

Kirkstead Junior Academy

COVID Catch-up Premium Report



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	235	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£18,800		

STRATEGY STATEMENT

Priorities:

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

- Although autumn in-year data indicates that children are broadly on track to achieve ARE in line with national when compared to previous cohorts (Y5 67.8%, Y6 68.6%, Y3 72.1%, Y4 79.3%), gaps in writing need to be closed in order for children to achieve FFT benchmarked aspirational targets based on KS1 attainment. This is a priority area in the SIP.
- Although autumn in-year data indicates that children are broadly on track to achieve ARE in line with national when compared to previous cohorts (Y6 76.5%, Y5 76.3%, Y3 78.7%, Y4 81.0%), gaps in reading need to be closed in order for children to achieve FFT benchmarked aspirational targets based on KS1 attainment.
- Although autumn in-year data indicates that children are broadly on track to achieve ARE in line with national when compared to previous cohorts (Y6 62.7%, Y4 70.7%, Y3 80.3%, Y4 86.4%), gaps in maths need to be closed in order for children to achieve FFT benchmarked aspirational targets based on KS1 attainment.

Approaches:

High quality teaching for all

Focused CPL for teachers on effective lesson design and remote learning

Targeted training for staff on FFT

Recruitment of subject specialists

Core subjects and key pillars are being prioritised to ensure that gaps are closed

Development of a remote offer which closely mirrors in-school learning

Targeted academic support

Small group tutoring for identified children across KS2

Targeted phonic interventions for Year 3 children

On costs for 1 x Academic Mentor to be based in UKS2

Wider strategies

Purchase of technology to support keep up/catch up

Increase Pastoral Support capacity

The aim of this is to:

- Raise the attainment of children who have fallen behind due to the impact of COVID-19 so outcomes are in line with expectations by July 2021
- Reduce the engagement gap between disadvantaged pupils and their peers

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in learning as a result of school closure evidenced though comparison with the same cohort at the autumn 2019 and 2020 checkpoints e.g. 2019 Y5 Reading 5.9% below ARE, 2020 Y6 Reading 23.5% below ARE; 2019 Y3 Reading 10.3% below ARE, 2020 Y4 Reading 18.9% below ARE. Assessments show fluency and inference as barriers to learning.
B	Gaps in learning as a result of school closure evidenced though comparison with the same cohort at the autumn 2019 and 2020 checkpoints e.g. 2019 Y5 Writing 25.5% below ARE, 2020 Y6 Writing 31.4% below ARE; 2019 Y3 Writing 12.3% below ARE, 2020 Y4 Writing 20.7% below ARE. Assessments show grammar and vocabulary as barriers to learning.
C	Gaps in learning as a result of school closure evidenced though comparison with the same cohort at the autumn 2019 and 2020 checkpoints e.g. 2019 Y5 Maths 2.0% below ARE, 2020 Y6 Maths 37.3% below ARE; 2019 Y3 Maths 10.3% below ARE, 2020 Y4 Maths 29.3% below ARE. Assessments show calculation and fractions/decimals/percentages as a barrier to learning.

ADDITIONAL BARRIERS

D	Learning behaviours not fully established as a result of time out of school.
E	Changes in family circumstances which impacts on children's mental health and wellbeing
F	Increased need for pastoral care and support, both in and out of school for social and emotional wellbeing and mental health
G	Historic low attendance – average attendance from September 2019 – July 2020 - 92% (including first school closure period)

Planned expenditure for current academic year

January review and additions in purple.

Quality of teaching for all					
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?
Develop a recovery curriculum which diminishes the impact of the varied experiences caused by the Covid pandemic	The curriculum will be enhanced to ensure that children can articulate the key knowledge that is taught, whilst addressing gaps in learning.	EEF remote learning for pupils EEF high quality teaching for pupils with SEND A high-quality progressive curriculum is essential to ensure children have the key knowledge to progress during the next stages in learning.	SIP priority 2, 3 2020-2021 Range of planned monitoring in line with the SIP and monitoring timetable Medium term planning adaptations and celebration of learning displays Planning sessions (including PPA)	AB / BD / JK / MB	Throughout the year in line with monitoring timetable
Focused transition unit based around a shared text with a focus on SMSC and wellbeing	Transition back into school is well planned and managed which ensures children settle back into school life. Learning walks show that children have settled and are engaged in school life.	EEF Toolkit indicates Social Emotional Learning (+4 months). EEF Covid-19 Support Guide for Schools recommends prioritising transition. Annual transition arrangements (between year groups) could not be implemented to the same level as traditional years, with pupils returning from an extended period of time out of school, systems and wellbeing are likely to require further enhancement.	Learning walks with a focus on learning behaviours. Whole school display reflects the positive impact of transition and the high expectations placed upon the children. Staff meeting – start of year	Teachers JK	September 2020 March 2021

Additional core teaching incorporated into weekly timetables during Autumn term	Greater focus on core learning to allow children to catch up, so the full curriculum can be taught from summer 2021. School targets for 2020/2021 are achieved.	In line with DfE guidance, core learning catch up needs to be a focus as part of the recovery curriculum.	SIP priority 3, 4 2020-2021 Range of planned monitoring in line with the SIP and monitoring timetable Pupil progress meetings Class timetables	Teachers MB	14.12.20 Throughout the year in line with monitoring timetable
Further develop a language-rich school environment, celebrating aspirational writing	Profile of writing is heightened across the school, throughout all aspects of learning and displayed in classrooms as well as corridors. School targets for 2020/2021 writing are achieved.	Due to the school context, as well as the national lockdowns, children haven't been exposed to a language rich environment; by raising the profile of vocabulary and writing, the aim is to close this gap.	SIP priority 2, 4 2020-2021 Range of planned monitoring in line with the SIP and monitoring timetable. Learning environment Curriculum design CPL Subject lead feedback	Teachers English lead	Throughout the year in line with monitoring timetable
Range of focused CPD to support QFT: Lesson design (T&L LP) Curriculum development Teaching and Learning principles Phonics (English Hub) Remote learning	Learning walks/lesson observations show good teaching is evident and responds to the needs of all children. School targets for 2020/2021 are achieved.	EEF Covid-19 Support Guide for Schools agrees that great teaching is the most important lever schools have to improve outcomes for their pupils. FFT found strong evidence that explicit instruction, scaffolding , flexible grouping and metacognitive strategies are key components of high-quality teaching and learning for pupils	SIP priority 2, 3, 4 2020-2021 Range of planned monitoring in line with the SIP and monitoring timetable PVA T&L Lead session with FHP T&L LP Lesson design approach TA phonics training Teaching and learning matrix development Production of pupil-friendly lesson design models to support metacognition	CPD leads LW (T&L LP) CP (English Hub) BD	Weekly, in line with SLT and SI plan £390

Recruit 3 specialists in computing, music and modern foreign languages to ensure all lessons are taught by specialists in their field.	Specialist teaching ensures children receive a broad and balanced curriculum. Additional TA capacity to provide further opportunity for intervention.	Specialist teaching will further improve our curriculum offer, whilst providing an opportunity for teacher CPL (through observation of specialists). As a secondary benefit, TA capacity will be increased allowing more opportunity for targeted support.	SIP priority 3 2020-2021 Range of planned monitoring in line with the SIP and monitoring timetable. Pupil voice	Specialist teachers	26.03.21 21.05.21 16.07.21 £770 per week £11025 (costed to targeted support)
Recovery lessons (including WRM) address missing key progression knowledge	Gaps in prior learning are identified and addressed, allowing children to catch up, so the full curriculum can be taught from summer 2021. School targets (FFT informed) for 2020/2021 are achieved.	In line with DfE guidance, core learning catch up needs to be a focus as part of the recovery curriculum.	SIP priority 3, 4 2020-2021 Range of planned monitoring in line with the SIP and monitoring timetable Pupil progress meetings Gap analysis Progression documents	Teachers	4.01.21 26.02.21 Throughout the year in line with monitoring timetable
Establish and publish remote learning offer for all children.	All children can access remote learning when required from day 1. Remote learning closely mirrors school learning providing children the opportunity to keep up and catch up with their peers. Home Learning consolidates learning from the classroom.	We have been working in partnership with the FHP and a number of schools to refine our remote learning offer so that children required to isolate are not adversely impacted. Strong evidence is showing that connectivity with staff through remote learning is significant in developing the wellbeing of the child DfE Remote Education Good Practice EEF Toolkit indicates Primary Homework (+2 months).	SIP priority 2 2020-2021 Range of planned monitoring in line with the SIP and monitoring timetable Pupil progress meetings Remote learning offer is on the school website. Remote learning is evaluated using the DfE template	Teachers	25.02.21 Throughout the year in line with monitoring timetable

Remote provision mirrors in-school through lesson design, content and expectations	Children will receive Quality First Teaching which will allow them to make progress whether learning remotely or in school. Pupil voice shows children don't feel that gaps widen as a result of them accessing learning at home.	To minimize the impact of pupil isolation and school closures, provision must closely align to allow minimal disruption and transition between remote/in-school learning. EEF remote learning for pupils EEF remote professional development	SIP priority 2, 3 2020-2021 Range of planned monitoring in line with SIP and monitoring timetable Pupil progress meetings Parent and child voice Remote learning offer is on the school website. Remote offer is further refined working in partnership with FHT and attending Education Team briefings Remote learning is evaluated using the DfE template	Teachers	25.02.21 Throughout the year in line with monitoring timetable
Purchase additional resources to support remote learning.	Staff are equipped to deliver high quality teaching and learning remotely. Pupils have the resources they need at home to ensure they can access their learning.	We don't want technology/resources to be a barrier in fulfil teaching and learning responsibilities. EEF Toolkit indicates the use of Digital Technology (+4 months) EEF remote professional development	Staff will be trained in using the technology effectively to have a positive impact on teaching and learning. Ongoing support will be provided as and when needed.	T&L Lead	18.01.21 Spring 2020 £790
TA support prioritised to support QfT of core subjects during morning sessions.	Provision mapping and targeted use of adult support maximises impact of QfT. School targets (FFT informed) for 2020/2021 are achieved.	The needs of all pupils should first be met through high quality classroom teaching, with TA support allowing those who are most struggling to spend more time with teachers. EEF Making Best Use of Teaching Assistants	Staff training based on updated EEF Making Best Use of Teaching Assistants document Provision mapping Pupil progress meetings Range of planned monitoring in line with the SIP and monitoring timetable.	Teachers SENCO HT	At least termly in line with provision mapping meetings
Total budgeted cost:					£1180

Targeted support					
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>Recruit 1x Academic Mentor to support in-class provision and deliver interventions</p> <p>TeachFirst unable to fulfil – divert funding to specialist provision</p>	<p>Additional, trained staffing in place to deliver Literacy and Maths based intervention and support QFT.</p>	<p>Government guidance</p>	<p>SIP priority 3, 4 2020-2021</p> <p>Range of planned monitoring in line with the SIP and monitoring timetable</p> <p>Pupil progress meetings</p>	<p>Teach First</p>	<p>Upon recruitment: February 2021</p> <p>£4,000</p>
<p>10-week after school programme of 1hr interventions for targeted Year 6 pupils:</p> <p>Foci:</p> <p>ARE writing (LFL)</p> <p>ARE maths (KST)</p> <p>ARE reading (SHA)</p> <p>GDS writing (CBA)</p> <p>GDS maths (KST)</p> <p>PP and bottom 20% given priority.</p>	<p>Targeted children work in small groups with a teacher to close gaps.</p> <p>86% ARE reading</p> <p>90% ARE writing</p> <p>88% ARE maths</p> <p>43% GDS writing</p> <p>39% High Score maths</p>	<p>Small group intervention following gap analysis will allow a specific focus on the needs of this group.</p> <p>Priority is given to year 6s to ensure they are ready for the next phase of education.</p> <p>EEF Toolkit indicates Small Group Tuition (+4 months).</p>	<p>Planning of interventions</p> <p>Baseline and progress assessments</p> <p>Continual feedback between all adults who work with these children.</p> <p>Provision mapping</p>	<p>Year 6 team</p>	<p>4 weekly from start</p> <p>£20 per hour</p> <p>£1,250</p>

<p>Appoint tutors from the National Tutoring Programme to provide 15-hour blocks of 1:3 tutoring to identified pupils. Focus (bespoke to each group): 2x Y3 reading/writing/maths 1x Y4 reading/writing/maths 2x Y6 reading/writing/maths</p>	<p>Targeted children work in small groups to close gap on their lost learning School meets FFT informed targets Y6 86% ARE reading 90% ARE writing 88% ARE maths</p>	<p>Targeted use of tutoring, based on analysis of data, will increase the confidence of this group, whilst addressing identified gaps in knowledge. EEF Toolkit indicates Small Group Tuition (+4 months).</p>	<p>Children will be identified using attainment data, objectives will be taken from gap analysis, sessions will be recorded and staff and tutors will have weekly interaction.</p>	<p>Headteacher Teachers</p>	<p>Halfway point of tuition and at end of block 15 hours = £551.25 £2756.26</p>
<p>Additional TA capacity generated through recruitment of specialists. PP and bottom 20% given priority.</p>	<p>Staffing capacity is sufficient to provide intervention to all children who require it. Timetables show that interventions have happened each week and data at the end of each intervention shows the progress children have made.</p>	<p>EEF Toolkit indicates Small Group Tuition (+4 months).</p>	<p>Planning of interventions Baseline and progress assessments Ongoing feedback between TA and teacher Provision mapping Additional capacity is used to support delivery of interventions, targeted to address emerging needs and gaps in learning.</p>	<p>Teaching assistants SENCO</p>	<p>Fortnightly and half-termly £770 per week £11025</p>
<p>English Hub trained TAs to deliver phonics interventions to children with gaps in knowledge.</p>	<p>Children have a secure knowledge of phonics enabling them to apply throughout learning. All identified children meet their end of year phonics target.</p>	<p>EEF Oral Language Interventions +5 EEF Phonics +4 EEF Small group tuition +4 English Hub recommendations (1:1 intervention)</p>	<p>Planning of interventions Baseline and progress assessments Ongoing feedback between TA and teacher CPL from English Hub for TAs involved in phonics delivery</p>	<p>Teaching assistants SENCO</p>	<p>Half-termly</p>

Purchase of SHINE intervention system to support planning and resourcing of gap informed interventions (linked with NTS assessments)	Targeted intervention will ensure gaps in learning are address through quality interventions. All identified children meet their end of year targets.	Targeted interventions, which are informed by gap analysis will provide children with the key knowledge required to catch up.	Gap analysis MARK and NTS assessments Pupil progress meetings and attainment data Delivery of interventions Provision mapping Delivery of interventions is supported through scripted resources	Teachers Teaching assistants SENCO	£720
Total budgeted cost:					£15750
Other approaches					
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?
Develop an attachment aware behaviour regulation policy	An attachment aware, positive rewards driven system supports pupils with their behaviour for learning. Learning walks show that behavior in classes is good, with disengagement managed proactively and positively. Behaviour incidents will remain low and will be supported through a restorative, relationship-based approach.	Previous sanction based systems within the policy were not aligned with attachment aware principles. Updating this will support children in future years, in addition to 2021/22. Metacognition strategies +7 months Behaviour interventions +3 months	Updated policy, QA'd during safeguarding audit Staff meeting to introduce principles and practice Behaviour records Learning walk with behaviour focus show pupils display positive learning behaviours Pupils feel safe in school	MB	Termly

<p>Develop robust assessment systems which support identification of gaps in learning.</p> <p>Develop assessment and feedback strategies for use during school closure to enable assessment of remote learning pupils, with support from FHP.</p>	<p>Assessment is used even more effectively to inform QFT, the recovery curriculum and the use of intervention.</p> <p>FFT is used effectively to set aspirational targets.</p> <p>Pupil progress meetings are used effectively to measure the impact of targeted support.</p>	<p>Assessment for Learning will ensure that all teaching meets the needs of pupils. EEF assessment informed feedback +8 months</p>	<p>Pupil progress meetings Range of planned monitoring in line with the SIP and monitoring timetable Provision maps Timetables Assessment records Purchase of NTS assessments and use of MARK</p>	<p>All staff</p>	<p>w/c 25.01.21 Throughout the year in line with monitoring timetable</p> <p>£3115</p>
<p>Class set of number pads to be purchased to support children in school to access the Y4 MTC check, these can also be used by Y3 to prepare them for the Y4 MTC.</p>	<p>Children will become familiar with a keyboard layout in preparation for the MTC check in Y4 and Y3.</p> <p>All children will meet their end of year target for the MTC.</p>	<p>This will remove the barrier that a linear number pad presents. EEF Toolkit indicates the use of Digital Technology (+4 months).</p>	<p>Teachers will be shown how to use them. Timetable of when they will be used is shared and monitored. Scores will be tracked on TTR and reviewed regularly.</p>	<p>Y4 team</p>	<p>Termly during pupil progress meetings Fortnightly by teachers</p> <p>Cost: £180</p>

<p>Further develop the specialist role of a Family Resource Worker by increasing capacity to 4 ½ days per week.</p> <p>PP given priority.</p>	<p>Immediate Pastoral care and support is provided to our children and families.</p> <p>Safeguarding is effective.</p> <p>Pupils and families pastoral needs are well supported shown through pupil/parental voice.</p> <p>Families are signposted to support as and when needed, including through inter-agency working.</p> <p>Attendance across school continues to improve.</p>	<p>There has been an increase in need for pastoral and attendance support. This also increases DSL capacity, supporting school leadership.</p> <p>Support to families and pupils reduces barriers to school (EEF)</p> <p>EEF Toolkit indicates Social Emotional Learning (+4 months).</p>	<p>FSW increases leadership capacity of Safeguarding.</p> <p>Additional capacity for 1:1 pastoral support allows for more rapid response to emerging needs.</p> <p>Same-day attendance visits for no-contact absences ensure all pupils are safe and improves attendance.</p>	<p>Family Resource Worker</p>	<p>Bi-weekly meetings</p> <p>£2450</p>
<p>Support for mental health of pupils is embedded throughout school by training 3 Youth Mental Health First Aiders</p>	<p>Immediate mental health first aid can be delivered including through signposting.</p> <p>Safeguarding is effective.</p> <p>Children receive timely mental health intervention.</p> <p>Children and families signposted to support.</p>	<p>There has been a national increase in struggles with mental health, including that of school-aged children. This will provide staff with practical skills to spot triggers and signs of mental health issues.</p> <p>Social and emotional guidance report (EEF) +4 months</p>	<p>Safeguarding concerns linked to mental health recorded on Safeguard.</p> <p>Mental Health First Aiders apply training to assess need and signpost to support, including FSW, ELSA or external services.</p> <p>Worry Monsters are used to allow children an alternative way to ask for help.</p>	<p>RB / SB / MB</p>	<p>Termly</p> <p>Cost: £900</p>

<p>Loan devices to families in the event of requirement to isolate, bubble or school closure.</p> <p>Provide printed work packs to support families with supplement online learning or support offline working.</p>	<p>Barriers to learning through limited technology access are overcome.</p> <p>Children are able to engage with remote learning provision</p> <p>Engagement records show children are accessing learning online.</p>	<p>EEF Covid support guide to schools EEF Remote learning rapid evidence assessment, "Ensuring access to technology is key, particularly for disadvantaged pupils"</p> <p>Day one access to learning resources is likely to further improve engagement by ensuring no time out of learning and maintaining good learning habits, reducing future gaps.</p>	<p>Ensure staff and parents are aware that this is available. Families provided with regular reminders that loan devices are available. Offer of loan device is made when notification of requirement to isolate is received.</p>	<p>IT</p>	<p>When required</p> <p>Cost: £500</p>
Total budgeted cost:					£7300
Total budgeted cost (including spend subsidised from school budget):					£24075