



Catch-Up Funding Plan

Dereham Church of England Junior Academy

Summary information					
School	Dereham Church of England Junior Academy v1 26.11.2020				
Academic Year	2020-21	Total Catch-Up Premium	£31,440	Number of pupils	393

Guidance

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.

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	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 should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">➤ Supporting great teaching➤ Pupil assessment and feedback➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">➤ One to one and small group tuition➤ Intervention programmes➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none">➤ Supporting parent and carers➤ Access to technology➤ Summer support

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and meaning that there is more to cover in the course of this year if children are to 'catch up'. There is also forgotten/lost learning and we have to establish what needs brief revisiting in order to be remembered and what has been lost requiring more input. Children still have an appetite for maths and lockdown has not affected their attitudes towards this subject, however the gaps for many are evident.</p> <p>For some pupils, recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This was reflected in the PiXL palette/transition tests.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Generally, we have found that during lockdown if any learning tasks were missed, these were the writing elements, despite staff using various ways to include writing within the work set. We have also noted that many are writing in a more informal style and are struggling to include aspects of SPAG which they were previously using more efficiently. This has led to a lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Many children accessed reading during lockdown, but this is not consistent across classes or year groups. We have noticed that children are less fluent in their reading and the gap between those that read widely and those who didn't is now increasingly wide. In early reading assessments in Year 3 (our first year group) we noted that roughly 25 children had a reading age of 4.6 or less, which is concerning given this is 25% of the cohort.</p>
Non-core	<p>There are now gaps in knowledge, although topics were planned for during the lockdown period. Some children relished the topic work, undertaking additional learning tasks at home, meaning they may well have very secure knowledge, but for many there will be gaps in their knowledge 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 and powerful curriculum moments.</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>Supporting great teaching:</p> <p>The foundation subjects will be planned with increasing detail and consideration (especially in light of our curriculum improvement work, which has meant many topics/blocks are completely new this year) for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>CPD for TAs to ensure they are supporting learners effective in English and Maths</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. (15 classes x half a day)</i></p> <p style="text-align: right;"><i>(£1600)</i></p> <p><i>Release time for English/Maths SL (PP Funded - £600)</i></p> <p><i>Purchase additional manipulatives for lower KS2 and SEND chn in upper KS2.</i></p> <p style="text-align: right;"><i>(£1500)</i></p>		<p>BK/SD</p> <p>RB</p>	<p>March 21</p> <p>Feb 21</p>
<p>Teaching assessment and feedback</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>PiXL assessments and therapies used</i></p> <p style="text-align: center;"><i>(School Budget Funded £2800)</i></p>		SLT	July 21
<p>Transition support</p> <p>Children join the school from 3 feeder Infant Schools and not only do not know the school, but do not know the children they are joining with. There was no physical transition, although there was lots of information shared on our website. We want to ensure children have an opportunity to meet their teachers and become familiar with the school</p>	<p><i>A 2 day summer school was set up to support the transition of pupils from Year 2-3 at the end of the summer holidays. All TAs/ teachers from Year 3 staffed this. Weekly videos were also produced by the Year 3 lead to help to keep children and parents informed. Where possible holiday was taken early, but for those covering in Y6 bubbles this was not possible.</i></p> <p style="text-align: right;"><i>(£1843)</i></p>		KS/BK	Dec 20
			Total budgeted cost	£ 4,943 + £600 PP Funded and £2800 School Budget funded

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>1-to-1 and small group tuition</p> <p>Identified children will have significantly increased rates of reading fluency and understanding. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>Pupils in year 6 have less time in which to catch up and become secure within the key stage two curriculum. It is essential that these children have the relevant skills and knowledge required to begin High School.</p>	<p><i>We have signed up for a 'Teach First' English tutor to work with small groups and 1:1 to support English as required</i> <i>(£19,000 funded by the DfE + circa £4400 on costs)</i></p> <p><i>2nd tutor (as above)</i> <i>(£19,000 funded by the DfE + circa £4400 on costs)</i></p> <p><i>Qualified teacher to support groups of children from across year 6 with key areas for development as identified from teaching staff within the year group.</i> <i>(£4260 + £8518)</i></p>		KS/RGR	July 21
			KS/NW/SS	July 21
<p>Intervention programme</p> <p>Appropriate maths interventions support those identified children in reinforcing their understanding of basic maths skills and application of number. (see information below under parents/carers)</p> <p>Appropriate English intervention, such as Fresh Start, supports those identified in key areas of phonics and reading comprehension</p> <p>Appropriate online support such as Spelling Shed to support pupils working in school and remotely</p>	<p><i>Interventions are identified and purchased. Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>RWI Fresh Start is purchased and implemented in Year 5 for those children who need support with phonics.</i></p> <ul style="list-style-type: none"> <i>Training for 1 person (3 days remote) = £250 + VAT (inc release)</i> <p><i>https://www.ruthmiskin.com/en/training-event/MTUz/Njc4MjY/</i></p> <ul style="list-style-type: none"> <i>Fresh Start Resources (TBC) - Approx £1500</i> <p><i>Katie Atkins to be trained and responsible for the overseeing of RWI within the year group.</i></p> <p><i>Comprehension Express is implemented as a reading comprehension intervention in Years 3, 4 and 5.</i></p> <ul style="list-style-type: none"> <i>Resources - already purchased</i> <i>Training Time (£200)</i> <p><i>Purchase and implement use of Spelling Shed across the school</i></p>		RGR/RB	March 21

	<p>Cost = £336 (400 users)</p> <p style="text-align: right;">Total £2286</p>			
<p>Extended school time</p> <p>Identified children are able to access a weekly catch-up club for 6 weeks (to allow for 2 groups per year group over a 12-week period – 1hr per session). The attainment of those identified children improves and the effects of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>Booster/Catch up Club for English/Maths are run once a week for 6 weeks (2 x 6 weeks in total) to support progress of up to identified children. (Groups of up to 8-10 children) Costs to include resources/staffing.</p> <p>1hr of teacher – 0.5 planning time would be circa £540</p> <p>We will seek 2 x teachers per year group to run this across Y3,4 and 5</p> <p>£100 resources per year group</p> <p style="text-align: right;">Circa £3800</p>		SLT	May 21
Total budgeted cost				£23,404

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting parents and carers</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>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>MyMaths Price £339.00 +VAT</p> <p>TT Rockstars and Numbots Renewal (Feb '21) £167.90 (+ stats bolt on - deeper insight into performance £39.10) (Total £546)</p> <p>Use of White Rose videos to introduce and model learning concepts</p> <p><i>E-Book subscription to Oxford Owl to be purchased and communicated to staff, children and parents to further support children reading at home.</i></p> <p><u>https://global.oup.com/education/content/primary/series/oxford-owl/ebook-library/?region=uk</u></p>		<p>RB</p> <p>RGR</p>	<p>Feb 21</p> <p>Feb 21</p>

	<p><i>Cost = £350</i></p> <p><i>£546 funded by school budget + £350</i></p> <p><i>1 week home-learning paper packs are printed and ready to distribute for any children who can not access the Google Classroom. Additional stationery is purchased to send home where required.</i></p> <p><i>£500</i></p>			
<p>Access to technology</p> <p>Children have greater access to devices and Pupil Premium children have access to Chromebooks to support blended learning opportunities</p>	<p><i>140 Chromebooks purchased for the use of Pupil Premium children in school and at home. This will allow for greater access to learning materials at home as well as in school.</i></p> <p><i>£30,000 (Funded by Pupil Premium Funding)</i></p>			
<p>Summer Support</p> <p>NA</p>				
Total budgeted cost				£ 850
Cost paid through Covid Catch-Up				£29,197
Cost paid through other funding streams				£468,600
Cost paid through school budget				£9,436
Contingency £2243 - For additional Maths/Home Support intervention if required				