



Catch-Up Premium Plan

Droxford Junior School



Summary information

School	Droxford Junior School		
Academic Year	2020-21	Total Catch-Up Premium	£14,012 £8500 2020 - £5512 2021
		Number of pupils	175

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	<ul style="list-style-type: none">• Transition from Infant School – missed Year 2 – 3 content. Arithmetic skills, application, presentation and confidence with go to calculation strategies.• Gap analysis identified older children needed consolidation on the four operations; using and applying in word problems etc... and specific areas of maths curriculum i.e. geometry, where they have received insufficient coverage due to school closure period.• Assessment for learning opportunities – marking / assessing on the go to support and challenge missed.
Writing	<ul style="list-style-type: none">• Year 2 writing experiences missed leading to lack of stamina when writing in Year 3. Year 3 / 4 sentence structure not meeting expectations in terms of technical accuracy. Need overlearning with word class knowledge. Exposure to writing across the curriculum missed / genre specific.• Older children missed opportunities to hone their knowledge and understanding of writing for specific audiences and purposes, linking strategies taught in school. Writing stamina also an issue.• Assessment for learning opportunities – marking / assessing on the go to support and challenge missed.• SPAG knowledge and skills missed.
Reading	<ul style="list-style-type: none">• Phonic knowledge and application for Year 3 especially (missed Phase 5 / 6 in Year 2).• SEN children – more so in Years 3 / 4 – where dedicated daily rehearsal of skills missed and targeted intervention paused• Older children lacking in comprehension strategies, particularly inference and deduction in different contexts.
Non-core	<ul style="list-style-type: none">• Opportunity to enrich curriculum missed. Trips, residential, outdoor learning, visitors etc...linked to curriculum and meaningful learning contexts were missed. This affected not only the cognitive links to inspirational learning but also enjoyment!• Whole units of work missed in foundation subjects – loosely taught through remote learning but not progressively or with any AFL – therefore are less likely to make connections between concepts.• Social and emotional development through play and whole class social interaction in school.
Other	<ul style="list-style-type: none">• Staff training missed.• Contact with children - the importance of relationships and 'knowing' the child missed.• Emotional wellbeing of staff.

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

Action / Intended outcomes	Chosen approach and anticipated cost	Staff lead	Review date Comment
<p><u>Effective teaching and learning</u></p> <ul style="list-style-type: none"> Teachers' CPD related to reading (esp. phonics) improved to ensure teaching and learning priorities meet needs of children to close gaps Extend SENCo provision in order to manage interventions; boosters; lead / teach boosters / interventions in Spring & Summer terms. Liaise with vulnerable families and outside agencies. 	<ul style="list-style-type: none"> HIAS (Chris Cheal) training booked for Twilight staff meeting (£360) Additional training for TAs regarding specific phonic based interventions (Internal - FREE) Extend SENCo (LG) hours by half a day for the remainder of the Year. <p style="text-align: center;">(£2500)</p>	<p style="text-align: center;">LG</p> <p style="text-align: center;">MD</p>	<p style="text-align: center;">Dec 20</p>
<p><u>Assessment and feedback</u></p> <ul style="list-style-type: none"> Baseline assessment (in whatever form) used for gap analysis to inform next steps. Curriculum / planning adjusted in due course to take into account gap analysis results. 	<ul style="list-style-type: none"> Purchase NTS tests for every year group; Test Base resources and White Rose Hub to support assessments. <p style="text-align: center;">(£1100)</p>	<p style="text-align: center;">JS / JT</p>	<p style="text-align: center;">Feb 21 Data drop – March 21</p>
<p><u>Transition</u></p> <ul style="list-style-type: none"> Ensure new pupils and their families are able to gain a virtual understanding of DJS 	<ul style="list-style-type: none"> Video produced to share aims, vision and values (£1310) 	<p style="text-align: center;">MD</p>	<p style="text-align: center;">Ongoing</p>
Total budgeted cost			£5270

ii. Targeted approaches			
Action / Intended outcomes	Chosen approach and anticipated cost	Staff lead	Review date Comment
<u>1-to-1 and small group tuition</u> <ul style="list-style-type: none"> Identified children in Year 5/6 will have increased access to reading intervention time in order to improve inference and deduction skills 	<ul style="list-style-type: none"> Reading boosters delivered in small groups in Spring and Summer term <i>JS – 3 days a week</i> <i>LG – 2 groups per week</i> (£2000) Additional TA hours to facilitate interventions (£500) 	JS/LG	Feb 21 Data drop – March 21
<u>Intervention programme</u> <ul style="list-style-type: none"> Targeted phonic programmes for identified children in place Whole school focus on adjusted curriculum for spelling and grammar Identified children requiring additional support with development of social and emotional skills 	<ul style="list-style-type: none"> 1:1 and group work delivered daily – Autumn, Spring and Summer terms Additional training for CTs, TAs (HIAS and internal) (Cost within HIAS training cost and SENCo time deployed for this purpose) Contact with parents, ELSA, Circle of Friends, Teacher-facilitated play, therapeutic story writing, breaktime/lunchtime support 	LG/TAs	Feb 21 Data drop – March 21
<u>Extended school time</u> <ul style="list-style-type: none"> Identified children in Y3 attend/invited to writing club to focus on sentence structure, grammar conventions and a range of text types as well as audience and purpose. Parents will be supportive and understand the benefit of catch up time from missed writing teaching and learning. 	<ul style="list-style-type: none"> SENCo delivers weekly catch up intervention (upto 15) – children selected from data analysis 	LG	Feb 21 Data drop – March 21
Total budgeted cost			£2500

iii. Wider Strategies				
Desired outcome	Chosen action/approach Impact (once reviewed)	Staff lead	Review date Comment	
<u>Supporting parents and carers</u> <ul style="list-style-type: none"> Children will be able to better access home learning opportunities using additional resources Children have access to appropriate stationery Parent wellbeing and emotional support 	<ul style="list-style-type: none"> Literacy Shed, White Rose Hub and Class Dojo purchased to facilitate home learning and parent/school relationships (£150) Stationery and maths and English books purchased for each child to support home learning (£200) 	JS	Feb 21	
		MD/JS	Feb 21	
	<u>Non core</u> <ul style="list-style-type: none"> Prioritising staff wellbeing and emotional health 	<ul style="list-style-type: none"> Wellbeing INSET and catering costs (£150) See separate action plan shared with staff and governors 	MD/LG/LS/ DB	Feb 21
<u>Access to technology</u> <ul style="list-style-type: none"> Increased access to online collaborative learning, enabling teachers to work from home more efficiently. In the event of school closure, children and parents will have their own access to Google classrooms in order for them to work at home to follow the school curriculum as best as possible Communication between children, teachers and parents maintained if a bubble/school closure 	<ul style="list-style-type: none"> Google Classroom purchased (used the £1500 DfE grant) 	MD/JT	Feb 21	
			Feb 21	
<u>Summer/holiday Support</u> <ul style="list-style-type: none"> School will liaise with local cluster schools to provide summer sports participation DJS has own summer support sports club led by sports coach 	<ul style="list-style-type: none"> Support and subsidise vulnerable families to attend <i>(School will use PP fund to support PP children)</i> 	MD/DB	Holidays	
			Total budgeted cost	£500
			Cost paid through Covid Catch-Up	£8270
			DfE Grant	£1500
			Cost paid through school budget	£9770