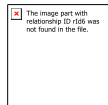


COVID-19 Catch-Up Premium Plan- Ashbrook Junior School



Summary information

School	Ashbrook Junior School				
Academic Year	2020-21	Total COVID-19 Catch-Up Premium	£12500	Number of pupils	158

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	EEF Recommendations
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<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 <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology
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Identified impact of lockdown**Well-being**

It has been noticed that children have been affected in many different ways, school has been monitoring well-being and engagement through the use of the Leuven scale and also any family who have faced bereavement.

The PSHE curriculum has been rejigged to ensure that weekly assemblies support well-being development (inter linked with the Enterprise skills) and how to deal with the unprecedented times the children are in. Emotions, separation anxiety, how to deal with emotions and the feeling we have are at the fore front of everything we do in school and underpin all the curriculum. School has noticed many more referrals for social care and work for the school based family resource worker has grown with many referrals needing to be made to outside agencies such as Building sound minds.

Maths

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 however they are quite simply, 'behind'.

Recall of basic skills has suffered – children are not able to recall addition facts, basic number bonds, times tables and have forgotten once taught calculation strategies. Year 6 have been particularly affected by their ability to recall key facts.

Writing

Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. EGPS 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.

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. Phonics development is also an area of concern for incoming Yr. 3 children who did not completed all their phonics phases.

Non-core

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 moments. School subject leaders are looking at how to enrich the curriculum through alternative means.

A calendar of curriculum enrichment activities is planned for throughout the year.

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. Time for re jiggging planning and ensure previous summer terms objectives are taught alongside current year objectives.</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</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;">(£1000)</p> <p><i>Purchase additional manipulatives for maths.</i></p> <p style="text-align: right;">(£1000)</p>	<p>Staff aware of gaps in learning and the key objectives needed to focus in on to secure sound basis for moving on to the next year.</p> <p>Support for intervention within the classroom through targeting support.</p>	<p>MJ/BJ</p> <p>KG</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>PSHE scheme of work revised to support well being</u></p> <p>Ensure that feeling/emotions are well-being are focused upon and children are given a wide range of support mechanisms to help them to deal with the pandemic and the way that it is affecting them.</p>	<p><i>Purchase of a wide range of picture books that are used to support the themes in PSHE revised scheme of work that links in to the Enterprise skills also.</i></p> <p style="text-align: right;">(115)</p>	<p>Children aware of feelings and how to deal with them and can talk about the books we have used in assemblies and PSHE lessons in pupil interviews (May 21)</p>	<p>KG/CT/MJ</p>	<p>Summer 21</p>
<p><u>Bereavement packs</u></p> <p>Children are able to feel supported and come to terms with bereavement and loss during the pandemic. Guidance and support is also provided for families who are experiencing loss and how to come to terms with this as a family.</p>	<p><i>A range of resources are put together to support and create bereavement packs that the children can take home and work through as a family to support in times of bereavement.</i></p> <p style="text-align: right;">(25)</p>	<p>Parents and carers know these are available and have utilised them and the offer of support or books.</p>	<p>SW/MJ</p>	<p>Summer 21</p>
<p><u>Catch up books and support blended learning</u></p> <p>Children are provided with greater opportunities to catch up on lost learning. This will also support children who need to work at home but don't necessarily have access to electronic devices to complete school work on.</p> <p>Transform Trust core subject booklets to support bubble closure.</p>	<p><i>CGP Books purchased (Maths, mental maths, comprehension, Maths 10 minute tests, and Grammar, Punctuation and Spelling) to support blended learning plan and also use in school for catch up.</i></p> <p style="text-align: right;">(1775)</p> <p><i>Transform Trust core subject booklets to support bubble closure</i></p> <p style="text-align: right;">(305)</p>	<p>This meant for lockdown 3 that children had books at home ready to use. This also supported bubble closures.</p>	<p>MJ</p> <p>BJ</p>	<p>Dec 20 March 21 Summer 21 – in line with PPMs</p> <p>After each bubble closure</p>

School based non-core curriculum learning home booklets	Curriculum leads work in release time to create non-core subject curriculum packs that work on Rosenshine principles and revisit previous knowledge and skills to build on retention and small steps development. (350)	Clear T&L plan across the school – recognised in partnership review (May 21)	KG/LR	
<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.	Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments to identify gaps and on Insight to track performance. (506 add in paper and SM time)	Staff are able to utilise the tests and analyse them to plan targeted intervention.	LR	July 21
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Ashbrook have an opportunity to become familiar and confident with the setting before they arrive.	A 360 interactive virtual tour of Ashbrook Junior School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Ashbrook (£500)			
Total budgeted cost				

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.	'as and when' support		SR	Feb 21
			SR	Feb 21

<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>An appropriate phonics catch up programme supports those identified children in reinforcing their phonics development in order to support their reading development.</p>	<p><i>An intervention is identified and purchased. Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p style="text-align: right;">(£1060)</p>	<p>Planned for Sept 21 – Tutor provision for 20 children in Yr 5 and 6. During Summer 21 – DHT to plan and deliver range of intervention across the school for both English and Maths (Her cost not included in this plan)</p> <p>Children requiring additional phonics are making progress and moving to stage 4 and onwards. Impact can be seen in their reading and screening results.</p>	<p>KG</p> <p>BJ</p>	<p>July 21</p> <p>Termly review</p>
Total budgeted cost				

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<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 My maths, Phonics Bug Club, Nessie, Reading Eggs and Eggspress to support children reading at home.</i></p> <p style="text-align: right;">(£1500)</p> <p><i>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;">(£500)</p>	<p>My maths not fully utilised so won't be using going forward. Nessie useful from range of individual children with needs. Reading eggs and TTRS – very useful but need to do a big push on using this more.</p> <p>Bubble closure – packs utilised and additional resource offered during lockdown 3 to support home learning – appreciated by families.</p>	<p>BJ and KG</p> <p>SM/MJ</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Access to technology</u></p> <p>During the catch-up school provision, children can access additional devices so that they can rotate through</p>	<p><i>Purchase 10 IPADS. They are to be used to further support online access to resources for the children accessing extended school time.</i></p>	<p>The 10 ipads and subsequent number of Ipads through the govt scheme supporting learning for children during lockdown in school</p>	<p>MJ</p>	<p>Feb 21</p>

<p>discrete teaching, reading fluency and independent online activities.</p> <p>Allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. Purchase visualisers, wide angle web cams and headsets</p> <p>Access DFE learning platform to run Google classroom..... continue funding after the year of free support.</p>	<p style="text-align: right;">(£ 3,370)</p> <p><i>Purchase, 8 visualisers and drawing pads</i></p> <p style="text-align: right;">(240 +500)</p> <p><i>Set up learning platform to support home learning – Google classroom and work with Whiz kids to train staff.</i></p> <p style="text-align: right;"><i>(Free for first year but then on going costs of £500)</i></p>	<p>and when all back in. Great resource and we are working with Jigsaw on implementing a big project once the infrastructure has been sorted. Visualisers haven't been brilliant but the drawing pads have been used lots.</p> <p>GC up and running during lockdown 3 and was very useful in supporting home learning. Developing skills in using GC being built in to the computing curriculum to ensure continuation of skills development.</p>	<p>MJ</p> <p>SH and MJ</p>	<p>Feb 21</p> <p>Review after each bubble closure for usage then at end of the year</p>
<p><u>Summer Support</u> NA</p>				
Total budgeted cost				12006.00
			Cost paid through Covid Catch-Up	
			Cost paid through charitable donations	none
			Cost paid through school budget	