



Summary information					
School	Greenleys Junior School				
Academic Year	2020-21	Catch-Up Premium Allocations (to date)	Oct 2020:	£4,500.00 (Known)	Number of pupils 220
			March 2021:	£5,867.49 (Known)	
			Final Payment:	£7,232.51 (Predicted)	
			Total:	£17,600.00 (Predicted)	

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 on roll.

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
<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 ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Gathering information on pupil's abilities after lockdown

General

- Revive meeting took place at the end of Term 1 (Oct 2020). This was for each year group to have the opportunity to discuss gaps in learning, issues beyond school control, safeguarding concerns, attendance issues and how far away the children were from their targets.
- Teachers have assessed current abilities using curriculum documentation, skills, knowledge and progression maps and diagnostics tests/tasks.
- Everyone is putting a high focus on reading, writing and maths.
- A staff survey was sent out to collate the results below.

Identified impact of lockdown

Reading

- **Many children didn't read during lockdown:** A significant lack of reading took place during lockdown – GJS staff are now increasing class reads, home and school reading books and more focus is being applied to Reading Comprehension (RC) areas 2 and 3 than normal.
 - **RC2 – Retrieve and record information from fiction and non-fiction**
 - **RC3 – Infer, deduce and predict a character's feelings, thoughts and motives with evidence from the text**
- **Phonics:** New Year 3 pupils - Phonics is a big issue – Year 3 staff tested the pupils who didn't pass the phonics screening in Year 1 and would have taken a re-take in Year 2 (but missed it due to C-19) This was 32/60 children. 18 children still have not passed the Year 1 phonics screening test. The Year 3 Read Write Inc. intervention group is 25/60 children.
- **Reading fluency:** Reading fluency has been seen to be reduced from before lockdown and is lower than expected. GJS staff are spending more time modelling with class reads and undertaking reading interventions.

Writing

- **Punctuation:** Pupils have forgotten how to use punctuation correctly. GJS staff are focusing on GPS lessons and interventions are in place.
- **Writing stamina:** Pupils are unable to commit to writing at length. GJS staff are continuing to promote writing at length.
- **Handwriting:** Pupils have not held pens/pencils for some time. Year 3 staff have sent home letter formation booklet.
- **Vocabulary:** Use of words and extended vocabulary has declined. Pupil's vocabularies are not as varied.

Maths

- **Fractions:** This wasn't fully covered last year and will be gap-filled this year.
- **Place value and formal written methods:** This has become a larger chunk of teaching time than usual. Introduced regular arithmetic sessions.
- **Mental arithmetic:** Pupils are significantly slower mentally which is affecting quick recall of basic maths facts including times tables.
- **Year 3 low ability:** Many pupils working on Year 1 objectives. Lots of practical work now happening to close gaps.

Wider Curriculum

- **Science:** Teachers have been managing to deliver SC1 in class (training from science lead) but have all noted how it is much more of a challenge now with reduced sharing of equipment and quarantining resources afterwards.
- **Retention of knowledge:** Teachers have expressed concerns over the lack of retention in knowledge from previous year groups; like the lockdown has 'reset' their learning.
- **MFL:** With the lack of consistent practise, children haven't retained the French taught in previous years.
- **Some pupil groups are performing less well than others:** EAL & SEND.

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/Focus and Measurable Target	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The school will employ an additional HLTA. The new HLTA will be used to support particular groups of pupils in Year 4 but 4 hours a week will also be used to support extra subject leadership release time for teachers. The subject leaders will write specific 'return and recovery' actions in Action Plans. Subject leaders will work with staff across the school to ensure their curriculum areas are being implemented well and planning alterations which are required are made.</p> <p>Action Plans contain specific 'Return and Recovery' actions and impact measures. Subject Leaders are able to reference alterations made to planning and what impact this has had on learning.</p>	<p>Additional leadership time for subject leaders to:</p> <ul style="list-style-type: none"> • review their curriculum areas/ maps / resources • identify covid related issues • plan specifically for 'return and recovery' in their subject area in Action Plans • support colleagues to overcome any identified learning difficulties <p>Total: £3,000</p>		JFr	Dec 20 then ongoing
<p><u>Teaching assessment and feedback:</u></p> <p>Assessment is a strength at GJS. No additional resources are planned in this area.</p>	N/A			
<p><u>Transition support:</u></p> <p>GJS has a two form (60 pupils) but three facilitator teacher model, LSA support and Learning Mentor support for children entering Year 3. No additional resources are planned in this area.</p>	N/A			
			Total budgeted cost	£ 3,000

ii. Targeted approaches				
Action/Focus and Measurable Target	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will receive 1:1 and small group tuition. The tutor will be a 'known' member of the staff teaching team. The tutor will work on closing the knowledge gaps identified by teachers for particular children in R/W/M. The tutor will work for three afternoon sessions a week (6 hours).</p> <p>All children who work with the tutor will have *'recovery' rates of progress in R/W/M at the Term 4 (April 2021) Data Drop. *'Recovery' progress is well above expected</p>	<p>Employ a strong part-time teacher (SOa) to teach outside their normal contracted hours for three afternoons a week:</p> <ul style="list-style-type: none"> • Work 1:1 or in a small group • Focus on R/W/M skills – plugging knowledge gaps identified by colleagues or self-identified by SOa • Support the teachers to fill Target Tracker assessments to support progress measures <p>Total: £6,600 (30 weeks – up to July 2021)</p>		JFr	<p>April 21</p> <p>July 21</p>
<p><u>Intervention programme</u></p> <p>Interventions will be covered by the HLTA and 1:1 Tutor. Added to this the school will apply for two Academic Mentors because the school qualifies for the National Tuition Programme (NTP).</p> <p>More will be written on this when applications have been successful.</p>	<p>Employ 2x Academic Mentors to lead interventions across the school.</p> <p>Total: £8,000 (estimated)</p>		JFr	July 21
<p><u>Extended school time</u></p> <p>Leadership will restructure lunchtime to include 20 minutes on laptops each day. This time will be spent on educational activities such as Reading Eggs, My Maths and TT Rockstars.</p> <p>Children will meet R/W/M progress and attainment targets set across the school.</p>	<p>Pupil will spend 20 minutes a day undertaking learning activities on their laptop. All pupils have a laptop so not additional costs are anticipated.</p> <p>Total: £0</p>		VTh	July 21
			Total budgeted cost	£14,600

iii. Wider Strategies				
Action/Focus and Measurable Target	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> GJS already provides strong support for parents and carers. No additional spending is identified in this area.	N/A			
<u>Access to technology</u> The School Business Manager will set up Microsoft Teams across the school to enable remote education for pupils. The funding for this will be accessed via the government grant through 'Get support with technology in schools'. MS Teams is fully operational, all users have been set up, classes have been set up, the grant has been utilised.	Pupil will spend 20 minutes a day undertaking learning activities on their laptop. All pupils have a laptop so not additional costs are anticipated. Total: £2,000 (Application through 'Support with technology in schools')		JJa	Dec 20
<u>Summer Support</u> Not applicable.	N/A			
Total budgeted cost				£2,000
Cost paid through Covid Catch-Up				£17,600
Cost paid through government grants				£2,000
Total				£19,600