



Cassiobury Junior Catch Up Premium Plan October 2020 - 360 pupils years 3-6

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.

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. 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.

Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

Curriculum Expectations

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year. Education is not optional - All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. The curriculum remains broad and ambitious - All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

The DfE asks that schools meet the following key expectations:

- 1) Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content... In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- 2) Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- 3) Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- 4) Develop remote education so that it is integrated into school curriculum planning.

Education Endowment Recommendations

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.

The EEF advises the following approach:



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Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development
- Supporting great teaching
- Transition

Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support – Intervention Programmes
- Academic Tutoring (extended school time)
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum

Communicating with and supporting parents

- Supporting parents/carers with pupils of different ages
- Successful implementation in challenging times
- Access to technology

Priority Areas for Cassiobury Junior

- Summer transition programme for identified pupils
- Pastoral support for individual identified pupils
- Baseline assessment programme
- Writing support for the whole school
- Small group and 1-1 support for identified pupils
- Maths key skills revision programme
- Additional release time for subject leaders to facilitate monitoring and support

Rationale	Chosen Approach and anticipated costs	Desired Outcome	Staff Lead/ cost	Review
Assessment Identify gaps in learning for all pupils using the previous year group	• Puma and Pira tests along with teacher assessments for writing.	• A clear picture for all teachers of their	CP £2,500	Oct/Jan/ March/ June



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assessment tests and teacher assessment. Use analysis tools to identify gaps in learning.	• Pupil Progress Meetings for all teachers to discuss support and identified need for the pupils. • Involvement of the SENDCO to identify any support approaches and advise staff. •	pupils and the gaps in their learning. • Repeated over the year. • Online materials to be used over the year to support teacher workload and use of time.		
Curriculum Due to the skills based approach using the Chris Quigley curriculum, the school is able to focus on the skills and leave some content to allow for catch up. The school uses a 'checklist' approach for subjects so the teachers were able to pass up the books and checklists to the next teacher. Gaps in learning in key subjects such as English, Maths and Science are the focus.	Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner. A focus on curriculum sequencing and RAG rating each curriculum subject area should be adopted to help leaders target specific subject domain knowledge pupils are not yet secure in. All Teachers will have time and support to monitor their specific subject provided by the additional teaching capacity employed by the school. Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis in line with COVID restrictions. Teachers will have the opportunity to complete subject action plans alongside CPD opportunities. Release time and additional cover will be required to facilitate additional PPA. Release time and additional cover will be	Foundation subjects will be planned with increasing detail and consideration for how prerequisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Children are fully engaged in their learning. Children are making at least expected progress from their September 2020 baselines. Best practice is shared and modelled to staff.	SL £3,000 additional release time for teachers	



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	required to facilitate additional Leadership Time. Caveat: We are not using much supply cover. Therefore additional cover is in-house (HLTAs, Cover Supervisors and sometimes the Headteacher). However, Covid measures may mean that if cases rise in school, we will not be able to use staff across a range of classes and additional release time for leadership duties may need to be temporarily suspended. Classroom learning to be put on Google classroom each week for all families to access regardless of isolation or illness. This will also allow some families to consolidate learning should they choose to.			
Quality first teaching and learning supported by highly effective CPD in reading, writing and maths. Quality first teaching remains the single most effective strategy for closing learning gaps. Key foci: • A broad and engaging curriculum that addresses the gaps in learning through a blended approach. • Basic knowledge, skills and understanding in reading, writing and maths embedded as part of blended approach.	• Additional support for teachers with identified weaknesses. • Maths Mastery training to be undertaken by a project team in school and rolled out the rest of the staff. • Assessment time to explore key skills going further back than just the year group. Studies suggest that maths skills can drop considerably over a long break.	Strong QFT ensures pupils have the best chance of making up for time missed. To cover gaps in the current year's curriculum within the first half term so that the majority of pupils' are working from the current year's curriculum by October. Children are prepared and ready for the next year's objectives by July 2021. Teachers have a very clear understanding of what gaps	SLT Training costs for writing- £1,500	



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• Development of Maths Mastery and training for staff to secure mathematical understanding (via our involvement in the Maths Hub Mastery Programme). • Effective formative assessment supporting teaching and learning, in ensuring targeted support and progression in learning. Writing training for all staff to develop the skills needed to inspire pupils and develop strategies for teaching of writing. Considerable SEND/Inclusion training offered in the Autumn and Spring term		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.		
Resourcing to support the implementation of the Recovery Curriculum	• Purchase additional reading books and shared reading book sets to broaden the menu of books available. • Review of additional elements of Chris Quigley curriculum to support children working below ARE. • Purchase of 'home study' books to support pupils		SL £500 £500	
Maths Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still	• Awareness Training for staff re: DFE Non-Statutory Guidance for Maths KS1 & KS2	• Times tables learnt for each year group and used in daily maths lessons to assist in	NN SL £1000	



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have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Times Tables, children do not have a good knowledge of their tables which is impacting calculations involving multiplication and division. The most effective ways found to engage children in this is through online games. Children do not have access to devices at home to allow them to access the resource and there is a lack of devices in school to allow this to be accessed on an individual basis (resources to support the blended learning approach).	• Interventions for place value and number for all year groups in school • Homework to supplement intervention teaching will be set to develop knowledge and understanding further by using additional staff and resources. • Staff will use the planning and resources created by HCC Hub to supplement training and interventions. • Medium Term Planning amended to address the gaps created by the lockdown. • Implement regular targeted multiplication interventions in KS2 to support comprehensive tables knowledge. • Carry out baseline assessment to highlight children in KS2 whose calculation knowledge demonstrates gaps. • Use of Times Tables Rockstars to assist in teaching of tables • Mathletics for 1 year licence to support learning.	the development of fluency and reasoning in maths. • Understanding and ability to apply knowledge and skills of place value and number lead to age related expectations and above being met in maths. • Reasoning and fluency in maths increases as a result of a better understanding of number and place value. • Maths attainment improved with a higher percentage of children reaching age expectations by the end of the academic year. • Increased % of children accessing online resources to support learning. Will need to baseline this before Christmas.		
Phonics and Spelling	Effective intervention following assessment, which will be used to	• Baseline Phonics assessments in early		



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Children in year 3 will have missed 6 months of Phonics teaching in year 2. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum. Some pupils have not retained prior phonics learning.	ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially. Small group and one to one tuition where applicable with particular focus on Phonics. For example: Caveat: Phonics teaching will be impacted negatively if class bubbles are sent home to isolate; individual pupils isolating at home will miss crucial phonics and intervention sessions and could regress. Staff may need to isolate. Tighter bubble restrictions will limit phonic sessions over the year group.	September will establish individual pupil's knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children after school on a rota basis so that they still have access to a broad and balanced curriculum. • Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.		
Reading Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence and competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning. The gap between those	Assessments in reading in early September will give baseline assessment for Reading on which interventions can be based and children will receive and develop their reading accordingly and gaps in learning, knowledge and understanding will be narrowed. Pupil Premium children across years 3-6 will have 3x a week 1:1 reading.	• Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.		



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children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately impacted.	Guided reading programme set up by English lead for the whole school. Opportunities to read in every lesson in order to develop fluency and independence in reading.	• Vocabulary and meaning of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing understanding of texts in all subjects to improve. • Reading attainment improves and dips in reading attainment will be negated.		
Writing Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS specific knowledge has suffered, leading to lack of fluency in writing. Basic Skills knowledge and understanding is not age related due to missed learning throughout lockdown. Presentation is not at the expected standard. 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	Training development allows staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils. The previous teacher has identified the skills the children did not cover or master before the 'lockdown' and opportunities to learn and practice these have been built into this year's planning. Writing small group intervention in the afternoons for Y3 – 6 children to supplement class writing opportunities. Small group intervention in the afternoon for Grammar and Punctuation assistance Y3 – 6 children. Handwriting practice across the school (only for children identified as needing extra support in Years 5 and 6).	• Quality of writing improves across the school with more pupils achieving age related or above expectations in writing. • Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects. • Children are able to write at length. • Gaps in knowledge and understanding of GPS are narrowed. Children are applying		



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stamina and improving their motivation due to the lack of fluency in their ability to write. Vocabulary and understanding and meaning of new words have not been developed and the knock on effect on spelling of age related words and use in writing.	Spelling programme purchased?	GPS knowledge to their writing. • Improved presentation across the school. • Spelling ability increases which in turn aids the quality of writing. • Children who were original below expected standard – are making • better than expected progress each term.		
Interventions Interventions during the school day The focus for interventions will be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Chn requiring SEND support working below ARE (SEND, disadvantaged) have biggest gaps and therefore need significant interventions.	Ensure wave 2 interventions happen: • Targeted intervention within the classroom by the class teacher or the support assistant • Effective differentiation • Use of weekly pupil premium teacher time to support the catch up of pupil premium children Ensure wave 3 interventions happen: • SENDCO to provide training and support for the staff who are leading 'catch up' interventions. • SENDCO to monitor and quality assure intervention plans to ensure they fit the need. Caveat: Due to covid restrictions, whilst class bubble sessions can go ahead,	• Early intervention strategies within the classroom are used effectively to support children's progress from their September 2020 baselines. • Targeted additional support is being effectively used in each year group. • Progress of individuals is carefully monitored. • Staff are confident at running catch up interventions.		



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	phase interventions may not be possible. Support Staff may need to isolate or be reallocated and therefore interventions may be disrupted. Class Bubbles may be sent home and therefore children will miss interventions. Tas and HLTAs may need to cover for absent teachers. Therefore sessions may not run regularly.	- Impact of these interventions gives accelerated progress. - Tracking shows impact of interventions.		
Professional Development Continued CPD for staff on all core subjects and the curriculum will continue to strengthen teaching and learning.	- Main focus on writing - Develop core maths fluency skills	- All staff are aware of new - processes and changes to core subject delivery and curriculum implementation.		
Pastoral support for pupils who have been adversely affected by the lockdown or who are known to need support for mental health.	2 week Summer Transition programme for year 3, 4 and 5 pupils to provide an opportunity to be in school before the start of term to allow them to meet other pupils, play and meet the pastoral support lead. Part of the provision is to visit classes in school and be comfortable in the school environment after a long absence. This is to prevent too much of a barrier in September. - Pastoral support through the pastoral support manager who can provide group and one-to-one sessions for pupils.	- That children are in the best place to engage in their learning. - That children feel safe and can have an outlet to explore their anxieties. - That our already identified families have the support over the Summer to enable a smoother transition to school.	JS MF NN £600 Summer club Exxxxx	



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	• Addition use of the Art Therapist to support those children with significant issues following lockdown. This will involve additional costs to increase the hours for the service. • Identified email address for all pupils and families to contact the pastoral support manager over the lockdown from March 2020. • Attachment and Trauma training in Spring 2021- Train the trainer			
Considerable gaps in learning for identified pupils following assessments.	• 1-1 small group and individual tuition for children who are still showing significant gaps in learning following the first term back.			