

## Cockton Hill 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.

### Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

### 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 and trustees 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

Number of pupils in school Y3-Y6	225
Proportion of disadvantaged	53%
Catch-up premium allocation (No. of pupils x £80)	£18,000
Statement created by	R Trow E Stevens
Governor Lead	Malcolm Cresswell

**Context of the school and rationale for the strategy (with specific reference to the impact of COVID-19)**

The proportion of disadvantaged pupils supported through the pupil premium funding is well above average (53% – national 31%). Percentage of FSM pupils is 48%. The proportion of pupils with have special educational needs and/or disabilities is above average (19%).

Learning was provided for pupils both online and as a hard copy throughout partial school closures. A parental survey of home learning had mixed responses with barriers identified as: technological such as appropriate devices or internet capability and parental time available to support home learning especially with working families or families with more than one child. Children of key workers and children supported by social services continued to attend school. The maximum number of children who attended each day was 11. In addition to this 20 Y6 pupils returned when the school reopened for designated year groups.

Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based, or remote learning took place over the summer break. From a school management for point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed for teachers to come back with renewed energy and professional focus.

Upon re-opening on 2<sup>nd</sup> September 2020 we had a good response to children coming back to school. Overall attendance for Week 1 was 95.3% and 96.1% as of 19.10.2020.

Reports from parents said that some children had struggled to understand the situation, were worried for themselves and family members and had not seen friends for an extended period of time. Autumn assessments (White Rose for maths, NFER/Suffolk for reading) were completed. Autumn baselines which are summarised below showing proportions on track to meet end of year expectations:-

	Reading	Writing	Maths
<b>Year 3</b>	28.3	18.7	48.6
<b>Year 4</b>	53.2	44.5	57.4
<b>Year 5</b>	55	61.7	60
<b>Year 6</b>	42.9	32.1	41.1

From this data, the following objectives have been set. There are 3 LSAs in Year 3 to support rapid progress.

All year groups target pupils, who are working below ARE. Identified pupils will be targeted for catch up. Data below shows those children identified as high priority and medium priority for catch up intervention.

**Catch Up Data**

	Reading						Writing						Maths					
	Autumn		Spring		Summer		Autumn		Spring		Summer		Autumn		Spring		Summer	
<b>Year 3</b>	13	11	15	12	11	8	13	17	18	14	10	15	9	10	13	10	10	9
<b>Year 4</b>	10	9	11	12	6	17	8	8	8	13	5	15	6	6	8	12	5	18
<b>Year 5</b>	7	8	9	12	9	12	9	8	10	8	8	10	9	11	8	15	8	15
<b>Year 6</b>	15	8	19	9	11	17	11	10	8	24	6	20	12	12	12	17	12	17
<b>Total</b>	<b>45</b>	<b>35</b>	<b>54</b>	<b>45</b>	<b>37</b>	<b>54</b>	<b>41</b>	<b>43</b>	<b>44</b>	<b>59</b>	<b>29</b>	<b>60</b>	<b>36</b>	<b>39</b>	<b>41</b>	<b>54</b>	<b>35</b>	<b>59</b>
<b>Overall</b>	<b>80</b>		<b>99</b>		<b>91</b>		<b>84</b>		<b>103</b>		<b>89</b>		<b>75</b>		<b>96</b>		<b>94</b>	

High priority  
Medium Priority

	<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b> Further lockdowns/isolation periods may occur and for some pupils this may occur more than once. Impact on the structure of curriculum following periods of absence leads to gaps in knowledge and sequence of learning is disrupted.	Teachers are able to provide home-learning, which suits the needs of all pupils, through a combination of online and paper-based work. Online work should be easy to access through an online platform.
	<b>B</b> Pupil assessment and feedback to identify gaps or misconceptions in learning.	Frequent low stakes testing to improve pupil assessment and feedback. Teachers able to survey the learning landscape and assess and target gaps in knowledge. Blended learning approach.
<b>Targeted academic support</b>	<b>D</b> Some children did not access much home learning and as a result are working below ARE in Reading.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	<b>E</b> Some children did not access much home learning and as a result are working below ARE in Writing.	Children make rapid progress from Autumn term starting points.
	<b>F</b> Some children did not access much home learning and as a result are working below ARE in Maths.	Pupils make accelerated progress in maths from their Autumn term starting points.
<b>Wider Strategies</b>	<b>G</b> Barriers remain for families to access online content and new learning opportunities when learning is at home. Families have restricted access to devices.	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.
	<b>H</b> Lack of access to technology has been a barrier for many disadvantaged children.	To use technology to support teaching and learning, enhance pupil progress and ensure continuous provision in the event of lockdown/ isolation.
	<b>I</b> Wider experiences beyond school and the local area are inconsistent for some of our pupils.	Pupils' learning is enhanced through additional experiences.

**Teaching priorities for current academic year** i.e. Professional development

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	<p><u>Supporting great teaching</u> Staff supported through further resources provided to allow more successful home learning and work in school.</p> <p>To use technology to support teaching and learning, enhance pupil progress and ensure continuous provision in the event of lockdown/ isolation.</p>	<p>Children complete home learning more often. Work in school is supported by latest useful resources.</p> <p>Immediate access to remote education for pupils.</p>	<p>Home learning guide - EEF</p> <p>Pupils practising strategies and skills repeatedly, to develop independence.</p> <p>EEF: homework delivers an additional two months' progress.</p>	<p>Classroom Secrets £283</p> <p>White Rose Maths</p> <p>Technology - Chromebooks</p> <p>DfE devices for pupils.</p>	<p>Termly Assessments</p> <p>Parental survey Oct 2020</p> <p>Engagement data.</p>	<p>Teachers SLT MS RT</p>	<p><b>Autumn</b> Parental survey completed. Home learning packs completed by those self-isolating to ensure continuous provision.</p> <p><b>Spring</b> Engagement data showing learning engagement due to partial school closures (see Covid Engagement Spreadsheet). Staff across school able to access variety of resources to allow more successful home learning and work in school during partial school closures. Laptops provided when requested or as a result of parent survey on access to technology. Year 5 and 6 trialled reengagements with homework utilising online platforms (TTRockstars, Bug Club and Sumdog). Year 6 also using Google Forms for weekly homework linked to curriculum.</p> <p><b>Summer</b> Staff across school able to access variety of resources</p>

							<p>to allow more successful home learning and work in school during any periods of isolation.</p> <p>Laptops provided when requested or as a result of parent survey on access to technology.</p> <p>Year 6 alternated between maths and English basic skills tasks each week. Chn used Microsoft Teams so engage and seek support when needed. Some chn accessed paper copies where needed. Year 5 utilised online programmes to support home learning, some children also requested paper versions which were provided for children</p>
B	<p><u>Pupil assessment and feedback</u></p> <p>Gaps in knowledge and skills are accurately identified</p>	<p>Learning landscape is surveyed to assess gaps which can then be targeted, supporting the learning of all pupils and ensuring learning is securely embedded.</p>	<p>EEF: Feedback +8 months</p> <p>Small group tuition +4 months.</p>	<p>NFER £524.20</p> <p>White Rose Maths Assessments</p>	<p>Termly assessments</p>	<p>Teachers SLT RT</p>	<p><b>Autumn</b> LbQ trialled in school to assess usage and impact. NFER and White Rose assessments carried out to collect baseline data.</p> <p><b>Spring</b> On return to school post partial school closures teachers accessed a range of resources to use low stakes testing to identify gaps in knowledge and skills.</p> <p><b>Summer</b> Teachers continues to access range of resource (White Rose Assessments)</p>

							etc) to identify and address gaps in knowledge and skills. Summative assessment data used to track progress and attainment over academic year.
C	<u>Supporting great teaching</u> Training for all teaching staff on the immersive experience Now Press Play An annual subscription to Now Press Play to enrich the whole curriculum in the absence of school visits	Curriculum that captures the interest and enthusiasm of all learners across all areas of the curriculum. The foundation 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.	Some barriers to learning observed and evidenced are based around real life experience and aspirations. By ensuring all pupils can access and experience additional learning at CHJS pupils can draw upon personal experiences in their work and their aspirations are raised.	Now Press Play Subscription - £2485.20	Termly assessments  Observations  Pupil Voice	Teachers SLT RT	<u>Summer</u> Now Press Play trial and staff training session completed. Yearly subscription of Now Press Play purchased. Excellent feedback from both pupils and staff. Now Press Play experiences mapped out to long term curriculum map for staff to utilise in 2021-22 academic year.

**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)
D	<u>Intervention Programmes</u> Structured reading intervention to support rapid catch up of reading and comprehension skills.	Identified children make more than expected progress in their reading and comprehension ages	Research found an average of 9 months progress in 20 hours.	Reading Wise £2520	Suffolk Test  Termly Assessments  Covid Engagement Spreadsheet	Teachers SLT RT JC/VW	This will be measured by termly attainment outcomes and progress measures, against individual targets set in line with prior attainment. Use of NFER reading tests and Suffolk Reading test. (See NFER, Suffolk and Catch Up documents).  <b>Autumn</b>

	<p>Purchase of NFER tests for reading.</p> <p>Bug Club</p>	<p>Standardised tests provide reliable standardised and age-standardised scores to help staff confidently monitor attainment and progress.</p> <p>Children to have access to reading books offsite and using online platform to improve engagement in reading.</p>	<p>Evidence from the EEF suggests high quality standardised tests offer validity and reliability.</p> <p>EEF: reading comprehension approaches deliver an additional six months' progress.</p> <p>Bug Club research: After five terms of using Bug Club, pupils in the Bug Club programme were 11 months ahead of their expected age equivalent reading score.</p>	<p>NFER Reading Tests £524.20</p> <p>Bug Club Subscription £1099</p>	<p>Parent Survey – Reading at home</p>	<p>Baseline data collected in Autumn using NFER reading tests and Suffolk Reading tests. Teachers allocated children into group according to priority for catch up intervention. Children allocated to access Reading Wise intervention. Due to start in Spring 2a but on hold due to partial school closures. Reading Wise training carried out by whole staff.</p> <p>Spring Subscription to Bug Club made following parent survey so that all pupils have access to quality texts whether onsite or offsite. Covid engagement spreadsheet and Bug Club reporting shows engagement with this resource during partial school closures. Additional reading has been timetabled and a greater emphasis has been placed on reading skills as part of our recovery programme. Priority children began Reading Wise intervention. Baseline assessments collected (see Reading Wise Data). Use of additional teacher to supported reading skills during a reading session in Year 4 with identified pupils.</p> <p><u>Summer</u> End of year data collected showing progress in reading (see assessment data). Reading vendor purchased to celebrate reading across school and provide reading for pleasure.</p>
--	--	--	--	--	--	---

							Data following Reading Wise collected (see Reading Wise Data) and demonstrated a positive impact of both decoding and comprehension.
E	<p><u>One to one and small group tuition</u> Children's basic writing skills are improved through regular practice.</p> <p>Children's spelling improves through regular practice.</p> <p>Children write at length across the curriculum.</p> <p>Targeted support where need identified</p>	Children make good progress in writing from their starting point	EEF: Small group tuition +4 months.	A teacher for a full day for Spring and Summer £5641.80	Termly Assessments  Comparative Marking	Teachers SLT RT JC/VW	<p>This will be measured by termly attainment outcomes and progress measures, against individual targets set in line with prior attainment. Use of Comparative Marking, termly spelling assessments, teacher assessments and evidence in books.</p> <p><b>Autumn</b> Baseline data collected in Autumn using teacher assessment. Teachers allocated children into group according to priority for catch up intervention.</p> <p><b>Spring</b> Additional staff to release teachers to target 1:1 and small group teaching with identified pupils. On hold due to partial school closures. During Spring 2b intervention group led by teachers carried out with identified pupils from Year 5 and 6.</p> <p><b>Summer</b> End of year data collected showing progress in writing.</p>
F	<p><u>One to one and small group tuition</u> Separate basic skills session and 3x basic skills starters each week.</p>	Children make good progress in Maths from their starting point. To maximise progress rates, focusing on	EEF: Small group tuition +4 months.	Classroom Secrets £283	Termly Assessments	Teachers SLT SSM RT	This will be measured by termly attainment outcomes and progress measures, against individual targets set in line with prior attainment.

	<p>Maths Mastery activities enabling all learner to attempt fluency, problem solving and reasoning questions</p> <p>Targeted support where need identified through school academic mentor</p>	gaps and misconceptions in learning.		Academic Mentor contribution £3000		<p>Teachers and mentor will collaborate to review the impact of their work towards this regularly in between the main data capture points.</p> <p><b>Autumn</b> Baseline data collected in Autumn using White Rose assessments. Teachers allocated children into group according to priority for catch up intervention.</p> <p><b>Spring</b> Academic mentor working in school from Term 2a. Baseline data collected from target children. Post intervention data collected following UPKs2 intervention with academic mentor (see Academic Mentor Catch up evidence). Intervention groups from LKS2 set up to working alongside academic mentor. Baseline data collected from target children.</p> <p><b>Summer</b> Academic mentor continued work with children in LKS2 primarily focused around addition and subtraction and times tables fluency. Post intervention data collected following LKS2 intervention. (see Academic Mentor Catch up Evidence)</p>
--	---	--------------------------------------	--	------------------------------------	--	---

**Wider strategies** i.e. Behaviour approaches, mental health

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation ( <b>autumn, spring, summer</b> )
---------	--------	-----------------	-----------------	------	---------------	--------------------	--

G	<p><u>Supporting parents and carers</u></p> <p>To use technology and online platforms to support teaching and learning, enhance pupil progress and ensure continuous provision in the event of lockdown/ isolation.</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>Home learning guide - EEF</p> <p>Pupils practising strategies and skills repeatedly, to develop independence.</p> <p>EEF: homework delivers an additional two months' progress.</p>	<p>Bug Club Subscription £1099</p> <p>DfE devices for pupils.</p> <p>Now Press Play Subscription - £2485.20</p>	<p>Parental survey Oct 2020</p> <p>Engagement data.</p>	<p>Teachers SLT RT</p>	<p>Autumn term parental survey completed. Home learning packs completed by those self-isolating to ensure continuous provision.</p> <p>Spring term engagement data showing learning engagement due to partial school closures (see Covid Engagement Spreadsheet). Staff across school able to access variety of resources to allow more successful home learning and work in school during partial school closures.</p> <p>Laptops provided when requested or as a result of parent survey on access to technology.</p> <p><b>Summer</b></p> <p>Staff across school able to access variety of resources to allow more successful home learning and work in school during any periods of isolation.</p> <p>Laptops provided when requested or as a result of parent survey on access to technology.</p> <p>Year 6 alternated between maths and English basic skills tasks each week. Chn used Microsoft Teams so engage and seek support when needed. Some chn accessed paper copies where needed. Year 5 utilised online programmes to support home learning, some children also requested paper versions which were provided for children where needed.</p>
---	---	--	--	---	---	------------------------	--

H	<p><u>Access to technology</u></p> <p>To use technology to support teaching and learning, enhance pupil progress and ensure continuous provision in the event of lockdown/ isolation.</p>	<p>Children complete home learning more often. Work in school is supported by latest useful resources.</p> <p>Immediate access to remote education for pupils.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Home learning guide – EEF</p> <p>EEF: digital technology is associated with on average +4 months progress.</p> <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>DfE devices for pupils.</p> <p>Technology – Chromebooks</p> <p>Staff laptops</p>	<p>Parental survey Oct 2020</p> <p>Engagement data.</p> <p>Staff technology survey</p>	<p>Teachers SLT RT</p>	<p>Autumn term parental survey completed. Home learning packs completed by those self-isolating to ensure continuous provision. Staff technology survey completed.</p> <p>Staff provided with new laptops to ensure smooth transition to home learning.</p>
I	<p><u>Broaden Experiences</u></p> <p>To broaden the experience and aspirations for pupils.</p>	<p>Pupils' learning is enhanced through additional experiences. This impacts upon their learning by removing barriers around</p>	<p>Some barriers to learning observed and evidenced are based around real life experience and aspirations.</p> <p>By ensuring all pupils can access and</p>	<p>Now Press Play Subscription - £2485.20</p>	<p>Observations</p>	<p>Teachers SLT RT</p>	<p><u>Summer</u></p> <p>Now Press Play trial and staff training session completed. Yearly subscription of Now Press Play purchased. Excellent feedback from both pupils and staff. Now Press Play experiences mapped out to long term</p>

		experience and understanding of the wider world. Pupils are able to work from first hand experience and this can be seen in improved outcomes in writing.	experience additional learning at CHJS pupils can draw upon personal experiences in their work and their aspirations are raised.				curriculum map for staff to utilise in 2021-22 academic year.
--	--	---	--	--	--	--	---

#### Additional Information

- Current spend March 21 – £15,545.20
- Remaining catch up funding to be allocated based on emerging needs on return to school (8<sup>th</sup> March 2021).

#### Governance – Monitoring the effectiveness of the Strategy

#### Governors Involved: Full Governing Body

Committee Meeting Dates: 03.11.2020 23.02.2021

#### Autumn Summary:

- Initial discussion around parental feedback on views around remote learning and lost learning to shape future provision.
- Discussion around prioritising need across school and spend with a focus on reading.
- Technological needs based on context explored.
- Appointment of lead for COVID catch up spend shared.

#### Spring Summary:

- Governors were presented with a summary review of the initial catch-up premium spending
- Barriers and current planned spend shared
- Reading development key focus with premium spend on Reading Wise Intervention and online reading platform Bug Club
- Quality assessment using NFER Reading tests
- Academic mentor to support catch up in maths for target pupils
- Additional staff to release teachers to provide 1:1 and small group target intervention.
- Staff resources (classroom secrets) to support onsite and offsite teaching.

#### Summer Summary:

- Governors were presented with a summary review of the catch-up premium spending and statement showing impact so far
- Barriers and current planned spend shared
- Reading development key focus with premium spend on Reading Wise Intervention and online reading platform Bug Club
- Reading Wise shared an ongoing intervention but has showed positive response from both staff and pupils to date.
- Quality assessment using NFER Reading tests
- Academic mentor to support catch up in maths for target pupils – currently working in LKS2

- Additional staff to release teachers to provide 1:1 and small group target intervention.
- Staff resources (classroom secrets) to support onsite and offsite teaching.