

Oakfield Junior School: COVID-19 catch-up premium report 2020-2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	249	Amount of catch-up premium received per pupil:	£ 80 per mainstream pupil (231) £18,480 £ 240 per centre pupil (18) £4,320 Funding received to date £13,260 Balance remaining £9,540
Total catch-up premium budget:	£22,800 Schools should use the sum available to them as a single total	Schools will get funding in 3 tranches Autumn, Spring & Summer	

STRATEGY STATEMENT

- Funding will be used in a way that suits our cohort of pupils and their circumstances
- Funding will be used on specific activities which will help pupils catch up on missed education
- Evidence based approaches outlined in the Education Endowment Foundation (EEF) will be used to help catch up pupils
- Curriculum will be adapted to address lost learning and accelerate progress (academic and personal development) of vulnerable pupils or groups of pupils
 - SEND (mainstream & centre)
 - Pupil Premium
 - Off Track Pupils
- Home learning is highly effective and moves learning on
- Disruption to learning is minimized
- Interventions/Booster sessions will be used to help focus pupils catch up on missed learning.
- Additional teaching staff will be used to provide extra support in certain year groups
- The overall aims:
 - To reduce the attainment & progress gap between disadvantaged and SEND pupils and their peers
 - To raise the attainment & progress of all pupils and close the gap created by COVID-19 school closures

Barriers to learning

We have used the following data sources to help identify barriers to attainment & progress in our school:

- › Internal assessments (Pupil Asset & B-Square)
- › ELSA & Thrive (screening reports)
- › The EEF [families of schools database](#)
- › Staff, pupil and parent consultation
- › Pupil Progress meetings
- › Attendance & Engagement records
- › Guidance from experts (DfE, National College, SAfE, Better Governor, The Key for School Leaders)

In-school barriers (issues to be addressed in school)	
A.	Basic core English and Maths skills aren't developed. This slows progress and adds to the concern of vulnerable pupils (SEND/PP/Off Track) not meeting year group expectations in reading, writing and maths.
B.	Poor resilience skills of vulnerable pupils (SEND/PP/Off Track) impacting negatively on pupils academic progress, well-being and attendance.
External barriers (issues which also require action outside school)	
C.	Lack of life enriching opportunities, children have less developed social, moral, cultural and spiritual skills.
D.	Home environment factors (lack of parental support/experience with technology) impacts negatively on vulnerable pupils engagement in remote learning

Planned expenditure for current academic year

This is how we plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

[DfE's catch-up premium guidance](#)

[EEF's COVID-19 support guide for schools](#)

[effective action planning](#)

English Interventions					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Targeted academic support (reading boosters; whole class guided reading)	Reading skills are much improved and rapid progress in fluency and reading comprehensions is demonstrated on a termly basis	Some pupils had limited access to reading materials or support with reading during school closures and this has impacted negatively on their progress in reading	Experienced staff members used to deliver interventions (read write ink &) sessions. All staff have received comprehensive training	English Lead RC Teaching Assistant EW	Half Termly review
Total budgeted cost:					£4500

Maths Interventions					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To train Link Teachers and TAs in relevant programmes</p> <p>Becoming 1st Class@number (centre pupils)</p> <p>1stClass@number 1 (SEND centre & mainstream yr3)</p> <p>1st Class@number 2 (SEND mainstream yr3-4)</p>	<p>To support identified pupils (Off track/PP/SEND) to make faster progress and catch up with their peers in maths</p>	<p>Every Child Counts programme developed by Edge Hill University. Results from over 55,000 children in 4,000 schools</p> <p>Pupils who have received 1st Class@Number support have made an average Number Age gain of 13 months in only 4 months (over 3 times the expected rate of progress)</p> <p>Teachers who have used the programme have stated that 93% of children were more confident and interested in learning mathematics after 1stClass@Number</p>	<p>1st Class@Number intervention programme comprises of 24-30 sessions of approximate 30 minutes. Delivered in addition to pupils daily mathematics lessons</p>	<p>Jenny Mare/Helen Clarke</p> <p>centre TAs</p>	<p>Half termly review start Summer 2</p>
<p>To train Link Teachers and TAs in relevant programme</p> <p>Success@arithmetic number sense (pupils in year 3-5 who need support to understand the number system and become fluent with arithmetic facts)</p>	<p>To support identified pupils (Off track/PP/SEND) to make faster progress and catch up with their peers in maths</p>	<p>Every Child Counts programme developed by Edge Hill University Results from over 6,000 learners in over 1000 schools</p> <p>Pupils who received success@arithmetic support made and average number age gain of 13.5 months in 3.5 months (4 times the expected rate of progress)</p> <p>81% of learners achieved national expectations at the end of the year, despite not being originally predicted to do so.</p>	<p>Teaching Assistant delivers up to 30 forty-minute sessions. Delivered in addition to pupils daily mathematics lessons.</p>	<p>Debbie Willemse</p> <p>Mainstream TA & HLTA</p>	<p>Half termly review start Summer 2</p>
Total budgeted cost:					£2970

Additional Adult Support	
Teachers & Teaching Assistants are kept updated on the progress made by all pupils throughout the school but particularly those impacted negatively by COVID and their key barriers. They work hard to ensure planning and learning activities are designed/adapted to ensure accelerated progress	
SB HLTA full time staff member 5 hours per week English SEND (year 3) Booster Group and leads Thrive Sessions throughout school	£1918 per month Start April –July 2021 Total £7,672
EJ Teacher 5 mornings per week English & Maths (year 5) Booster Group	£1989 per month April-July 2021 Total £7,956
Additional Remote Learning Resources	
Resources Remote Learning Resources (English & Maths workbooks & Reading books)	£3500