

# St Paul's CofE Junior School - Covid Catch-Up Strategy 2020 - 2021

## Summary information

Total number of pupils:	375	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£30,000		

## Guidance

### What catch-up funding is for?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and those from disadvantaged backgrounds.

The school funding allocation is calculated on a per pupil basis; mainstream schools receive £80 for each pupil from Reception to Year 11.

Schools receive funding in 3 tranches:

- Autumn 2020 – this payment is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.
- Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in Autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
- Summer 2021 term - a further £33.33 per pupil.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching over the previous months. School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

The approaches detailed in this plan supplement school improvement actions and strategies already planned for 2020-21 (based on EEF recommendations).

## 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 support strategies:

- **Teaching High quality teaching for all**
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development
- **Targeted academic support**
- High-quality one to one and small group tuition
- Teaching Assistants and targeted support Academic tutoring Planning for pupils with Special Educational Needs and Disabilities (SEND)

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	<b>Wider strategies</b> <ul style="list-style-type: none"><li>• Supporting pupils' social, emotional and behavioural needs</li><li>• Planning carefully for adopting a SEL curriculum Communicating with and supporting parents</li><li>• Supporting parents with pupils of different ages Successful implementation in challenging times</li></ul>
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## Identified Impact of Lockdown

Maths	Specific content from the previous academic year has been missed, leading to gaps in learning. Teacher assessment showed a significant decrease in the number of pupils at the expected standard for their age with significant gaps in understanding. 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 and reasoning assessments through the poor application of knowledge to problem solving.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however, they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who maintained writing throughout lockdown are less affected, however those who evidently completed fewer assignments 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	Decrease in attainment but not as significant as seen in Writing and Maths, perhaps because more children were able to access reading during lockdown. This is something that was more accessible for families and required less teacher input.
Foundation Subjects	There are now some gaps in knowledge, where whole units of work have not been taught. This means that that children may not always have the pre-requisite knowledge when learning something new and are, therefore, less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences such as trips, visitors and memorable curriculum moments.

## Our Strategy

At St Paul's Junior School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used diagnostic assessments of both children's academic and personal development needs to inform our decisions.

### Our overall aims:

- To promote a holistic approach to the development of pupils' social, emotional and behavioural well-being.
- To reduce the attainment gap between the disadvantaged pupils and their peers: *"Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some form of support will be particularly beneficial to the disadvantaged"*. (Covid -19 Support Guide for Schools- June 2020).
- To raise the attainment of all pupils to close the gap created by Covid-19 and school closures.

### Our Core Approaches:

- **CPD on quality first teaching.** 'Great teaching is the most important lever we have to improve outcomes for our pupils.' Kevin Collins (Education Recovery Commissioner)
- **Focus on accurate, low -stake formative assessment and effective feedback** to determine how to most effectively support our pupils on their return to school. Every pupil will have been affected differently by Covid-19. Time needs to be set aside to enable teachers to re-establish relationships and routines and assess pupils' wellbeing and learning needs to enable effective support. Such assessments will also identify those pupils who are unlikely to catch up with the consolidation lessons planned and require additional help.

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- **Targeted academic support** for those pupils who have been most severely affected by school closure. Extensive research and case studies (EEF recommendations) show that high-quality one to one or small group tuition is an effective catch-up strategy.
- **On-going CPD and support for staff on promoting well-being** and identifying effective social, emotional and behaviour strategies.

## Planned expenditure for academic year 2020 - 2021

Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How impact will be measured.	Staff lead	When will you review this?
A series of staff meetings and CPD focusing on evidence based quality first teaching strategies.	<p>A planned programme of CPD will ensure quality first teaching for all children. All teaching across the school will be at least good.</p> <p>Staff plan effective lessons considering metacognition, working and long-term memory, effective questioning, modelling and feedback.</p> <p>Pupils are provided with an opportunity in every lesson to reflect on what they have found difficult and why, and teachers use this to inform subsequent planning and scaffolding of future learning.</p> <p>Feedback is effective, making next steps explicit for each pupil and progress is evident.</p> <p>The use of manipulatives in Maths ensure that children are able to use concrete aids to build their understanding of abstract topics.</p>	<p><a href="#">DfE's catch-up premium guidance</a>  <a href="#">And EEF's COVID-19 support guide for schools both state</a>  <a href="#">QFT has the biggest impact on pupils' attainment.</a></p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	<p>Analysis will show whole class gaps filled.</p> <p>Individual data such as book looks, assessments, pupil conferences demonstrate improved conceptual understanding and effective application of skills.</p> <p>Pupils can talk with confidence about their learning and there is evidence in the classroom that metacognitive strategies are explicitly taught and embedded in all subjects areas.</p> <p>Maths outcomes do not widen because of covid and evidence of outcomes continue to improve across the school.</p>	JT SR NB JC CB	End of Summer Term 2 2021
Develop the confidence of all classroom based staff in the use of low-stake formative assessment.	<p>Ongoing diagnostic assessment is used to identify whole class and individual gaps in understanding and planning is appropriately adjusted, to enable concepts to be revisited.</p> <p>Primary Impact grids in all three areas will be used as an ongoing diagnostic tool to shape future learning.</p> <p>Low stake 'retrieval practice', quiz style, assessments in maths are used to identify next steps.</p> <p>Pobble is used consistently across the school as a moderation tool to assess learning.</p>	<p>Research shows low stake assessments have biggest impact in moving learning on.</p> <p><i>Kings Research School 2018 and Research carried out by Roediger, Putman and Smith (2011)</i></p>	<p>Observations and drop-ins indicate good levels of scaffolding and challenge.</p> <p>Assessment data from Primary Impact grids used to adjust teaching and units of work, to ensure the needs of all pupils are met.</p> <p>This approach will support in closing gaps in R/W/M.</p>	JT SR CB JC	End of Summer Term 2021
				Total budgeted cost: £0	
<b>Targeted support</b>					

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Action	Intended outcome	What's the evidence and rationale for this choice?	How impact will be measured.	Staff lead	When will you review this?
One to one and small group tuition with experienced teacher.	<p>Gaps in learning are closed through the use of small targeted group work with an experienced teacher.</p> <ul style="list-style-type: none"> <li>17 x Y6 pupils, 3 sessions per week – Writing - April until July</li> <li>18 x Y5 pupils, 3 sessions per week – Maths - April until July</li> </ul> <p><b>Total Cost £13, 336.</b></p> <ul style="list-style-type: none"> <li>17 x Y4 pupils, 3 sessions per week – Writing - for July</li> <li>8 x Y4 pupils, 3 sessions per week – Maths – for July</li> </ul> <p><b>Total cost £2871</b></p> <p>Lost learning, misconceptions and attainment gaps diminished by increasing Learning Mentor support every afternoon in each year group.</p> <p>Y3 – 10 hours, Y4 – 10 hours, Y5 – 10 hours, Y6 – 10 hours</p> <p><b>Total Cost £15,639</b></p> <p>Primary Impact Grids and low stake assessments used to identify pupils and address</p>	EEF research shows small group and one to one interventions can be highly effective. <i>“Putting Evidence to work”</i>	<p>Pupil feedback- how do they feel the sessions are supporting their learning?</p> <p>Evidence skills covered in sessions transferred to classroom.</p> <p>Target Tracker shows attainment gaps diminished.</p> <p>Vulnerable learners begin to make accelerated progress</p>	SR CH Learning Mentors	
			Total budgeted cost: £31, 846		
Wider Strategies					
Action	Intended outcome	What's the evidence and rationale for this choice?	How impact will be measured.	Staff lead	When will you review this?
CPD to promote pupil mental health and wellbeing through implementing effective SEL strategies.	<ul style="list-style-type: none"> <li>Pupils reconnect with each other and staff and positive learning behaviours are re-established.</li> <li>Whole school has a calm, safe and purposeful learning environment.</li> <li>Pupils demonstrate resilience towards their learning.</li> <li>Wellbeing Reading List shared with staff and strategies used within classrooms.</li> <li>Follow up Training on the Zones of Regulation.</li> <li>Calming tools are explicitly taught and practiced for 20 minutes at least twice a week.</li> </ul>	EEF evidence: <i>“Improving social and emotional learning in Primary School”</i>	Evidence in classroom that Zones of Regulation are used effectively. Pupils feel confident to tackle new challenges and demonstrate resilience. Pupils are able to talk about their emotions and the different zones. Monitoring, regular opportunity for review and discussion. Nurture assistants notice improvement in pupil’s wellbeing.	JT LW SR	End of Summer 2 2021
			Total budgeted cost: £250		

**Total budgeted cost of this strategy - £32,096**