



Minet Junior School

Catch- up plan premium

Summary information					
School	Minet Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£32,960	Number of pupils	412

Guidance
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Y3-Y6.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> Summer support
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Identified impact of lockdown

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still enjoy maths - lockdown has not affected their attitude. Recall of basic skills need strengthening—quick recall of addition facts, times tables and reminders around calculation strategies including fractions, decimals and percentages. This is reflected in arithmetic assessments.</p>
<p>Writing</p>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. First quality teaching is supporting this along with bespoke interventions eg. Freshstart</p>
<p>Reading</p>	<p>Reading was more accessible for families and required less teacher input throughout lockdown. However, children are less fluent in their reading, due to some language barriers and were disadvantaged by a lack of resources including ICT. Therefore, the gap between those children that read widely and those children that did not has widened.</p>
<p>Science</p>	<p>Specific content has been missed, leading to gaps in learning and knowledge of science and the world around them.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The core subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, resources are accessed regularly in Maths, English and Science to support.</p>	<p><i>Additional time for Maths/English/Science leads to research and support planning/monitoring of core subjects.</i></p> <p style="text-align: right;">(£500)</p> <p><i>Additional resources needed in Maths/English/ Science for interventions/ 1:1 and small group tuition.</i></p> <p style="text-align: right;">(£350)</p>		<p>HE</p> <p>SM</p>	<p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>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 in confidence and accuracy of assessments.</p>	<p><i>Complete termly tests and record assessments to identify gaps and to track performance. Completion of Target Tracker to analyse and forward plan. Staff meeting/PPA time to analyse data, moderate and identify gaps for classes and year group.</i></p> <p style="text-align: right;">(£1,000)</p>		<p>KG</p>	<p>Termly</p>
<p><u>Transition support</u></p> <p>Children who have joined from Minet Infant School or who are beginning their schooling with Minet Juniors to attend transition and induction groups with the Learning Mentor to help them settle quickly into new classrooms and routines.</p>	<p><i>Small groups to work with Learning Mentor around managing change, resilience, asking for help, rules in school/classroom, orientation and playground games/behaviour.</i></p>		<p>SE</p>	<p>Dec 20</p>
Total budgeted cost				£1,850

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will become more confident and any gaps identified in reading, writing or maths attainment will be closed. Children will meet expectation by the end of the academic year.</p>	<p>Identified children across Y3,4, 5 and 6 will receive 6 weeks of 1:1 or small group weekly tuition in English/Maths to fill gaps in learning and understanding.</p> <p>Teachers to complete start and end assessments to show progress in identified areas.</p> <p style="text-align: right;">(£6,111)</p>		<p>KR KG ELT</p>	<p>Half - termly</p>
<p><u>Intervention programmes</u></p> <p>An appropriate Maths and English interventions, such as read, write, Inc., Freshstart, Maths on track, Numicon to support those identified children in reinforcing their understanding of basic maths skills and application of number and phonics, reading, grammar and sentence structure. This will include EAL support.</p>	<p>Staff within phases are trained and are able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p style="text-align: right;">(1,000)</p>		<p>ELT</p>	<p>Termly</p>
<p><u>Mental health and well being</u></p> <p>Improved mental health and well being for identified pupils who have experienced trauma due to COVID.</p>	<p>Mental Health First Aid training for all teaching staff and ELSA training for support staff to be able to identify pupils who would benefit from mental health support and put known strategies in place.</p> <p style="text-align: right;">(£1,000)</p>		<p>RT</p>	
<p><u>Additional teacher in Year 6</u></p> <p>Smaller classes to support and target pupils with identified gaps and deliver new curriculum knowledge. SATs results to be in- line with/above National average and meet target setting % in reading, writing, maths and combined at expected and Greater Depth.</p>	<p>An additional teacher in year 6 to split into smaller classes to target teach identified gaps and new learning to prepare for end of Key Stage 2 tests.</p> <p style="text-align: right;">(£15,000)</p>		<p>KR KG</p>	<p>Ongoing</p>

Total budgeted cost **£23,111**

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Parents to be receive mental health and well-being, successful transition, home learning and behaviour strategies to support their children at home.</p> <p>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-learning.</p>	<p><i>Family Support Worker to hold 1:1 surgery times and bespoke workshops to teach and support parents with a range of strategies to support their children's needs at home.</i></p> <p><i>Additional online learning resources purchased, such as Education City to support children with reading, maths and science at home.</i></p> <p style="text-align: right;">(£1050)</p>		<p>WP</p> <p>KR RT CC</p>	<p>Ongoing</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities as well as access to 'Teams' to complete homework and set activities.</p>	<p><i>School has purchased laptops through LGFL for 127 PP pupils as well other children identified as not having access to any technology at home. The laptops have been given to complete homework on 'Teams' and are to be used to further support online access to resources for the children accessing extended school time – e.g. IXL, Education City, White Rose, Bug Club and Purple Mash.</i></p> <p style="text-align: right;">(£6,949) (£10,000 from PP grant)</p>			<p>Half termly</p>
				£7999
			Total budgeted cost	£42,960
			Cost paid through Covid Catch-Up	£32,960
			Cost paid through PP Grant	£10,000