



# Gayton Junior School Catch-Up Premium Plan

## Summary Information

<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£29,820	<b>Based on number of pupils</b>	366
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### Overall aims of the plan:

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.

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.

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.

### Agreed date for review:

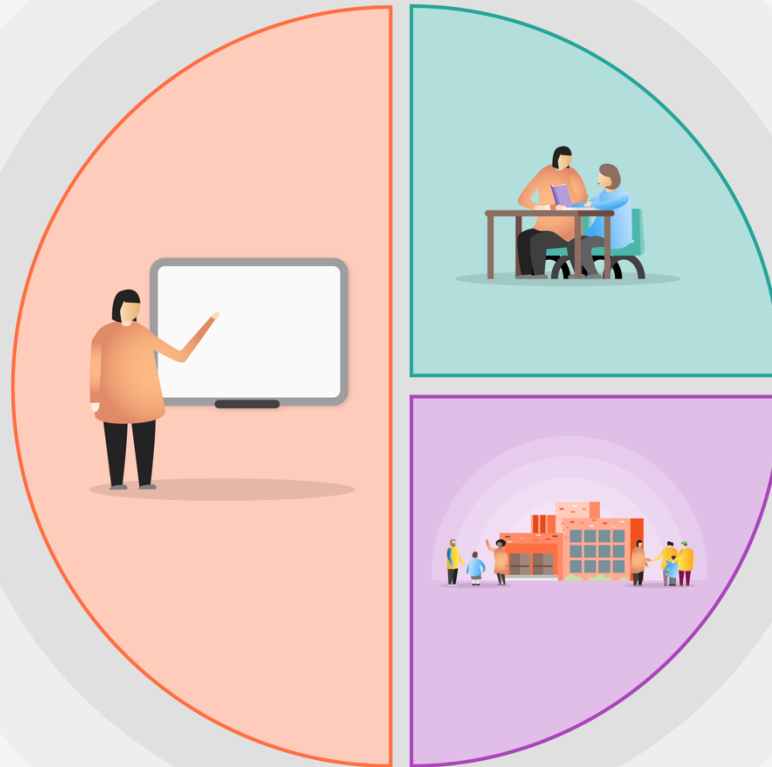
Plan to be monitored termly by the SLT and through Pupil Progress Meetings and reported to the Pupil Progress Committee of the governing board. The formal review of this action plan will be reviewed in July 2020.

### Review of Baseline Data & Parent Survey/Feedback

- On average, the majority of pupils have returned to school half a term behind.
- A small number of pupils with EHCPs have fallen significantly behind.
- The attainment gap has not widened between disadvantaged pupils and their peers.
- Teachers report that, with the exception of Year 3, pupils' reading skills appear to have regressed more than maths or writing skills.
- The number of children working at greater depth has decreased across the school in all subjects.
- Parents identified a range of concerns around the mental health and well-being of their children during lockdown/when considering the return to school, including concerns around separation anxiety, sleep, anxiety about returning to school during a pandemic and changes in their behaviour.

### 1 Teaching

- Informal baseline assessments of children during first three weeks back at school.
- Whole class reading lessons – training based on St Matthew’s Primary model and use of scaffolding to support LA/SEN children.
- Daily reading during registration.
- Daily class novel – teacher reads, children follow in copies of the text.
- Utilising *Ready to Progress* – Maths guidance to support planning and to identify gaps in pupil knowledge.
- Microsoft Teams used for homework and ready for remote education as required. Feedback provided for weekly tasks.
- Revisiting Teaching for Memory strategies such as frequent low stakes testing and opportunities to review prior learning in all subjects so that all pupils can celebrate success.
- Adapted PE and Music schemes of work to align with new guidance.



### 2 Targeted academic support

- TA in each class to support intervention.
- Targeted phonics support for each class.
- Learning Mentor sessions to support vulnerable children to be ready to learn.
- Pre-teaching utilised to support pupils to engage in quality first teaching.
- Targeted packs for SEND children to support them achieving their personalised targets.
- Swimming lessons for Year 4 pupils.

### 3 Wider strategies

- Here We Are – three-week PSHE unit taught daily at the start of term to support well-being.
- Box breathing and TEA strategies shared with all staff and children.
- Well-being days scheduled for staff and pupils.
- Telephone contact planned during bubble closure.

Teaching				
EEF Recommended Strategy	Implementation	Staff Responsible	Cost	Expected Impact
High Quality Teaching	Further embedding of teaching for memory through staff meetings and INSET.	J Hill (HT)	None	Further enhancement of quality first teaching.
	Planned opportunities to dedicate time to address missed topics from previous year, particularly in Science.	D O'Donnell	None	Gaps in these topic areas are closed/narrowed.
	Year 4 children to attend swimming lessons, as they missed 4 months of tuition in summer term 2020.	K Hallam	£4,100 (from Sports Premium allocation in school budget)	An increase in the number of children able to swim 25m unaided.
Focusing on Professional Development	Staff training around whole class teaching of reading.	R Aujla (Reading TLR)	Resources from Reading Curriculum budget (extra funding to be allocated from school budget)	Children make accelerated progress from their September baseline starting points.
Effective Diagnostic Assessment	Baseline assessment period at the start of September.	J Hill (HT)	None – INSET to moderate	Staff have a clear understanding of gaps in learning and use this to support planning and interventions for children to be able to access the expectations for their year group.
	Utilise <i>Ready to Progress</i> – DfE's Maths guidance to support planning and to identify gaps in pupil knowledge.	L O'Donnell (Maths TLR)	None – INSET time	Staff plan to address and assess against key objectives in each strand of Maths to ensure children are ready to progress to the objectives for their current year group.
	Frequent low stakes testing and opportunities to review prior learning in all subjects so that all pupils can celebrate success.	Class Teachers	None	Children make better progress due to an increase in their retention of new knowledge.
	Back to school survey of parents to identify particular areas of wellbeing needs.	SLT/V Clarke (Learning Mentor)	None	Identified barriers to learning addressed through Learning Mentor provision. All children are able to access learning in class.

Teaching				
EEF Recommended Strategy	Implementation	Staff Responsible	Cost	Expected Impact
Supporting Remote Learning	Staff training on using Microsoft Teams to set home learning tasks in preparation for bubble closure.	D O'Donnell (DHT)	None	Children are able to access home learning in the event of a bubble closure.
	Acquire government laptops and data only SIM cards to support with connectivity with identified families.	J Hill (HT)	None	
	Purchase of online SATs resources for Year 6 children to access in the event of a bubble closure.	J Hill (HT)	£315	
Total Cost:			£315	

Targeted Academic Support				
EEF Recommended Strategy	Implementation	Staff Responsible	Cost	Expected Impact
High Quality 1-1 Tuition	Supply teacher employed for the Autumn Term to free up specialist staff to deliver phonics intervention across the school.	SLT	£8,211	Tailored interventions planned for each class, group or individual child means pupils make rapid progress with their acquisition of sounds and reading fluency during the Autumn Term.
	National Tutoring Programme (72 pupils), to be delivered in the Spring Term.	D O'Donnell (DHT)	£5000	Targeted work planned by tutors to support children making progress towards getting back on track.
Teaching Assistants and Targeted Support	Each class to have a full-time Teaching Assistant to allow interventions and catch-up work to be implemented.	SLT	£29,458	Children make accelerated progress from their September baseline starting points.

Targeted Academic Support				
EEF Recommended Strategy	Implementation	Staff Responsible	Cost	Expected Impact
Planning for Pupils with SEND	Training for staff on sensory processing from Educational Psychologist to better understand the barriers to learning of our SEN pupils and others who have struggled during period away from school.	D Costema (SENCO)	£500	Staff are able to recognise sensory issues of children in the classroom and plan to support them through their delivery of the curriculum. Children are better able to access learning in the classroom.
	SENCO to be out of class full time during the Autumn Term to ensure vulnerable pupils are supported on their return to school according to their individual needs.	SLT	£5,474 + classroom resources to be purchased through allocated SEND budget	Children have personalised support packs and risk assessments, enabling them to meet their pupil profile targets and make good progress at from their starting points.  Applications are made for Element 3 funding where needed to better support children to access the curriculum.
Total Cost:			£48,643	

Targeted Academic Support				
EEF Recommended Strategy	Implementation	Staff Responsible	Cost	Expected Impact
Supporting Pupils Social, Emotional and Behavioural Needs	Temporary additional Learning Mentor support so that more children can be supported during the Spring Term.	SLT	£1.412	Identified children receive support more regularly and are better able to access learning in the classroom.
	Staff CPD on Box Breathing and TEA technique for staff to use in class.	V Clarke (Learning Mentor)	None	Staff feel better equipped to support children with anxiety in the classroom.
Plan carefully for recovery curriculum	Daily PSHE during first three weeks at school – whole school focus on <i>Here We Are</i> by Oliver Jeffers to support wellbeing.	J Hill (HT)	£120 from PSHE budget allocation	Opportunities to discuss thoughts, worries and feelings and focus on mindfulness daily, with further support for individuals who need it beyond three week cycle.

**Targeted Academic Support**

<b>EEF Recommended Strategy</b>	<b>Implementation</b>	<b>Staff Responsible</b>	<b>Cost</b>	<b>Expected Impact</b>
Communicating with and supporting parents	Communication plan to include: ParentApp/Text messages for updates Website kept up to date – dedicated COVID page for information Written reports for Parents’ Evening MS Teams user guides sent home at start of term.	SLT	Increased text messages from allocated Office budget	Parents/Carers feel they are kept up-to-date and know where to find information if needed.
Total Cost:			£1,412	

<b>Teaching</b>	£315
<b>Targeted Academic Support</b>	£48,643
<b>Wider Strategies</b>	£1,412
<b>Total Spend</b>	<b>£50,370</b>
<b>Covid Catch Up Premium received</b>	<b>£29,820</b>
<b>Additional Funding from School Budget</b>	<b>£20,550</b>