

# Catch-Up Premium Plan – Overdale Junior School

Summary information					
<b>School</b>	Overdale Junior School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£35,520	<b>Number of pupils</b>	449

## 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 Yr6.

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
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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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting QFT teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

## Identified impact of lockdown

<b>Maths</b>	The impact across the school in maths is evident and the gap between those with good mathematical knowledge, understanding and application and those that don't is widening. Pupil's general recall of facts and resilience to problem solving is most noticeable. Times table knowledge and retrieval of number facts is slower than expected. There is limited understanding and memory of specific maths vocabulary and most topics need pre-teaching to re-engage prior learning to help meet each new small step in learning. Children are seemingly able to concentrate on mathematical problems for less time and are showing less independence than would be expected at this time of year. Some pupils struggle to overcome misconceptions and even show an unwillingness to address them.
<b>Writing</b>	Writing across the school remains a focus to ensure that we don't undo all of the good work we began last school year. Initial findings at the start of the term confirmed original concerns with the lack of engagement in writing during the lockdown period. Therefore, the first half term had a focus on writing across the school. Handwriting was generally poor at the start of the term but the introduction of the new 'pen pals' handwriting scheme should help address this. Pencil grips were an issue in Y3. All year groups have had to go back to basics of sentence construction and building up from there. Ideas and sentences were simplistic and need developing to meet ARE in punctuation. There have been signs of a lack of interest in writing and this has an impact of the stamina and resilience to writing and general a limited vocabulary has been a barrier.
<b>Reading</b>	Reading has been very mixed across the school. There has been a reported lethargy and negative feeling towards reading for many children since they have returned so there has been a drive in increasing the profile of reading and elevating the importance through reading for pleasure. Children seem less focussed and less willing to get their books out and concentrate on their texts. They seem to have low confidence in discussing the texts so it is vital that the Reciprocal Reading sessions are engaging all pupils to increase the understanding of the texts being read. There is evidence that the children in Y3 had little experience of picture books and across the school many children had not been read to during the lockdown period. There are some areas of success with phonics but many are still in need of RWI intervention.
<b>Non-core</b>	Again, the non-core subjects have demonstrated a general lack of focus and concentration as many of these sessions might be carried out in the afternoon. At the start of the school year, children were very hungry by the end of the day and, more noticeably, they were very tired. This is to be expected after a long period off from school, but it did have an effect on the pupils' levels of concentration and being unable to settle. Fitness levels in pupils had been affected by the lockdown as children were complaining of feeling tired during PE lessons. There is a lot of interest in the non-core subjects, but for many, the lack of focus, attention seeking behaviours and lack of understanding/being able to share or take turns had been an issue. It is regarded that the pupils need more time to talk and socialise again as they are keen to have 'free time' and play, but less keen to have structured lessons. More 'Circle Time' type lessons will be implemented in the Spring Term and PHSE lessons also. Most topics missed last year will be delivered as themed days in the summer term.



<p><u>Transition support</u></p> <p>Children who are joining Overdale Junior School from the Infant School or other settings have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A 360 interactive virtual tour of the whole school will be created and shared online. Visits will be arranged for vulnerable pupils.</i></b></p>		MEv	Spr 21
<p><u>Social and communication skills</u></p> <p>Children are able to play together at play and lunch times and develop their communication and social skills which may have suffered as a result of time away from school. Increase opportunities for children to communicate through toys and take turns instead of high stake winning or losing games reduces anxiety.</p>	<p><b><i>Each bubble will be issued with a variety of toys that children can take outside and play with each other and share with their peers to develop the communication and social skills whilst also reducing anxiety and raising elements of fun. (£1000)</i></b></p>		LC	Sum 21
<b>Total budgeted cost</b>				<b>£12850</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group intervention</u></p> <p>Identified children will have significantly increased rates of reading fluency and confidence in Maths. 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 able to tackle mathematical problems and dips in reading and maths knowledge will be negated.</p>	<p><b><i>1:1 or 1:2 tuition targeting our more vulnerable pupils. 24 hours of tuition each week for 20 weeks. Class teachers will support the tutors and communicate needed areas of development. (19,892)</i></b></p>		MEv, LC	June 21
<b>Total budgeted cost</b>				<b>£ 19,892</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  Pupils will be further supported with their social and emotional needs and have trained members of staff to speak to when they have anxieties or concerns to enable them to learn effectively by addressing their emotional state.	<i><b>4 Teaching assistants will be trained to support our pupils through the ELSA programmes. (£2280)</b></i>		LC and LDi	July 21
<u>Access to technology</u>  Children will be able to access the Home Learning resources if they are to self-isolate or shield.	<i><b>To enable the 6 ipads from the DFE to be used correctly at home (loan), technology such as 4G routers will be purchased on a loan basis. (£500)</b></i>		MEv	Spr 21
			<b>Total budgeted cost</b>	<b>£ 2780</b>
			<b>Total</b>	<b>£ 35522</b>