, TTRS, Doodle maths, Spelling shed £ subscriptions already in school budget			
<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 learning to children.	Local charity Elizabeth Wright foundation have donated enough funds over the last two years for us to purchase 20 Chromebooks, ten of these will be designated for home use for those children without access to equipment at home and also be provided with bags for safe portal of chromebooks. Another 20 will be purchased using £5000 technology fund from the Opportunity Area £10,000			
Total budgeted cost				£ 26,300
		Cost paid through Covid Catch-Up		£13,552
		Cost paid through charitable donations		£10000
		Cost paid through school budget		£2748
£24 PER PUPIL (Centrally funded offer) See catch – up offer from DEMAT for Trust wide details School is participating in: Reading Reconsidered training Sounds Write training – Phonics Primary Knowledge Curriculum (PKC) – training and resources		DEMAT (centrally funded offer)		£5496

Cambridgeshire PSHE Curriculum and resources

Access will be provided to:

DEMAT Ed. Psych

DEMAT Approved Assessment resources

MIT training (Maximising the Impact of Teaching Assistants) 3x3 hr sessions

Emotional Literacy Support Assistant (ELSA) training 1XTA per 100 pupils

DEMAT Speech and Language Therapist

Access to ELKLAN training for identified staff

