



# DRONFIELD JUNIOR SCHOOL

## Catch-Up Premium Plan

### Summary Information

Academic Year	2020 - 21	Total Catch-Up Premium budget	£29,360	Total Number of pupils	367
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### 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 Year R (Reception) through to Year 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

[www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support](http://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support)

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 [Covid-19 support guide for schools | Education Endowment Foundation | EEF](#) 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; quality first 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

Identified Impact of lockdown	
Reading	Some children's opportunities to discuss a wide, rich range of longer reading texts both fiction and non-fiction was hindered by the Covid-19 lockdown. There were fewer opportunities to infer 'out loud' and be challenged and questioned by the peer group. Reluctant readers were less inclined to read outside work set and reading for pleasure was not entered into. The gap has widened between those who have read frequently and those who have not. Some of our youngest children's ability to decode fluently has been disrupted, often due to a poorer understanding of phonics and in particular phonics sounds taught, and/or developed specifically in the Summer Term.
Writing	Children's stamina for writing has decreased. A number of children have lacked pace and fluency in their writing alongside a reduction in the amount of writing they are producing within a specified time frame. Handwriting and overall presentation has declined as well as a focus on spelling and punctuation.
Maths	Children engaged well with the procedural Maths that was set for home learning, less so with the reasoning and problem solving. Where children did not engage, Maths topics, especially over the Summer term show gaps in knowledge and understanding of mathematical concepts and procedures. An increase in the number of children who need to build their resilience in Maths and show more perseverance when tackling reasoning and/or problem solving tasks. Generally multiplication knowledge has a similar profile across the school (parents of Y2 children to be Y3 in September were given a log on to TTRockstars to support transition.)
Behaviour and Attitudes	The number of children with poor concentration levels has increased. Some children are significantly fatigued throughout the school day whilst others tire quickly after lunch. Some children lack perseverance and give up easily if learning is not easily acquired. Levels of resilience have declined. An increased number show distracted, and distracting behaviours.
Personal development (inc social, emotional Health and Wellbeing)	Some children's social skills show a lack of development and maturity. Some year groups have significant social difficulties, show rough, sometimes aggressive, play and find it difficult to sustain relationships. They encounter more friendship conflicts and are less able to resolve them. Some children have become more anxious, particularly in terms of separating from parents / carers at the school gates. A general increase in the number of children requiring emotional support including wider family bereavement, parents separating, families struggling during lockdown and 'new' families with social care involvement. Some children are wary of their surroundings in terms of cleanliness. Transition has been more difficult with Y3s finding it harder to settle than in previous years (most of these children have not been in school since 23 <sup>rd</sup> March 2020 and the year group were not one that the DfE prioritised during wider opening in June 2020).

**Planned expenditure**

**i. Teaching and whole school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (when reviewed)	Lead by	Review date
<p>To re-introduce regular reading routines at home. To support regular reading in school and reading for pleasure. To encourage children to comment, question and analyse a text.</p>	<p>Increased TA hours to support 1:1 reading in school and phonics. On-going assessment to support 1:1 reading. Small group comprehension activities. Small group phonic work. Virtual library. Further develop digital support for reading. Whole school initiatives to target reading and particularly reading for pleasure. (£2000)</p>		<p>LF IR Year Group Team Leaders</p>	<p>Dec 2020 April 2021 July 2021</p>
<p>To build writing stamina, pace and fluency. To use a neat cursive handwriting style. To focus on presentation of work. To address gaps in spelling knowledge. To revise and build on the understanding of punctuation to demarcate a text.</p>	<p>Use of The Write Stuff programme to examine effective ways to teach writing composition, integrating teacher modelling, supported practice and opportunities for independence. Use of Clicker Docs to build basic punctuation for some children. Whole school initiatives to target writing for pleasure. (£2000 including resources)</p>		<p>IR LF Year Group Team Leaders</p>	<p>Dec 2020 April 2021 July 2021</p>
<p>To identify gaps in Maths, particularly in Summer Term Maths topics and address these through quality first teaching. To ensure that all children have retained their mathematical vocabulary. To build resilience and perseverance with reasoning and problem solving tasks.</p>	<p>White Rose teaching videos. White Rose workbooks – as these link with White Rose planning, using these will eliminate the need for printing independent work activities at home or at school. White Rose include reasoning and problem solving within their independent activities. Review and revision of topics taught over the Summer Term – opportunity to go deeper for some children whilst securing the basics for others. Whole school initiatives to target Maths. (£3500)</p>		<p>Year Group Team Leaders</p>	<p>Dec 2020 April 2021 July 2021</p>
<p>To identify gaps in children’s reading, spelling, maths and science knowledge and understanding through diagnostic assessment, and address these through quality first teaching.</p>	<p>Online reading tests (New Group Reading Test (NGRT), New Group Spelling Test (NGST), Progress Tests in English, Maths and Science. (£5040)</p>		<p>NT Year Group Team Leaders</p>	<p>Dec 2020 April 2021 July 2021</p>

**Planned expenditure**

**ii. Targeted approaches**

Desired outcome	Chosen approach and anticipated cost	Impact (when reviewed)	Lead by	Review date
Through diagnostic assessment, gaps in children's mathematical knowledge and understanding are identified and addressed with a tutor on a 1:1 basis as part of a personalised programme	Personalised Maths programme from Third Space Learning. Initially allocated across school on a needs basis from formative assessment to start in January 2021. (Spring Term: 20 pupils x £220 per pupil per term = £4,400 Summer Term: 10 pupils x £220 per pupil per term = £2,200)		NT	April 2021 July 2021
Parents able to access further Maths resources to support areas of Maths where child needs further support or to support areas of Maths where child needs extension activities or would like to do further Maths for pleasure	Third Space Learning Maths home resources. Parents given log on details. This is part of the support offered to the school as part of purchasing 1:1 personalised programmes.  (No cost)		NT	April 2021 July 2021
1:1 and small group interventions are identified and targeted to support specific learning in English and Maths. Where dyslexia screening shows child is at risk, this is addressed by using dyslexia-friendly strategies in the classroom	Read Write Inc (to support further phonics acquisition). Clicker Docs (to support writing) – initially 5 licences to extend if successful. 2 by 2 (to support basic number bonds). Lexia (to support reading and spelling). Inference Reading (to support higher order reading skills). Pre-teaching and post-teaching in Maths. Purchase of LASS (a Dyslexia screener for children age 8 – 11 years 11 months) (£5000)		TAs in year groups and overseen by year group staff	Dec 2020 April 2021 July 2021
1:1 and small group interventions are identified and targeted to support emotional health and wellbeing and building relationships	Trauma informed strategies, ELSA programme, Lego Therapy, Positive Play, Circle of friend. Further interventions are sourced or Mental Health TA is trained to deliver them. Increased TA hours to meet demand. Mental Health TA to coordinate other TAs working in these areas and support where applicable. Online assessment Pupil Attitudes to Self and School to be purchased. (£1500)		RH	Dec 2020 April 2021 July 2021

**Planned expenditure****iii. Wider Strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (when reviewed)	Lead by	Review date
Children to be supported with stationery and packs of work for home learning if printing these causes difficulty. Children to be supported with a DfE laptop if no device at home is available. No child disadvantaged by lack of device, limited wifi or limited printing resources.	Limited number of DfE laptops available on request with priority given to children in receipt of Pupil Premium. Vodaphone have donated SIMS data cards for parents of children in receipt of Pupil Premium so online learning can take place using mobile devices. Learning packs printed and available on request. (DfE laptops – no cost. SIMS data cards – no cost. Printing of learning packs £500)		Year Group Team Leaders NT KM LC	Dec 2020 April 2021 July 2021
Teachers have appropriate up-to-date technology to allow them to facilitate teaching from home and to support home learning (if needed)	Ensure laptops have webcams and have enough RAM to allow for effective delivery of lessons if home learning is needed in case the teacher and/or a bubble has to self-isolate. (Cost £1500)		NT DC	Dec 2020 April 2021 July 2021