

Geoffrey Field Junior School

Catch Up Premium Strategy 2020/21

Updated February 2021

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.

Who is entitled to Catch Up Funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Statement of intent

We at Geoffrey Field Junior School believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and non-disadvantaged backgrounds, now or will continue to require additional support in order to catch up lost learning that has resulted from national lockdowns and periods of self-isolation.

Our aim is to enable as many pupils to move towards age expected learning so that:

- We resume our usual age expected curriculum in all year groups as soon as possible
- Pupils are next year group ready

In the summer term 2021 we will be focussing additional support on:

- Pupils who have not made expected progress since September 2020
- Pupils who with additional teaching could move closer to age expected learning
- Pupils who have fallen behind with their reading attainment as a result of the third national lockdown
- Pupils who need specialist pastoral support in order to support their mental health and enable them to fully re-engage with learning in school

How is the funding used?

Guidance states (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) 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. The school will make use of the guidance published the Education Endowment Foundation (EEF) in order that evidence-based approaches to catch are used.

Geoffrey Field Catch-up Premium Grant 2020-2021

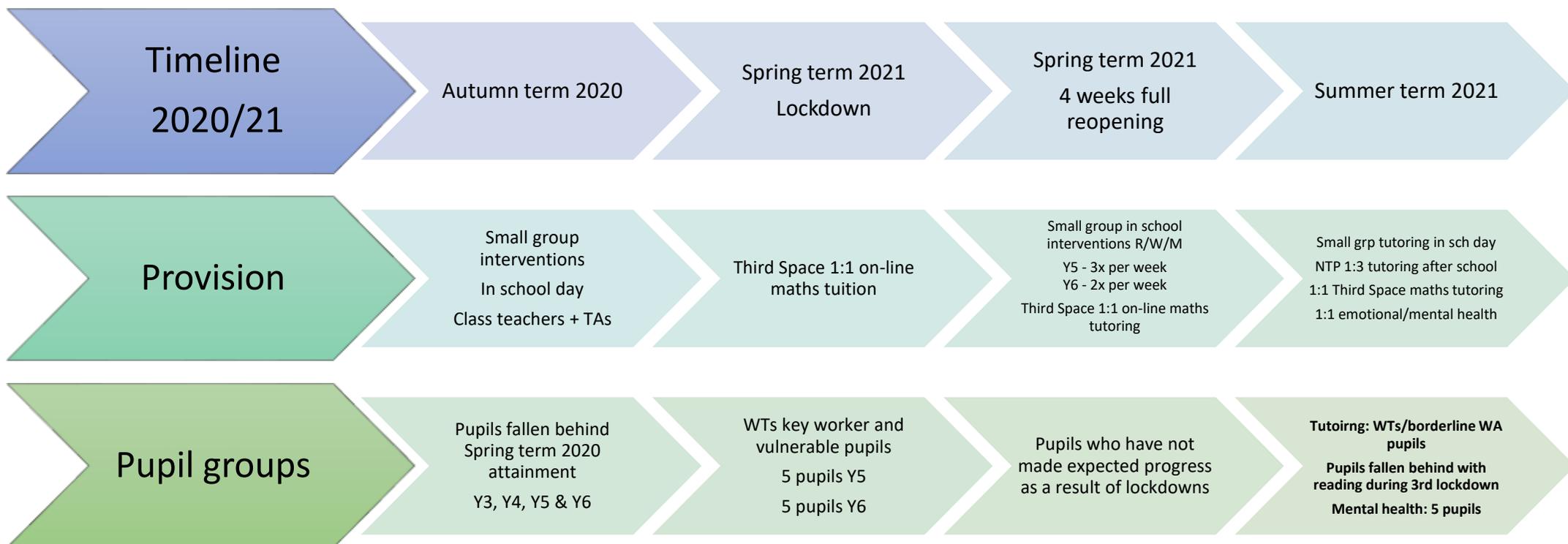
| Funding information | |
|---|-------------|
| Academic year | 2020-2021 |
| Total number of pupils on October 2020 census | 348 |
| Amount received per pupil | £80 |
| Total received | £27, 840 |
| Governor lead | Katia Major |

Overview of strategy

| Priority | | Expected Outcome |
|-----------------|---|---|
| A | Catch up pupils that, when reassessed in the Autumn term 2020/21, had fallen behind their own end of Spring term 2019/20 attainment in reading, writing or maths as a result of first national lockdown. | Pupils catch back up to Spring term 2019/20 attainment by December 2020 |
| B | Catch up bottom 20% readers who had made no or slow progress during first national lockdown | Pupils |
| C | Catch up pupils who are in danger of not meeting age expected standards of the 2020/21 curriculum or who are making slow progress towards meeting age expected outcomes | Pupils make accelerated progress by July 2021 |
| D | Catch up pupils that, when reassessed in Term 4 2020/21, had fallen behind their own end of Autumn term 2020/21 attainment in reading, writing or maths as a result of third national lockdown. | Pupils catch back up to Autumn 2020/21 attainment. |
| F | Provide specialist therapy to pupils who have been severely impacted by COVID-19 and national lockdowns and need additional pastoral support in order that they can successfully re-engage and access learning. | Pupils are able to re-engage with and access learning |

Overview of Catch Up Premium Strategy 2020/21

Updated February 2021



Planned expenditure

Academic year 2020/21

| Priority | Chosen action / approach | What is the evidence and rationale for this choice? | Expected outcomes Evaluation – what and when | Staff lead | Expenditure |
|---|---|--|---|---|--|
| <p>A. Catch up pupils that, when reassessed in Term 1 2020/21, had fallen behind their own end of Spring term 2019/20 attainment in reading, writing or maths as a result of first national lockdown.</p> | <p>Autumn term 2 Targeted small group teaching within school day with class teacher and/or TA focused on revision of learning from first half of 2019/20.</p> | <p>EEF T& L Toolkit evaluation shows up to 4 months progress from targeted small group tuition.</p> <p>Class teachers and TAs are best place to know gaps for pupils</p> | <p>Expected outcomes: By end of the Autumn term, pupils are working at the same attainment band as prior to 1st national lockdown.</p> <p>Evaluation: Analysis end of Autumn term progress data for each pupil January 2021</p> | <p>Team leaders supported by DHT</p> | <p>Costs met within main school budget.</p> |
| <p>B. Catch up bottom 20% readers who had made no or little progress in reading during first national lockdown</p> | <p>Autumn Term 2 and Spring Term 1 2020/21</p> <p>In addition to daily reading lessons interventions:</p> <ul style="list-style-type: none"> ○ Daily 1: 1 reading ○ Small group reciprocal reading ○ Fluency intervention <p><i>UPDATE Feb 2021: Carry forward remainder Spring term 2 and Summer Terms 2020/21 as a result of 3rd national lockdown</i></p> | <p>EEF T&L Toolkit evaluation - targeted reading comprehension strategies shows gains of up to 6 months</p> <p>Literacy Hub Project on Reciprocal Reading run by West Dunbartonshire Psychological Service in 2014 shows that gains of up to 11 months in reading are possible over four months.</p> | <p>Expected outcomes: Pupils make accelerated progress with reading from starting</p> <p>Evaluation: Assessment end of term 1 and end of term 3 2020/21</p> <ul style="list-style-type: none"> - PM Bench Mark Assessment - Bookband colour <p><i>UPDATE Feb 2021: Evaluate July 2020</i></p> | <p>Team Leaders supported by literacy leads</p> | <p>Fluency teaching resources for each class £396</p> |

Planned expenditure

Academic year 2020/21

| Priority | Chosen action / approach | What is the evidence and rationale for this choice? | Expected outcomes Evaluation – what and when | Staff lead | Expenditure |
|---|---|--|---|-----------------------------|--|
| <p>C. Catch up pupils who are in danger of not meeting age expected standards of the 2020/21 curriculum or who are making slow progress towards meeting age expected outcomes</p> | <p>Spring & Summer Terms 2020/21 1:1 online tutoring for maths</p> <ul style="list-style-type: none"> - Y5 and Y6 - Third Space Learning - 1 hour per week for 15 weeks <p><i>UPDATE Feb 2021: Places allocated Spring term 1 to key worker/vulnerable pupils in school. Reallocate places Summer term 2020/21</i></p> <p>Small group tutoring in the school day and after school. Some groups will have pre-teaching of age expected learning and other groups will have further teaching and practice of taught objectives that are insecure.</p> <ul style="list-style-type: none"> - Y3, Y4, Y5 and Y6 - Reading, writing and maths - Teachers within the school - NTP partners - In school - 3 sessions per week per group (45 min – 1 hour) - 15 sessions per group - After school – 1 session per week per group (1 hour) <p><i>UPDATE Feb 2021: Start tutoring with school staff remainder Spring term 2020/21. Start external partner tutoring Summer 2020/21 and continue Autumn 2021/22</i></p> | <p>EEF T& L Toolkit evaluation shows up to 5 months progress from 1:1 tuition.</p> <p>EEF T& L Toolkit evaluation shows up to 4 months progress from targeted small group tuition.</p> | <p>Expected outcomes: Pupils are working at age expected outcomes by July 2021 in the core prioritized objectives</p> <p>Evaluation: July 2020</p> <p>Reading:</p> <ul style="list-style-type: none"> - NFER tests - PM Benchmark - Teacher assessment of work reading comprehension in class <p>Writing:</p> <ul style="list-style-type: none"> - End of unit assessments of writing in literacy lessons <p>Maths:</p> <ul style="list-style-type: none"> - End of unit assessments - End of year standardized tests | <p>Maths lead</p> <p>HT</p> | <p>Third Space learning 1:1 tutoring £252 per pupils x 20 pupils x2 15 week blocks Spring £550 (discounted as owed time) Summer £5040 £5590</p> <p>Cost of supply 2 days a week to release in-school teachers (terms 4, 5 and 6) FL: Y5 £7704</p> <p>Cost of supply for x 1 day a week term 4 (4 weeks) AP: Y6 £856</p> <p>NTP 1:3 after school tutoring £94 per pupil x6 groups (18 pupils) Pearson: Y4 & Y5 x1 block 15 £1692</p> <p>NTP 1:3 in school tutoring £71.25 per pupil x7 groups (21 pupils) OF: Y3 & Y4 x2 blocks 15 £2993</p> |

Planned expenditure

Academic year 2020/21

| Priority | Chosen action / approach | What is the evidence and rationale for this choice? | Expected outcomes Evaluation – what and when | Staff lead | Expenditure |
|---|--|---|--|-------------------|--|
| D. Catch up pupils that, when reassessed in Term 4 2020/21, had fallen behind their own end of Autumn term 2020/21 attainment in reading as a result of third national lockdown. | Summer term 2020/21 Small group out of school hours tutoring focusing on fluency and comprehension | EEF T& L Toolkit evaluation shows up to 5 months progress from 1:1 tuition. EEF T& L Toolkit evaluation shows up to 4 months progress from targeted small group tuition. | By end of the Summer term, pupils are working at least at the same attainment band as prior to 3 rd national lockdown. | HT | TBC |
| E. Catch up pupils in Y6 who with additional teaching could be working at age expected learning or greater depth learning in maths | Summer term 2020/21 Mastery Learning collaborative learning and peer teaching intervention with Y6 teacher x2 groups | EEF T&L Toolkit evaluation shows up to 5 months progress from Mastery Learning | By the end of the summer term pupils will have moved closer to age expected learning (Group 1) and greater depth learning (Group 2) | Y6 Teacher ER | Cost of supply 1 day per week to release in-school teacher x10 weeks £2140 |
| F. Provide specialist therapy to pupils who have been severely impacted by COVID-19 and national lockdowns and need additional pastoral and mental health support in order that they can successfully re-engage and access learning. | Summer term 2020/21 1:1 sessions for 10 weeks of either: - Psychodynamic therapy - Art therapy | EEF T& L Toolkit evaluation shows up to 4 months progress from targeted SEL interventions | Pupils are able to re-engage with and access learning Before and after wellbeing measures completed by: - Pupil - Teacher - Parent Review July 2021 | SENCo | 5 pupils £50 per hr per child x 10 sessions £2500 |
| TOTAL ALLOCATED SPEND TO DATE | | | | | £23,871 |