

Coronavirus Catch Up Premium Funding Strategy Statement 2020-2021

1. Summary information

School	Cove Junior School				
Academic Year	2020-2021	Total Catch Up Funding	£23,760	Date for first internal review of this strategy	June 2021
Total number of pupils	297			Date for final internal review of this strategy	October 2021

2. Guidance and Use of Funds

The catch-up premium has been allocated to mainstream schools to be used to mitigate the effects of the disruption to learning caused by coronavirus (COVID-19). The grant is a one-off payment in the 2020-2021 academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support the best use of this funding, the Education Endowment Foundation (EEF) has published a Coronavirus (COVID-19) Support Guidance 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.

3. Barriers to learning due to Covid-19

A.	Specific content being missed, leading to gaps in learning and knowledge
B.	Recall of basic skills has suffered
C.	Loss of essential practising of writing skills, leading to a lack of fluency in writing. In addition, those who didn't write very much during lockdown have to work additionally hard on writing stamina and improving motivation
D.	Reduced fluency in reading the gap has widened between those children who read widely and those who do not. The bottom 20% of readers have been disproportionately affected especially those with SEN.
E.	Children have missed out on curriculum experiences e.g. trips, visitors etc

4. Desired outcomes

Identified children will make accelerated progress in Reading, Writing and Maths and catch up following missed learning during lockdown

5. Planned expenditure

Academic year	2020-2021
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Activity and Resource	Chosen action / approach	Cost	Expected Impact	Actual Impact
Support in class and additional interventions will aid identified individuals in closing the gap on their peers	Additional LSA has been appointed to provide morning support in class across Year 3, providing additional, intensive support for pupils identified as having learning gaps.	£8,844.00	Identified children will make accelerated progress in focus areas.	An additional LSA for Year 3 was appointed and commenced work 28 th September 2020. The LSA then resigned from their position 1 st November 2020. The impact of this short period of time proved impossible to quantify. Additional LSA time for Year 5 was organised – an existing LSA would work additional hours to support the children in Year 5 for five afternoons a week. This work

	Additional LSA has been appointed to provide afternoon interventions across Year 5, providing additional, intensive support for pupils identified as having learning gaps.			<p>commenced on 2.11.2020 but the member of staff went on long term sick leave (due to Covid-19) on 14th December 2020 and then resigned – the last day of employment was 18th April 2021. Unfortunately, there was no impact on the children's learning from this spending as only 4 weeks of afternoon intervention support was carried out.</p> <p>An LSA was appointed on 30th November as a replacement but having no previous experience as an LSA was based in Year 5 and an experienced LSA moved into Year 3. This enabled the support of Quality First Teaching during Year 3 lessons and for Rapid Reading and Nessy (Reading and spelling interventions) to be implemented as well as small group support for phonics. Within Year 5, the LSA was employed for an hour each day to support the implementation of Rapid reading.</p> <p>An LSA was employed 4.5.21 which included two afternoons of support in Year 4 – to enhance the provision of Rapid Reading and enable more groups to be provided.</p>
Focused small group interventions	Teacher led small group interventions working with identified children in all year groups. Sessions to have a specific focus and based on a 6 week programme for each group of children. Sessions staffed by part time teachers working additional hours.	£9,008.21	Identified children will make accelerated progress in focus areas.	<p>This work was scheduled to start in January 2021. The lockdown prevented this from starting. Intervention groups did not therefore begin until 15th March 2021. All groups completed 6 x 30 minute interventions with a teacher.</p> <p>Year 3.1 & 3.2 - punctuation (Full Stops and capital letters) Sentence construction. Fronted Adverbials. 6 children in each group. (All able to apply skills independently and 5 able to use commas to mark fronted adverbials)</p> <p>Year 3.3 & 3.4 – maths (place value and crossing boundaries) 11 children in total (8 children increased accuracy and confidence; 3 still needing additional support but progress made)</p> <p>Year 4.1 - Writing - slow pace, overlearning, full stop placement, repetition. 3 children (all achieved the aims)</p> <p>Year 4.2 - Addressing EAL in sentence composition. 5 children (Increased accuracy and confidence for 4 children and 1 child still in need of additional support)</p> <p>Year 4.3 - place value knowledge and secure basic number strategies. 2 children (increased accuracy, confidence and independence achieved for both children)</p> <p>Year 5.1 – Maths: word problems (close to ARE) 6 children (increased accuracy, confidence and independence achieved for all children; 1 child still in need of additional support)</p> <p>Year 5.2 – Maths: applying calculation strategies 6 children (increased accuracy, confidence and independence achieved for all children; 1 child still in need of additional support)</p> <p>Year 5.3 – Maths: basic calculation strategies 6 children (strategies secured but 4 children need further work for multiplication grid method)</p> <p>Year 5.4 - Maths: word problems (close to ARE) 6 children (all able to solve multistep problems with increased confidence and independence by the end of the sessions; 2 children still needing additional support at times)</p> <p>Year 5.5 – Writing: sentence structure and variation 7 children (increased awareness of how to use a greater variety of sentence structures from all children. All still need support to apply when writing independently)</p> <p>Year 5.6 – Writing: language for effect 6 children (5 children successfully able to apply strategies into their independent writing)</p> <p>Year 6.1 - Reading - finding evidence from the text and comprehension tasks 13 children (7 children had a standardised score of over 100 at the end of the year; 4 had increased standardised scores and 2 children doubles their raw scores)</p> <p>Year 6.2 - Multiplication and division method and word problems 15 children (7 children had a standardised score of over 100 at the end of the year; 8 had increased standardised scores)</p>

				<p>Year 6.3 - Writing - sentence structures and cohesion 13 children (GPS assessment - 7 children had a standardised score of over 100 at the end of the year; 5 had increased standardised scores and 1 child did not make progress)</p> <p>Detailed planning and impact reports for individual children were completed and shared with the headteacher.</p>
To increase self-awareness, mental health and the ability to self-manage behaviour and provide support to parents.	Additional ELSA/ family liaison time provided	£2,131.00	Children are equipped with the skills needed to improve their mental health and well-being	<p>Second ELSA completed their training and qualified. This time was fully utilised to support the provision and the waiting list was reduced. The time allocated was still exceeded by the demand. School plan to fund additional time in 2021-22 from within the school budget.</p>
Intervention programme for Reading. An appropriate reading intervention supports identified children of all abilities and accelerates the rate of progress.	Purchase Rapid Reading intervention scheme together with associated learning materials. Staff will be trained to enable them to deliver the intervention confidently.	£2,334.72	Children participating in intervention will make accelerated progress in line with their peers	<p>28 Year 3 children 26 Year 4 children 29 Year 5 children 24 Year 6 children</p> <p>Positive impact for almost every child. Individual progress data collated for individual children. Some children made as much as 2 years of progress. This spending has a sustainable impact as can continue to be used to support reading progress in the future.</p>
Additional reading books purchased to support progress in reading	Purchase of additional scheme non-fiction books to support reading amongst more reluctant readers	£1,800.00	Improved progress in reading for identified children.	These books were utilised by many of the children who were engaged with the Rapid Reading programme and would have supported their progress.
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>1) Purchase TT Rockstars learning resource to support independent multiplication learning.</p> <p>2) Purchase MyMaths learning resource to support independent maths learning.</p>	£576.10	Increase children participating in quality online learning during school lockdown.	<p>Both online maths programmes continue to be used in lessons and for home learning since the lockdown has ended. This continues to be a popular high-quality resource for the children to use.</p> <p>Using this online resource also had a positive impact on the children's well-being through the use of challenges and inter-class competitions.</p>

Total planned budgeted cost	£24,694.03
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