



Biddick Hall Junior School – Catch-up Premium Strategy 2020 - 2021

Funding allocation (Mainstream Schools)

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 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](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Biddick Hall Junior School will use the funding for specific activities to support our pupils catch up for lost teaching over the previous months in line with the guidance on [curriculum expectations for the next academic year](#).

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up from September, 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. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Academic Year	2020-2021
Number of pupils in school YR – Y6	201
Catch-up Premium allocation (No. of pupils x £80)	15'840
Statement created by	M.Collinson

Identified Impact of lockdown

Wellbeing	Many children have likely experienced loneliness during lockdown and in particular, been affected by lack of physical contact with their friends, families and peers, and the boredom and frustration associated with a loss of activities they have been used to taking part in.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of the learning journey. Children still have an appetite for maths and lockdown has not affected their attitudes. Some recall of basic skills have suffered – children are not able to recall times tables and have forgotten once taught calculation strategies.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar and punctuation specific knowledge has suffered, leading to lack of fluency in writing. Those who did not write much during lockdown and the subsequent summer break have had to work additionally hard on writing stamina, accurate grammar techniques and improving their motivation due to lack of fluency in their ability to write.
Reading	Many children accessed reading during lockdown. This was something that was more accessible for families and required less teacher input.
Foundation Subjects	Children have missed a number of Experiences (whole units of work) 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...

Teaching and whole-school strategies

		Barrier	Desired outcome
Teaching priorities	A	<u>Home learning</u> . This is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Work is uploaded and completed successfully.
	B	<u>Well being and mental health</u> . The pandemic has put a huge strain on many children because of traumatic	PSHE to focus on wellbeing and mental health.

		experiences, social isolation, a loss of routing and a breakdown in formal and informal support.	Children have access to the necessary tools to improve their mental health and wellbeing Relax Kids Programme £1800
	C	Support great teaching . Subject leaders are aware of the impact of missed learning in their subject areas. Planning over time is adjusted to backfill knowledge gaps. Reduce workload for teachers. Specially produced remote learning resources support high quality home learning.	Subscription for staff to Twinkl website, Classroom Secrets, Maths UK, White Rose Maths, SPAG.com £1939.45
	D	Whole School Approach to Reading To sharpen The teaching and learning of reading further.	To ensure all pupils reading skills continue to improve Renew subscription to Reading Plus £7950 Replenish Accelerated Reading Books £1000
	E	Teaching Assessment and Feedback Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree of confidence and accuracy of assessments	Release time to undertake pupil progress meetings with parents. £1050
	F	Transition Support Children who are beginning their schooling at Biddick Hall Junior School have an opportunity to become familiar and confident with the setting before they arrive.	A virtual tour is available on the school website with messages from relevant staff.

Targeted academic support	G	<u>Small Group Tuition</u> Identified children that have gaps in their mathematical understanding will begin to be able to increase their understanding and thus close the attainment gaps.	Doodle Maths Lift Off Staff trained in its use £645.50
	H	<u>Small Group Tuition</u> Identified children that have gaps in their English ability will increase their understanding and thus close the attainment gaps.	Lexia Intervention £1827.00
Wider Strategies	I	<u>Supporting Parents and Carers.</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-schooling. Children have access to appropriate books in order that that they can all access learning.	Home learning books provided for all children. £165.50
	J	Due to children being indoors and less active during Covid isolation children's health and well being have decreased making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.	Children's fitness levels improve to pre-COVID levels and their health and well-being are improved
			TOTAL COST: £16'377.45 COVID Catch up Premium and budget.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	<p>CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use.</p> <p>Parents / carers are made aware of the platform and how it can support home learning.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced</p>	<p>Google Classroom as learning platform.</p> <p>Effective parental engagement supports learning.</p> <p>EEF Teaching and Learning toolkit</p>	<p>ICT support from SLA</p>		HT	<p>Google Classroom up and running as the school's online learning platform. Although there have been some teething issues around access at home, staff are able to provide online lessons using a mixture of live teaching, pre-recorded sessions and tasks to go with it.</p> <p>Google classroom used effectively during Spring lockdown. All classes using Google Classroom to hold live teaching sessions and set work for children. Remote education policy added to website.</p>
B	<p><u>Well being and mental health.</u></p>	<p>Childrens well being and mental health is addressed and routines established.</p> <p>Children feel more safe and secure and can talk about their issues in a safe</p>	<p>Follow Jigsaw PSHE Programme</p> <p>Relax Kids</p>	<p>£1800</p>		<p>PSHE co-ordinator</p> <p>DHT</p>	<p>All pupils on return in Autumn Term completed a week on wellbeing. PSHE curriculum taught weekly. Referrals made to Healthy Minds.</p> <p>Whole school participated in Children's Mental Health Week. Referrals made to Healthy Minds.</p> <p>Relax Kids programme to run for last half term of summer. Referrals made to Healthy Minds.</p>
C	<p><u>Support great teaching.</u></p>	<p>Subject leaders are aware of the impact of missed learning in their subject areas. Planning over time is adjusted to backfill knowledge gaps.</p>				Subject co-ordinators	<p>Initially after spending time on health and wellbeing. Children focused on English and maths and staff taught key objectives that children had missed during lockdown. Staff knew what the gaps were in relation to foundation subjects also and ensure these were plugged before teaching any new content.</p>

		Reduce workload for teachers. Specially produced remote learning resources support high quality home learning.					Maths science and technology week will enable staff to catch up on science units that they have missed during lockdown.
D	Whole School Approach to Reading	To ensure all pupils reading skills continue to improve	Renew subscription to Reading Plus Replenish Accelerated Reading Books	£7950 £1000	Starting points in the Autumn Term in both AR and RP	English lead	All children who could access RP did – initial assessment carried out to determine level. Star reading tests completed for AR Star reading tests completed for AR Termly reports for RP Staff focussed on where children are at Star reading tests completed for AR Termly reports for RP Staff focussed on where children are at. Final level achieved for RP and AR
E	Teaching Assessment and Feedback	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree of confidence and accuracy of assessments	Release time to undertake pupil progress meetings with parents. £1050	£1050	Baseline test using NFER from Summer of previous year	HT	All children undertook previous year group summer term test to get a baseline test Autumn term NFER test carried out at end of Autumn Term. Spring Term NFER test carried out in Spring Term. Summer Term NFER test carried out At end of Summer Term.

F	<u>Transition Support</u> Children who are beginning their schooling at Biddick Hall Junior School have an opportunity to become familiar and confident with the setting before they arrive.	New pupils feel comfortable and more relaxed about joining Biddick Hall Junior School.					Initial meeting with all parents and pupils outside at beginning of Autumn term
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Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	<u>Small Group Tuition</u> 1x 30 mins session a week on Doodle Maths Lift Off.	Identified children that have gaps in their mathematical understanding will begin to be able to increase their understanding and thus close the attainment gaps.	Doodle Maths Lift Off	£645.50	Starting level then checks throughout the programme.	DHT TA's TEACHERS	Children identified. Starting Level initiated. Work through programme. TA's trained in delivering the programme. Continue to work through programme assessing as they go. More identified children added. Gap is narrowed and children may be back on track.
H	<u>Small Group Tuition</u> Up to 3x a week depending on needs	Identified children that have gaps in their English ability will increase their understanding and thus close the attainment gaps.	Lexia Intervention	£1827.00	Initial starting level	DHT TA'S TEACHERS	Children identified who need to access this intervention programme Children continue to work through this programme – more children identified and added Children continue to access

Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
I	Supporting Parents and Carers.	Parents and carers feel more supportive in delivering home learning. Children have access to digital devices and books in order to complete their home learning.	Parent questionnaire were very positive indicating that they felt supported as did their children and were receiving a good level of home learning.	£165.50	Ensure all children have necessary resources needed	HT	All books prepared and a questionnaire sent out for devices in Autumn term. Children trained how to access Google Classroom. Cheat sheets stuck into home learning books and passwords needed. All books sent home with children. A letter sent out to parents at the start of lockdown reminding parents and carers of what was expected. Children to access online learning – be online for register every morning. If children not online then a phone call home was made.
J	Ensure that children’s levels of physical attainment are increased- due to children being indoors and less active it is even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life	Each child in school undertakes at least 2 hours of physical activity	EEF Teaching and Learning toolkit – Outdoor adventure Learning +4 Sports Participation + 2 Interventions which target social and emotional learning - SEL +4)	Real PE Scheme followed money used from sport premium to pay for it		PE lead	All staff providing 2 sessions of PE a week – one themselves and the other from Grassroots Ongoing

Governance – monitoring the effectiveness of the COVID Catch Up Premium Strategy

Governors involved: <ul style="list-style-type: none">- Full Board of Governors- Head Teacher					
Board meeting dates					
Autumn:	November 2020	Spring:	March 2021	Summer:	June 2021