

# Catch Up Premium Plan

## Walmley Junior School

### Summary information

<b>School</b>	Walmley Junior School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£28,800	<b>Number of pupils</b>	361

### 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 (Education Endowment Foundation) 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

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes but they have fallen behind. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Children have gaps with specific knowledge within writing skills, 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.
<b>Reading</b>	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 often and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
<b>Non-core</b>	There are now significant gaps in knowledge – whole 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 experiences.

**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><b><u>Supporting great teaching:</u></b></p> <p><b><u>Reading</u></b> Teachers and TAs use analysis from Reading Plus/baseline assessments/MyLexia to target pupils who have fallen behind so that teaching targets those most in need.</p> <p><b><u>Writing</u></b> Teachers to plan cross curricular writing to ensure meaningful links are made and topics such as (Science, History, Geography, and R.E.) are used as vehicles to provide the content for pupils to write about. This will ensure a broad and balanced curriculum from the offset. Grammar, punctuation and handwriting to be taught 'little and often' to help pupils consolidate previous learning and build on new learning. Also, children will revise previously taught spellings as well as common exception words to identify gaps in their learning.</p> <p><b><u>Mathematics</u></b> Teachers and TAs use analysis from 33/66/99/baseline assessments to target pupils who have fallen behind so that teaching targets those most in need.</p> <p><b><u>Foundation subjects</u></b> The foundation subjects 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. Also, during the Autumn Term, WJS will focus on the love of learning to ensure time is spent teaching subject matter in greater depth so that any gaps are fully identified. Pupils will not be required to formally record in books in order to ensure learning is embedded through practical activities, presentations and discussions.</p>	<p><b><i>Additional time for subject leaders to monitor quality and relevance of year group planning and identify essential key skills, knowledge and understanding that have been missed and help year groups to prioritise coverage across the key stage.</i></b>  <b><i>Reading Plus Licence (3 years) £7950</i></b>  <b><i>My Lexia Licence (2 years) £4320</i></b>  <b><i>Comprehension Ninja x4 = £80</i></b>  <b><i>Vocabulary Ninja x90 =£243</i></b>  <b><i>Non-fiction books £171</i></b>  <b><i>Book supplies for enhancing the learning environment £1655</i></b></p> <p><b><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></b>  <b><i>Supply cover days x 10 = £2000</i></b></p> <p><b><i>CGP Catch up for KS2 Maths and English = £1577</i></b></p> <p><b><i>My Maths (12 months) £339</i></b>  <b><i>White Rose Maths (12 months £160)</i></b>  <b><i>Testbase subscription £260</i></b></p> <p><b><i>Classroom globes £360</i></b>  <b><i>CGP Discover and Learn books £176</i></b>  <b><i>PSQM registration £850</i></b>  <b><i>STEM Computing course £35</i></b></p>	<p>Progress is at least expected for most pupils in Reading. Pupils in upper school have continued to make good progress against national expectations. Where this is not the case, targeted intervention is taking place to ensure that regular reading for fluency and understanding is taking place.</p> <p>Writing has been taught through a cross-curricular approach. This has meant that there has been more time to work on writing skills as knowledge has been covered through the creative curriculum. Pupils have enjoyed writing with a purpose. Standards in Grammar assessments are consistently good across school.</p> <p>Pupils have made good progress to get back on track with their times tables and arithmetic knowledge.</p> <p>Pupils have enjoyed exploring the creative curriculum through a wide variety of activities, including art, drama, presentations, experiments, etc. Book reviews show evidence of this.</p>	<p>DW/DHTs /HT</p>	<p>July 2021</p>

<p><b>Teaching assessment and feedback</b> 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>All teachers will be provided with analysis grids for grammar, reading, arithmetic and reasoning skills.</p>	<p><b>Purchase and implement the Reading Plus and NFER Assessments. Complete termly tests and record assessments. Analysis grids use to identify gaps for groups and individuals in order to inform teaching/interventions.</b></p> <p><b>NFER Assessments £2067</b> <b>Additional Assessment costs £2135</b></p> <p><b>Appointment of Data Analysis Support role (Sharon Pargeter) to support teachers in collating data from assessments which ensures rapid turnaround in analysis; this will impact directly on what is being taught in class. 2 x afternoons = £2949</b></p>	<p>Pupils have made good progress in Reading, SpaG and Arithmetic.</p>	<p>SP/SP</p>	<p>July 2021</p>
<p><b>Transition support (Year 2 to Year 3 and new arrivals)</b> Children who are joining school from different settings or who are beginning their schooling with Walmley Junior School have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b>We will ensure socially distanced class and group activities so that children can become familiar with all the facilities on offer at WJS.</b></p>	<p>Year 2 pupils have received their transition pack, met their class teacher, received letters from a Year 3 child and have been offered the chance to attend Transition Club for 3 days.</p>	<p>SS/KC</p>	<p>July 2021</p>
<p><b>Transition support (Year 6 to Year 7)</b> Children in Year 6 receive a full PSHE/RSE curriculum to ensure they are prepared for the next steps in KS3 and for their own personal development.</p>	<p><b>Teachers to plan and resource missed teaching of Science/PSHE/RSE objectives usually delivered by specialist company 'Foundations'. Cover time for staff 2x day = £400</b></p>	<p>Year 6 pupils have completed a series of lessons to help them become secondary ready. Visits/virtual meetings/phone calls have been facilitated. 24 children completed Level 2 Bikeability in readiness for riding to school.</p>	<p>NH/KC/ Year 6 teachers</p>	<p>July 2021</p>
<b>Sub-total budgeted cost</b>				<b>£27727</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b>1-to-1 and small group tuition</b> Identified children will have significantly increased rates of reading fluency and comprehension. 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><b>Reading Lead to liaise with all year groups to ensure full comprehension of reading catch up programme.</b></p> <p><b>Staff training to focus on using analysis of Reading Plus baseline assessments to identify gaps and deliver quality first teaching in x2 reading sessions.</b></p> <p><b>TA training to support the reading fluency groups.</b></p>	<p>Lowest 20% of children are back on track with their pre-covid trajectory.</p>	<p>DW</p>	<p>July 2021</p>

	<b>Supplement group reading books £500</b>			
<b>Intervention programme</b> An appropriate Mathematics intervention, such as Ready to Progress and Fluent in Five, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<b>Mathematics Lead to liaise with all year groups to ensure full comprehension of mathematics catch up programme.</b>  <b>All classrooms have resource boxes to ensure pupils have access to equipment to support their understanding when learning.</b> <b>Maths resource boxes £1000</b>	Resource boxes are in use in all classrooms.	HC	July 2021
<b>Sub-total budgeted cost</b>				<b>£1500</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<b>Supporting Pupils</b> Pupils' emotional needs are met and children are taught strategies for coping with worries/concerns and mental health issues.	<b>Increased counselling provision to work one-to-one with pupils (SP).</b> <b>2 x afternoons = £5522</b>  <b>MHFA Youth training £175</b>  <b>SLT to work with subject leaders to ensure high priority given to dealing with online safety/bullying/mental health/NSPCC/Childline in class assemblies and PSHE curriculum.</b>	All pupils who have been struggling with mental health issues have been able to access support via the school provision.  Pupils have a variety of strategies to deal with worries.	SS/NH	July 2021
<b>Supporting parents and carers</b> 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.	<b>Additional online learning resources will be purchased, such as Reading Plus, MyMaths, Lexia to support pupils learning at home.</b>  <b>2-day home-learning paper packs are printed and ready to distribute for all children.</b>  <b>£1000 additional photocopying and stationery costs</b>	Pupils were able to get instant feedback on progress with Reading and Maths and could access learning immediately in the event of a bubble closure.	SP/SS/NH	July 2021

<p><b>Access to technology</b>  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 have laptops that allow them to access school-based resources from home. Teachers facilitate effective home learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>School has received 20 laptops (provided by DfE) which can be accessed by those parents who require them in the event of a bubble closure.</i></p> <p><i>Each class to have access to an iPad which all pupils to access throughout the day to practise timetable skills in line with the school 33/66/99 challenge.</i></p> <p><i>Additional IT days to support staff with ensuring home learning is in place for all pupils = £600</i></p>	<p>All pupils who were struggling to access online learning were provided with an iPad or laptop by the school.</p>	<p>NH/SP</p>	<p>July 2021</p>
		<b>Sub-total budgeted cost</b>		<b>£7297</b>
		<b>Total budgeted cost</b>		<b>£36524</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£28800</b>
		<b>Cost paid through charitable donations</b>		<b>£0</b>
		<b>Cost paid through school budget</b>		<b>£7724</b>