



## Covid Catch-Up Premium Plan 2020-21 - Moss Hall Junior School - Reviewed

Summary information					
<b>School</b>	Moss Hall Junior School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£35, 440	<b>Number of pupils</b>	443
Guidance					
<p>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.</p> <p>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.</p>					
Use of Funds			EEF Recommendations		
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>			<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Access to technology</li> </ul>		

## Identified impact of lockdown

<b>Reading</b>	<b>Phonics</b> <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. <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.
<b>Writing</b>	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
<b>Maths</b>	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. NFER assessments have shown just under half of the disadvantaged children are working below or towards the expected standard.
<b>Non-core</b>	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.

**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	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></p> <p><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> <i>TA time</i></p> <p style="text-align: right;"><b>£3700</b></p>	<p>Data from Phonics Tracker assessments</p> <table border="1" data-bbox="976 308 1778 464"> <thead> <tr> <th>Phonics Phase</th> <th>% average on entry</th> <th>% average on Exit</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Phase 2</td> <td>84%</td> <td>97%</td> <td>+13%</td> </tr> <tr> <td>Phase 3</td> <td>62%</td> <td>94%</td> <td>+32%</td> </tr> <tr> <td>Phase 4</td> <td>28%</td> <td>61%</td> <td>+33%</td> </tr> <tr> <td>Phase 2,3 and 5</td> <td>45%</td> <td>77%</td> <td>+32%</td> </tr> </tbody> </table>	Phonics Phase	% average on entry	% average on Exit	Change	Phase 2	84%	97%	+13%	Phase 3	62%	94%	+32%	Phase 4	28%	61%	+33%	Phase 2,3 and 5	45%	77%	+32%	AD/ HS	Jan 21 and on-going										
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<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 and planning support - 6 days @ £500/ day</b> (£600) <i>Release time for teachers (£2,200)</i> <i>Planning time for English leader (6 x £160= £960)</i></p> <p style="text-align: right;"><b>£3760</b></p> <p><b>Purchase and implement the NFER Standardised Assessments for Years 3-6</b></p> <p><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> <i>Additional Leadership time for year group leaders to analyse and support teachers with precision planning to close the gaps</i></p> <p style="text-align: right;"><b>£ 3700</b></p> <p style="text-align: right;"><b>£7460</b></p>	<p>Children who returned in September who in writing assessment had either: 1) Fallen back in Autumn term 2020 assessment compared with Summer 2020 2) Fallen back in Autumn term 2020 compared with a target set using the KS1 data</p> <p><b>Progress in Writing (63 pupils)</b></p> <table border="1" data-bbox="976 794 1473 944"> <thead> <tr> <th colspan="2">Main TA from Autumn to Summer</th> </tr> </thead> <tbody> <tr> <td>Less than expected progress</td> <td>0%</td> </tr> <tr> <td>Expected progress</td> <td>70%</td> </tr> <tr> <td>More than expected progress</td> <td>30%</td> </tr> <tr> <td>Expected or more</td> <td>100%</td> </tr> </tbody> </table> <p><b>Attainment in writing (63 pupils)</b></p> <table border="1" data-bbox="976 1031 1626 1193"> <thead> <tr> <th></th> <th>Autumn TA</th> <th>Summer TA</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Below</td> <td>10%</td> <td>5%</td> <td>-5%</td> </tr> <tr> <td>Working Towards</td> <td>59%</td> <td>48%</td> <td>-11%</td> </tr> <tr> <td>Expected</td> <td>32%</td> <td>38%</td> <td>+6%</td> </tr> <tr> <td>Greater Depth</td> <td>0%</td> <td>26%</td> <td>+26%</td> </tr> </tbody> </table> <p><b>NFER</b> - NFER tests have been used in all year groups for reading and maths in the autumn and summer term - Results in autumn were analysed for individuals and for whole year groups. - Lower scoring domains in both reading and maths were identified and then used as a focus for planning in year groups and classes in order to close these gaps - Individual analysis supported measuring attainment and progress and informed discussions about teacher assessments</p>	Main TA from Autumn to Summer		Less than expected progress	0%	Expected progress	70%	More than expected progress	30%	Expected or more	100%		Autumn TA	Summer TA	Change	Below	10%	5%	-5%	Working Towards	59%	48%	-11%	Expected	32%	38%	+6%	Greater Depth	0%	26%	+26%	HS  SC	Jan 21 and on-going  Nov 20 and on-going
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<p><b>The Wider Curriculum</b> Foundation subjects will be carefully planned and regularly reviewed in year group teams so that gaps in the prerequisite 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>£3200</b></p>	<p><b>Pupil Book Study</b> training for leaders in order to delve into children's understanding and memory of curriculum has led to further curriculum refinement and development. In addition regular discussion groups have led to children's deeper understanding of vocabulary and key concepts (DR) Staff training on our teaching of writing has been linked in order to create assessment opportunities for the end of units that also provide a range of opportunities and audiences to write for</p>	<p>YGLs and Subject Leads</p>	<p>Nov 20 and on-going</p>
<b>Total budgeted cost</b>				<b>£14,160</b>

ii. Targeted approaches																																						
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<p><u>Intervention programmes</u>  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 (£3500)</li> <li>1:1 for Read, Write Inc (£1500)</li> <li>Small group tuition for reading using National Tutoring Partners (10 pupils) (£3000)</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Third Space Learning – maths online tuition (£4600)</li> </ul> <p style="text-align: right;"><b>£12,600</b></p>	<p>Children who returned in September and in April who in reading, writing and/or maths assessment in Autumn had either: 1) Fallen back compared with Summer 2020 2) Fallen back when compared with a target set using the KS1 data 3) Particular focus on those who had been at WGD or targeted for WGD who has slipped back</p> <p><b>Reading (65 pupils)</b> <b>Progress</b></p> <table border="1" data-bbox="936 954 1473 1107"> <thead> <tr> <th colspan="2">Main TA from Autumn to Summer</th> </tr> </thead> <tbody> <tr> <td>Less than expected progress</td> <td style="text-align: right;">0%</td> </tr> <tr> <td>Expected progress</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>More than expected progress</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>Expected or more</td> <td style="text-align: right;">100%</td> </tr> </tbody> </table> <p><b>Attainment</b></p> <table border="1" data-bbox="936 1161 1525 1374"> <thead> <tr> <th></th> <th>Autumn TA</th> <th>Summer TA</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Below</td> <td style="text-align: right;">9%</td> <td style="text-align: right;">5%</td> <td style="text-align: right;">-5%</td> </tr> <tr> <td>Working Towards</td> <td style="text-align: right;">52%</td> <td style="text-align: right;">31%</td> <td style="text-align: right;">-22%</td> </tr> <tr> <td>Expected</td> <td style="text-align: right;">38%</td> <td style="text-align: right;">51%</td> <td style="text-align: right;">12%</td> </tr> <tr> <td>Greater Depth</td> <td style="text-align: right;">0%</td> <td style="text-align: right;">14%</td> <td style="text-align: right;">14%</td> </tr> <tr> <td>Expected and above</td> <td style="text-align: right;">38%</td> <td style="text-align: right;">65%</td> <td style="text-align: right;">27%</td> </tr> </tbody> </table> <p><b>Writing (63 pupils)</b></p>	Main TA from Autumn to Summer		Less than expected progress	0%	Expected progress	60%	More than expected progress	40%	Expected or more	100%		Autumn TA	Summer TA	Change	Below	9%	5%	-5%	Working Towards	52%	31%	-22%	Expected	38%	51%	12%	Greater Depth	0%	14%	14%	Expected and above	38%	65%	27%	<p>Various TAs and teachers</p>	<p>Jan 20 and on-going</p>
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iii. Wider Strategies				
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<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</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> <p><i>- Additional hours from the schools' ICT Support Service to develop and maintain the platform</i></p>	<p>Significant development of the Remote Learning offer <a href="https://tinyurl.com/un7theyu">https://tinyurl.com/un7theyu</a></p> <p>Parents more positive about the offer as we developed it</p> <p>"My son G actually enjoys taking part in the online classes" (see folder of feedback)</p>	<p>SC, SD and YGLs</p>	<p>After any further lockdowns</p>

<p>opportunity to access live teaching and learning at home.</p> <p>Children have access to appropriate stationery and other essential learning equipment to take home if required so that all can access learning successfully</p>	<p>- <i>Training for all staff on its use - provide staff cover so they can learn how to use Loom/ you tube</i></p> <p style="text-align: right;"><b>£2500</b></p>	<p>Improved and higher levels of engagement in online learning during the second lockdown</p> <p>Spring lockdown Online and in school average attendance</p>																	
<p><u>Access to technology</u></p> <p>Children will be able to loan additional devices so that they can access home learning During any further lockdown or period of self-isolation</p> <p>Teachers have laptops that are equipped with webcams and allowing them to facilitate effective home-learning</p>	<p><b>Investment in technology for staff and children</b></p> <p>- <i>Chromebooks and associated kit purchased for school use and for loaning to pupils when necessary .</i></p> <p>- <i>Laptops purchased and set up for all teachers x 4 (£2604)</i></p> <p>- <i>Additional support bought from School ICT Service to set up and maintain laptops and Chromebooks</i></p> <p style="text-align: right;"><b>£6000</b></p>	<table border="1"> <thead> <tr> <th>Group</th> <th>Average attendance through Spring lockdown</th> <th>Increase compared with week 1 of lockdown</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>96.02%</td> <td>+24%</td> </tr> <tr> <td>PPG pupils</td> <td>94%</td> <td>+ 31%</td> </tr> <tr> <td>Non PPG pupils</td> <td>96.3%</td> <td>+22%</td> </tr> <tr> <td>SEND</td> <td>91%</td> <td>+25%</td> </tr> </tbody> </table>	Group	Average attendance through Spring lockdown	Increase compared with week 1 of lockdown	All pupils	96.02%	+24%	PPG pupils	94%	+ 31%	Non PPG pupils	96.3%	+22%	SEND	91%	+25%	LW, SC and SD	
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