

Catch-Up Premium Plan Purbrook Junior School

Summary information					
School	Purbrook Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£ 30,720	Number of pupils	384

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 Y11.

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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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.

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

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow our own schemes as well as dipping in to other resources such as White Rose Schemes of learning, it is easy to identify the missed learning from the previous year.</p> <p>Children still have a positive attitude to maths. SLT have met with Maths Leaders and a route map has been created to support pedagogy moving forward. Each year group has received a tailored programme of study as ‘must haves’ by the end of the year. We are looking at the long term provision for maths and how this may alter in light of COVID-19. Maths Leads have liaised with core provision, HIAS and other documentation to create learning pathways.</p> <p>Recall of basic skills will be tackled through mental arithmetic and memory joggers. – Children are able to recall addition facts and have not forgotten calculation strategies. This is reflected in arithmetic assessments. Times Tables are more secure in some year groups than others – these are identified in ‘Maths Must Haves’ by Maths Leaders.</p>
<p>Writing</p>	<p>Children haven’t necessarily missed ‘units’ of learning in the same way as Maths. However, they have lost essential practising of writing skills leading to a lack of fluency in writing. English Leaders have worked with SLT at essentials for the summer term and beyond. Interventions have been planned across the school to support the writing process. These are being led by English Team.</p>
<p>Reading</p>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less Teacher input. Assessment has identified key learning required to move forward. English Leaders have worked with SLT at essentials for the summer term and beyond During lockdown and since returning in September, children were able to access online books.</p>
<p>Non-core</p>	<p>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. Leaders are beginning to plan these back into the curriculum for the summer term.</p>
<p>Funding for Purbrook Junior</p>	<p>Supporting Year 5 during spring 1. Supporting disadvantaged group via lockdown on Google Classroom.</p> <p>Spring 2 – Summer 2 (2021) The funding for Purbrook Junior School is being used to enable a 0.8 support across all the school to deliver a bespoke package for each year group. Year leaders have met with the Senior Teaching and Learning Support to identify children and quality of provision required for each cohort beginning 15 March 2021. The details are set out as below and the impact with each cohort is being monitored. Impact of provision will be monitored over time.</p> <p>English, maths leads and SLT met to analyse the impact of lockdown. Plans drawn up to support the core curriculum for summer term and beyond.</p>

Teaching and Learning Support

Year Group	Rationale/focus	AM	PM	Movement of children	Review	PPA	Impact
Year 3	<p>Writing – sentence construction</p> <p>Maths – basics of number</p> <p>Maths – aiming for GD</p> <p>ARE children who need to stay on track.</p>	<p>Reading/writing/Maths as per year group planning and adapted for children’s needs when appropriate.</p>	<p>Maths – address gaps in number e.g number bonds to 20/counting/times tables. Use models and images. Familiar with White Rose bar model images.</p> <p>Maths – GD opportunities based on current planning</p> <p>Writing – slow writing group to aid sentence construction.</p>	<p>One bubble at a time from Year 3.</p>	Easter	8:35-9:00	
Year 4	<p>Learning behaviours.</p> <p>Maths SEND to ensure QFT – number focus.</p> <p>Reading and writing ARE to ensure remain/become on track.</p> <p>Girls maths.</p> <p>Low attainers for maths.</p> <p>Low attainers for reading.</p>	<p>Learning behaviour project (20 mins)</p> <p>Maths SEND focus group.</p> <p>Reading and writing as per year group planning and adapted for children’s needs when appropriate.</p>	<p>3 x 30 min slots</p> <p>Low attainers maths children focus on Year 3 4 operations.</p> <p>Girls’ maths – pre teach for the week.</p> <p>Low readers – 3w/3s Use of reading toolkit and domain cards to improve inference and select and retrieve. Use class book. Consolidate Monday’s learning if needed.</p>	<p>Teacher meet at ramp on playground. Children to leave classrooms via Year 4 fire exits. Travel in bubble. Use Year 3 door to enter – be mindful of RC.</p>	Easter	2:50 – 3:20	
Year 5	<p>Learning behaviours.</p>	<p>Learning behaviour check in (15 mins)</p>	<p>1 x 1 hour 1 x 30 mins</p>	<p>One bubble at a time from Year 5.</p>	Easter	12:15-12:45	

	<p>Ensure children who are not on track (from ECC and Teacher judgement of performance in lockdown) 'catch up'.</p> <p>Maths focus – children who are not on track.</p>	<p>Reading/writing/Maths as per year group planning and adapted for children's needs when appropriate.</p>	<p>Maths – place value and 4 operations – Year 5 objectives.</p> <p>Learning behaviour project</p>				
Year 6	<p>Bespoke provision for children who have little/no engagement with virtual learning.</p>	<p>Reading/writing/Maths as per year group planning and adapted for children's needs when appropriate.</p>	<p>Reading/writing/maths catch up.</p> <p>Maths objective focus from GC – LH to inform TEACHER of objectives to pick up.</p> <p>Multiples, factors, primes.</p> <p>Starter: times tables pick up (number link boards)</p> <p>Reading – stand-alone book study with a focus on comprehension especially inference. Use reading toolkit/domain cards. 'The Giant's Necklace'.</p> <p>Writing – linked to book study to make the most of the short timings for the afternoon. Focus on figurative language.</p>	<p>Teacher meet outside Year 5 classrooms (car park side). Children leave via their fire door (LSA to help deliver if needed). Use Year 5 door to enter school – be mindful of SS.</p>	Easter		
							Cost Paid through Covid Catch Up £30,400
							Cost paid through school budget £3,449
							Total Budgeted Cost £33,849