

Oakwood Junior School



Covid 19 Catch-Up Premium and Curriculum Expectations 2020 - 2021

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. The Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group support
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- **Ofsted** will conduct interim visits to schools between **28 September and December 2020** and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

Catch-up Premium Plan

Number on roll (total)	356	Allocated funding (Catch-Up)	£28,480
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Issues identified in September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)
Literacy skills (Year 3 pupils entering school with large gaps in phonics / reading knowledge – not confident with Phase 5 Letters and Sounds)
Gaps in wider curriculum skills as identified by each teacher e.g. PE, Art etc
Preparing the school for further home learning needs (e.g. a second lockdown / self-isolation episodes for individual pupils)
Ensuring all students can access online learning at home or paper copies of learning to be provided
Gaps in knowledge that have appeared between March and September 2020 (as identified through baseline assessment in Term 1)
Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
Understanding T&L strategies within the 'new normal' way of teaching i.e. teacher competence with online programs and technology to deliver the teaching and learning.
Maintaining a high attendance % for all students is a priority
Wellbeing: Students adjusting to the new school routines and structures
Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
Ensuring parental engagement levels are maintained during the 'virtual meeting' era

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
3	Intensive focus upon phonics and reading. Phonics training for new teachers and support staff.	Identify the ability of all students so that planning can be aimed towards gaps.	£1500
Whole school	The 'no more marking' policy to be introduced by all teachers across the school, for Writing.	This will provide teachers with the opportunity to set whole class targets in Writing. This will inform the creation of formative planning in Writing from November 2020.	£1500
Whole school	Purchase PIRA tests for Reading for all pupils	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having	£ 1196
All classes	Purchase additional tutor reading book sets to broaden the menu of books available	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Pupils are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and lead on the 30 minute daily reading programme. Children are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£ 1250
All classes	Modification of tracking system 'O'track to enable accurate recording of assessments. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom	£800
All classes – every lesson	No students to miss learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge.	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	£0
All classes	Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all curriculum content. Use of Smart notebook for planning to enable teaching and learning to be seamless. (All teachers trained to enable this)	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way – adaptation of Smart notebook files via formative assessment.	£200

All classes	Interventions to be bespoke and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching. Teachers to plan the intervention rota and ensure pupils not missing out on their learning in lessons.	Interventions should plug gaps in subject knowledge and prepare pupils for next stages of learning.	LKS2 £2400 (TA support until Apr '21) UKS2 £ 2500 (TA support until Apr '21)
All pupils	Assess which pupils in all years have a computer and access to the internet at home; Demonstrate all the online programs that we will use during Remote learning, to the children to encourage familiarity.	This will allow pupils to easily navigate all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£0
All year groups	Purchase revision guides for all students in R/W/M to ensure independent work can be completed at home. Use of 'Power Maths' books at home	Children will be able to access the same topics in key areas, as children learning in school.	£ 2500

All classes	Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely	This will mitigate against potential staff absence and enable whole class marking / feedback. These will also support high quality T & L, as they will enable staff to model from the front (staff cannot move around freely.)	£700
All classes	Purchase new sets of mini whiteboards and pens for all pupils in school.	This action will enable staff to gauge the understanding of all pupils in the classroom, without having to walk around the classroom	£ 2000

For all pupils self-isolating	Appointment of Remote learning teacher, 4 days per week with average of between 15 – 18 pupils weekly.	The teacher will contact all pupils / parents via phone to enable independent learning at home and thus improve pupil progress when it comes to key assessment points. Pupils have access to online programs to enable learning; learning is bespoke as teacher will differentiate for pupils and plan further work based on a work completion algorithm. Staff and pupils will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of pupils' work then builds over time and interleaved practice and retrieval will be created e.g. Maths / Spellings.	£ 13,000
Remote learners	Remote learning teacher (RLT), to support pupils'/parents mental health by supporting via phone-calls and liasing with school re – any issues / concerns. RLT maintain spreadsheet of all communication with parents/pupils.	Parents and pupils are not isolated and have access to staff member and regular phone conversations. Mitigation of widening gaps between peers.	
Remote learners	Creation of RL class dojo class for all pupils to upload their work to enable marking. RLT to alert school staff for any pupil that needs paper copies of planning.	RLT to provide feedback and check for completion of work. All pupils' learning catered for.	
For RLT	Provision of laptop with internet access, teaching online programs and 'top-up' mobile phone	Home learning will improve the independence of our pupils, as well as support progress when it comes to key assessment points.	£1000

All classes	Teachers to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge pupils are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	Use of pupil premium grant to update tracking system.
Total Cost Allocated cost from catch up Grant			£30,546

Targeted Strategies

Year Group	Actions	Intended impact	Cost
All year groups	Direct leadership time from the SEND Lead to coordinate the intervention program for pupils who require catch up - use of individual class provision maps.	The pupils who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and January ROA - to be assessed at end of unit and end of term.	Within SEND lead budget
All year groups	Use of pupil premium to purchase online reading scheme, linked to Accelerated Reader. Also purchase of differentiated online program in line with Power Maths for pupils falling behind.		Use of pupil premium budget
All year groups	Access the National Tutoring Program to ensure additional targeted support is put in place for all students - start in January.	The pupils who benefit from the NTP will have their progress tracked at key assessment points such as end of term / unit assessments.	Use of school revenue.
All year groups	Deliver a full program of self-awareness / social-emotional support techniques during PSHE sessions.	Teaching revision relaxation techniques is a helpful way of mitigation mental-health issues and aid relaxation / mindfulness.	Use of Jigsaw program – Mental Health lead support.

£0, cost will be covered from SEND/ Pupil Premium funding

Wider Strategies

Year Group	Actions	Intended impact	Cost
All pupils	Incentivise improvements in attendance for students and parents. This can include food hampers for meals and financial support for uniform.	This will encourage pupils to attend and parent cooperation with attendance and could lead to an improvement in attendance figures. Also if parents know they can get subsidized for uniform this will encourage attendance/positive start to school for our parents who have no money	Funded via PPG
Specific identified pupils with CP issues	Pay for 3 hours weekly of counselling time	Having Safespeak counsellors will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties, or home situations. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£5000 from PPG
All parents	A new system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance and general well-being. More use of class dojo and each teacher has a mobile phone supplied by school.	To maintain communication between the school and the parents regarding all areas of children's progress and welfare in school.	£1500 from PPG
All pupils	Attitudinal survey to look at pupil attitudes to school to enable early intervention	To identify pupils who would benefit from a reengagement programme for their learning - via Learning Mentor.	£0
Specified pupils with CP issues	Art therapy to provide outlet for students who find verbalising ideas difficult	To provide pupils who struggle with engaging with counselling an outlet	£2500 via PPG funding
All parents	Set up a support helpline for parents to call if in need of help with homework or any other aspect of learning.	This will support learning conversations at home which will impact outcomes both academic and personal	£0
Total Cost Allocated cost from catch up Grant			£0



Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£30,546
Targeted	£0
Wider	£0
Total	£30,546
Allocation	£28,480

19 Catch-Up Premium

As a school, we have used our Pupil Premium Grant to fund the Targeted and Wider strategies – please refer to the document ‘Pupil Premium Strategy 2020 – 2021’ to gather further information concerning our expenditure in this area.

The two grants dovetail each other and support our vulnerable pupils and addresses gaps in learning. The ‘Catch-up’ grant mitigates further gaps from developing, as we have recruited a ‘Remote Learning Teacher’ who ensures all pupils in isolation have the tools / materials to continue with their learning.

Teachers share their planning on the ‘One-drive’ to enable the RLT to adapt the planning to all pupils’ needs.

Please also refer to the ‘Remote Learning Policy’ for further information.