



## Covid Catch-Up Premium Plan - Moss Hall Junior School

Summary information					
School	Moss Hall Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£35, 440	Number of pupils	443

### 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
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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 great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

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

Wider strategies

- Access to technology

## Identified impact of lockdown

<b>Reading</b>	<p><b>Phonics</b></p> <p><b>Year 3 &amp; 4: Initial</b> phonics assessments show that missing phonics catch up in year 2 and 3 has left this cohort with significant gaps in their phonics knowledge and application skills.</p> <p><b>Reading:</b> NFER assessments have shown that nearly half the disadvantaged pupils are working below or towards the expected standard. Non-disadvantaged children are on track or working within the standard range or above.</p>
<b>Writing</b>	<p>Through analysis and moderation of writing we have identified that learning loss has been considerable in the art and craft of writing. Purpose and Audience, Cohesion, proof reading accurately and punctuation are all areas of whole school focus. We have identified that over half of our disadvantaged children are working below or towards the expected standard in writing</p>
<b>Maths</b>	<p>Learning loss in the areas of addition, subtraction, multiplication and division; fractions, decimals and percentages are the biggest areas of learning loss or lack of retention. Aspects of measurement, geometry and algebra that are typically taught in the summer term are areas that children will need increased input in during the spring and summer term 2021.</p> <p>NFER assessments have shown just under half of the disadvantaged children are working below or towards the expected standard.</p>
<b>Non-core</b>	<p>The children now have more significant gaps in knowledge across the new curriculum. They may be 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.</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 costs allocated to the Covid Catch Up Fund	Impact (once reviewed)	Staff	Review date?
<p><b>Phonics</b> Improve our phonics teaching programme across the school so that there is a cohesive approach that supports children making rapid progress from their lower starting points in order to achieve improved outcomes across the school</p>	<p><b>Implement the Letters and Sounds programme across Y3 &amp; 4</b> <i>Training costs for TAs – refresher</i> <i>Purchase of resources to undertake the programme</i> <i>Purchase of additional books that can be decoded at each stage</i> <i>License cost of Phonics Tracker Software</i></p> <p style="text-align: right;"><b>£500</b></p>		AD/ HS	Jan 21 and on-going
<p><b>Assessment and Precision Planning for Progress</b> Teachers have identified and are able to demonstrate a very clear understanding of gaps in knowledge for individuals and their classes across the AoLs in EYFS and core subjects in KS1, and use this to inform future planning so that gaps are successfully filled ensuring good progress can be made</p>	<p><b>Purchase English advisory teacher hours to support writing moderation 6 days @ 500/ day</b> <i>Release time for teachers (6 x £160= £960)</i> <i>Planning time for English leader (6 x £160= £960)</i></p> <p style="text-align: right;"><b>£1960</b></p> <p><b>Purchase and implement the NFER Standardised Assessments for Years 3-6</b> <i>Complete termly tests (tests 3 x / year)</i> <i>Record assessments on the NFER Data analysis suite</i> <i>Use the individual and cohort level analysis to support planning for closing gaps across the year group, in classes and for individuals</i></p> <p style="text-align: right;"><b>£ 6000</b></p>		HS  SK/SR	Jan 21 and on-going  Nov 20 and on-going
<p><b>The Wider Curriculum</b> Foundation subjects will be carefully planned and regularly reviewed in year group teams so that gaps in the pre-requisite knowledge are identified and closed in order for new content to be successfully introduced and learnt</p>	<p><b>Narrowing knowledge gaps in the wider Curriculum</b> <i>Time for Year Group teams to regularly review each week's lessons and adjust planning accordingly</i> <i>Time for year group teams to review whole units of work</i> <i>Additional time for leaders and teachers to update the next units of work with detailed planning in non-core subjects</i></p> <p style="text-align: right;"><b>£960</b></p>		YGLs and Subject Leads	Nov 20 and on-going
<b>Total budgeted cost</b>				<b>9420</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff	Review date?
<p><u>Intervention programmes</u></p> <p>Quality evidence-based interventions are carefully allocated to individuals and groups so that they are successfully supported to close the knowledge and skills gaps exacerbated by the Covid lockdown and make rapid progress this year and meet the challenging targets set for them</p>	<p><b>Interventions allocated to children for whom lockdown had the most negative impact on their progress. These interventions are regularly delivered by trained quality staff and the majority have clear entry and exit data so that progress can be evidenced</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Additional daily reading with an adult</li> <li>• 1:1 for Read, Write Inc</li> <li>• Small group tuition for reading in Y3 and 4 (Spring &amp; Summer Term? Using National Tutoring Partners = 3 x £2200 = 6,600 [ 3 x 40 children])</li> </ul> <p><b>Writing</b></p> <p>Pobble club – every day for 6 weeks TA costs to run the programme</p> <p><b>Other:</b></p> <p>To be determined following January Assessments</p>		Various TAs and teachers	Jan 20 and on-going
<b>Total budgeted cost</b>				<b>£6,600</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Home Learning in case of further lockdowns or enforced periods of isolation</u></p> <p>Moss Hall Junior School's GSuite for Education will be up and running and a greater number of children and parents will have the skills allowing them a greater opportunity to access live teaching and learning at home.</p>	<p><b>Ensure that all children can access and use the online learning platform and make sure that other equipment is ready for the children to take home at very short notice</b></p> <ul style="list-style-type: none"> <li>- Additional hours from the schools' ICT Support Service to develop and maintain the platform</li> <li>- Training for all staff on its use - provide staff cover so they can learn how to use Loom/you tube</li> <li>-</li> </ul>		SK, SD and YGLs	After any further lockdowns

Children have access to appropriate stationery and other essential learning equipment to take home if required so that all can access learning successfully		<b>£1200</b>			
<u>Access to technology</u> Children will be able to loan additional devices so that they can access home learning During any further lockdown or period of self-isolation  Teachers have laptops that are equipped with webcams and allowing them to facilitate effective home-learning	<b>Investment in technology for staff and children</b>  <i>- Chromebooks and associated kit purchased for school use and for loaning to pupils when necessary .</i> <i>- Laptops purchased and set up for all teachers x 4 (£2604)</i> <i>- Additional support bought from School ICT Service to set up and maintain laptops and Chromebooks</i>			LW, SK and SD	
<u>Access to outdoor games and activities</u>  Children will be able to interact socially and safely through the use fo additional games and resources that can be isolated for use by individual bubbles – thus reducing spread					
				<b>Total budgeted cost</b>	<b>7200</b>
					<b>£23 220*</b>
				<b>Cost paid through Covid Catch-Up</b>	<b>£35,440</b>
				<b>Cost paid through school budget</b>	

\*£12,220 to spend/ allocate to writing and support & to be determined following Spring term 21 lockdown

NB: since the plan was developed in Autumn 20, schools have returned to remote learning/ critical worker provision. The plans here will be reviewed and adapted accordingly