

Folville Junior School COVID catch-up premium report. Sept 2020-Aug 2021

COVID catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
|--------------------------------|----------------|---|------------|
| Total Number of pupils: | 367 | Amount of catch-up premium received per pupil | £80 |
| Total catch-up premium budget: | £29,360 | | |

| STRATEGY STATEMENT |
|---|
| <p>At Folville Junior School we have high expectations from our pupils and in return we want to be able to provide a fulfilling and enriched learning opportunity to them all. We are a diverse school and recognise that many of our pupils may have learning barriers, which we are committed to help them all overcome, by providing the highest quality of teaching, using fully qualified and skilled staff who are experienced in teaching and supporting the needs of our pupils, in all aspects of school life.</p> <p>“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 forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)</p> <p>Our school priorities for use of catch-up premium are:</p> <ul style="list-style-type: none"> • Reading, Writing & Comprehension. • Development of spoken English for those children where English is an additional language, to support their understanding and comprehension. • Mathematics – closing the gaps of basic understanding of numbers, developing fluency of the addition strategy, whilst reinforcing the content from KS1 which is not in the KS2 curriculum where this would have been affected due to school closure. • Identify issues around all our pupils learning to best support their attainment. • Supporting vulnerable pupils with specialised counselling, helping with anxieties surrounding returning to school life and the long term effects of Covid 19. |

The core approaches we are implementing are:

- Training for staff to improve on their subject knowledge and sharing of best practice within their teaching and the classroom.
- Investment in IT, Supporting remote learning (google classrooms).
- Online reading books for pupils to develop reading comprehension at home and to bring enjoyment of reading to all or pupils and their families, aiding to over-come language barriers.
- 1-1 and small group tuition for those pupils who since returning to school are showing learning gaps, despite additional support in the classroom.

The overall aims of our catch-up premium strategy are:

- Identify issues around all our pupils learning to best support their attainment.
- To reduce the attainment gap between our disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Teaching:

All teaching staff are competent in the subject matter and fully qualified, using highly skilled and trained support staff, who are experienced in supporting the needs of the pupils.

Targeted Academic Support:

At Folville we recognise, where one to one or group tuition is needed to support individual pupils learning gaps, as a catch-up strategy tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback:

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support:

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

| BARRIERS TO FUTURE ATTAINMENT | |
|--------------------------------------|--|
| Academic barriers: | |
| A | High percentage of EAL pupils. Limited vocabulary is a barrier to accessing high level text and writing |
| B | Some of our pupils do not have access to online learning, due to the lack of technologies in their homes. Not all children were able to use the platforms used to support home learning, which consequently impacted on the quality of work they were able to produce. A small minority of parents have been anxious about their child returning to school as a result this is affecting attendance and further gaps in the child's learning, which requires even more catch-up support. |
| C | Some pupils have had a limited access to reading material during the summer term and therefore, their reading ages, may be lower than expected at the beginning of the autumn term 2020. |

| ADDITIONAL BARRIERS | |
|----------------------------|---|
| External barriers: | |
| D | Some pupils do not have access to devices which they can use for home learning, including access to the internet. |
| E | Language barriers. The school day forms a major part of a child's development and understanding, for many pupils in Folville Junior School, English is an additional language and limiting the exposure to spoken and written English, will prolong the child's language development. |
| F | Parental anxieties, keeping the child off school due to the parent's anxiety around Covid 19. |

| QUALITY OF TEACHING FOR ALL | | | | | | |
|---|---|---|---|----------|--|---|
| Action | Intended outcome and success criteria | Evident and rationale for this choice? | How will you make sure it's implemented well? | £ | Staff Lead | When will you review this? |
| Small group/1-1 tuition for those children who, despite high quality class teaching, are still falling behind expectations. Counselling support for emotional, wellbeing. | Reinforce learning gaps of missed education, due to school closure, to support the expected achievement of KS2 assessments. | 1-1 and small group interventions can have significant impact on pupil progress. Where possible this should not impact on other areas of the curriculum | Internal data and assessment results Book Monitoring Qualified Teachers delivering 1- 1 or small group catch up, weekly. | £16,360 | HT/DHT | |
| Training for all teachers – reading and mathematics assessments. | Teaching team confident in the reading and numeracy programs in school to support teacher assessment. | Teachers are best placed to know children's weaknesses and put in place specific actions to support them A strategy that improves the quality of teaching across the whole school will have wide ranging impact on teaching and learning beyond Covid-19 | Lesson observation in literacy and reading in each year group. Numeracy assessments and training to all staff, for bridging gaps and supporting pupils. Discussions in staff training and teacher days. | £1,000 | CW Literacy and Reading. CB Numeracy TLR for Teaching and Learning | Termly through assessment and though pupils book marking. |
| Total budgeted cost: | | | | | | £17,360 |

| TARGETED SUPPORT | | | | | | |
|--|--|--|---|--|--------------------------|---|
| Action | Intended outcome and success criteria | Evident and rationale for this choice? | How will you make sure it's implemented well? | £ | Staff Lead | When will you review this? |
| Funded additional TAs to release teachers to deliver targeted interventions/pupil conferencing | Gaps closed between Disadvantaged and not. Data will identify a gap of < % | Teachers are best placed to know children's weaknesses and put in place specific actions to support them | Monitoring staff use of time. Internal assessment systems. Book monitoring. | £7,000 | HT/DHT | During Pupil Progress meetings and book monitoring. |
| Purchase of specific software/ programs and resources, supporting the whole school to prevent bigger learning gasps. | | TLR to report and assess, feeding back in staff meeting a year group meetings. | Monitor the use of the programme. Tracking children through internal tracking systems Book monitoring and discussions with teaching staff | Myon Remote Reading £1365 Pandora Books Acc Reader Scheme books £842 Number Sense Subscription £335 Go Education – Interactive Screen - £1659 Adobe Creative Cloud £157 The Training Space £150 White Rose Maths £100 Other Learning £392 | Subject leads and HT/DHT | Termly and at the end of each interventions. |
| Total budgeted cost: | | | | | | £12,000 |

ADDITIONAL INFORMATION**Academic barriers**

When producing this report, the school consulted the following things to inform decisions:

- Staff feedback regarding engagement with remote learning and access to devices
- Device survey sent to whole school
- School context data
- Analysis of attendance records
- Class teacher assessments