



Hove Junior School

COVID catch-up premium report

Summary

SUMMARY INFORMATION			
Total number of pupils:	777	Proportion of disadvantaged pupils	17.5% (136 pupils)
Amount of catch-up premium received in autumn term 2020:	£16,060	Amount of catch-up premium received for summer 2021:	£8,621
Total catch-up premium budget for autumn 20 & summer 21:	£24,681.33	Total catch-up premium budget for financial year April 21- April 22:	£25,864

STRATEGY STATEMENT

At **Hove Junior School** we aim to ensure that following Covid19 lockdown any pupils affected by school closure catch up for lost learning and meet the curriculum expectations for their year group. We aim to reduce the attainment gap between our disadvantaged pupils and their peers. In order to utilise this additional funding in the best way possible we have closely considered the research and advice from EEF.

Staff have used diagnostic information and have skilled teacher assessment to identify gaps in learning or learning that has been lost or misunderstood.

The following outlines the school's Catch-up priorities and core approaches:

Quality First Teaching

- Well sequenced, purposeful planned learning: Our whole school planning has been adapted to include missed objectives

- Consolidation of key skills and knowledge: Increased curriculum time core skills of handwriting, phonics and spelling, times table recall, reading
- Focus on Assessment of Learning, Feedback, identifying gaps in learning and adapting teaching accordingly
- Focus on Metacognition: teaching children strategies for planning, monitoring and evaluating their learning
- Additional time spent on pupil wellbeing, social skills development and self-regulation
- Improved access to technology and increased time given to teaching using online learning platforms

Targeted support - Staffing and resourcing the following interventions:

- Phonics Intervention groups Y3, Y4, Y5
- Maths Intervention groups Y4, Y5, Y6
- Reading intervention: Read, Write, Inc in Y3
- Better Reading Partners (BRP) and Inference groups across the school

Additional individual/small group support - Funding of academic mentor / tutor

- One-to-one tuition for identified pupils focus on English and Maths
- Additional formative assessment booster groups Y5 and Y6
- Pupil Conferencing: Time out of class for individual or small group conferencing

Other approaches Inc

- Supporting pupils' social, emotional and behavioral needs
- Planning carefully for adopting a SEL curriculum
- Communicating with and supporting parents

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children entering Y3 with gaps in curriculum knowledge having missed learning in phonics, early reading, handwriting and number
B	Children not meeting required expectations in core skills (English and Maths) due to lost learning during school closure as identified through diagnostic strategies at the start of the autumn term
C	Children in Y6 risk not achieving expected level for pupils at the end of KS2 due to missed learning

ADDITIONAL BARRIERS

External barriers:

D	Children not able to / not fully accessing remote learning
E	Children miss further learning through periods of isolation / illness
F	Families under stress / vulnerable situations due to impact of Covid-19 / lockdown

Planned expenditure for current academic year

Quality of teaching for all				
Intended outcome and success criteria	Rationale	Implementation	Monitoring/ Evidence	Cost
Behaviour policy revisited and shared with stakeholders Changes to rooms, timetables and routines due to social distancing measures are understood and adhered to by all	To re-establish children's routines in school, ensure they feel safe and ready to learn	<ul style="list-style-type: none"> • Staff inset- Behaviour appendix and policies revisited & shared with all stakeholders • Adapt Teaching and Learning Policy & share with all staff N'OS • Revise monitoring foci (<i>in line with teaching standards and RA</i>) • Adapt Environment Checklist • Subject RAs for PE/Science/Music CT 	Teacher on a Page adapted and shared Year leader/SLT Monitoring Schedule English lead monitoring on AFL for reading/writing	N/A N/A

<p>Gaps in learning, lost learning or learning that has been misunderstood identified through diagnostic information and skilled teacher assessment</p>	<p>To identify lost learning so that the curriculum, long-term and short-term planning can be adjusted as needed</p>	<ul style="list-style-type: none"> • Inset session (04.09.20) on feedback and marking and adaptation of 'live feedback' • AFL – Covid Recovery training session working in joint year group teams. Audit feedback to SLT 24.09.20 • Adapted assessment policy RJ Sep 20 • Training session on diagnostic questioning in maths – Maths Team Oct 20 • Data Analysis Outcomes Autumn 20/Summer 21 • Timetabled, focused 1:1/small group pupil conferencing session in each year group with class teacher (not available in whole school closure) HoS Timetable Cover 	<p>Pupil Voice - School Council on curriculum</p> <p>Monitoring focus for SLT/year leads in class - explore ways of addressing pupils' learning needs "live" within the classroom/ adapting existing formative questions with targeted, diagnostic multiple-choice questions</p> <p>Curriculum & Outcomes Governor Committee</p>	<p>N/A</p> <p>N/A</p>
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<p>Logical well-sequenced plans in place to support and sustain high quality teaching curriculum coverage of any gaps or lost learning</p>	<p>Ensure that all children have access to high quality first teaching appropriately matched to their needs</p>	<ul style="list-style-type: none"> • Subject leader action plans revised with 'Covid recovery sections and continuity objectives • Performance Management objectives revised – baseline assessment/1 continuity/1 wellbeing target. • Review 'coaching plans for M1-3 teachers on both sites • Phonics Recovery training sessions 17.09.20 • Spelling Recovery Session 17.11.20 • Maths Recovery training Session 01.10.20 • 29.09.20 SSP Webinar Rapid Response – session attended to look at CR – to what extent was our approach to orientating pupils back to school successful and what additional needs are emerging? • Teacher on a Page set up – continue monitoring programme Sep 20 • Maths monitoring both sites – next steps to feed into Spring term CPD. Maths leads to attend Year leader week 2 meetings Jan 21 Maths Team • Phonics/spelling AFL & assessment of writing CPD Nov 20 • Sum Dog training to support online teaching and home learning Jan 21 Bug Club training to support online reading and comprehension Jan 21 • Durrington Research Project Training Spring 21 	<p>Subject Leader Action Plans Subject Leader Maths and English Governor Monitoring PM Documents Teacher on a Page Documents shared on One Drive Individual Coaching Plans</p>	<p>Subject/Year leader release cover</p> <p>Average £32.89 per hour of release £98.67 for half a day release</p> <p>£789.36 for CPD training sessions</p>
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<p>High quality remote learning in place for pupils isolating or for pupil access to learning during school closure</p>	<p>Remote learning to meet the standards set by the DfE drawing on research from EEF and recent Ofsted publications</p>	<ul style="list-style-type: none"> • Continuity action plan for home learning - see separate plan • All pupils to be upskilled in use of online platforms through additional GC/Seesaw lessons Sep 20 • Digital register in place and continually reviewed and updated for home learning. Nov 20 • SLT review registers regularly with year leads to identify digitally disadvantaged through whole school closure. • Children identified who have no device to access online learning. 20 Chrome books purchased by school and loaned out to families. Additional free 69 Chrome books provided by DfE. • Inset Nov 20 – Dfe guidance shared with and modelled to all staff • Training/team teaching for ‘Seesaw’ for Yr 3 teachers Sep 20/Nov 20 • Computing staff meeting 03.11.20 Support staff trained on both sites Nov 20 	<p>Home Learning Action Plan</p> <p>C and O Meetings/ Minutes</p> <p>Digital Registers</p> <p>Total budgeted cost:</p>	<p>20 Chromebooks £2,999.84</p> <p>69 DfE Chrome books (Free for 2nd school closure Spring 21)</p> <p>£3,789.20 for autumn term 2020 & Spring 21</p>
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Targeted support				
Intended outcome and success criteria	Rationale	Implementation	Monitoring/ Evidence	Cost
<p>High quality one to one and small group tuition in phonics and early reading (Read/Write/Inc)</p>		<p>Year 3 Phonics Intervention x3 per week (LSA) Read, Write Inc. Reading Intervention X3 per week</p> <p>Year 4 Phonics Intervention x3 per week (LSA) Handwriting x4 per week (LSA)</p>	<p>Monitoring of teaching and learning across both sites.</p>	<p>Y3 Phonics HR £1095.90 PR £478.16</p> <p>Y3 RWI HR £802.20 PR RWI 1:1 £581.21 PR RWI groups £1283.45</p> <p>Y4 Phonics HR £148.19 PR £381.06</p> <p>Handwriting HR £196.47 PR £97.67</p>

<p>High quality one to one and small group tuition in reading (BRP/Inference)</p> <p>KS2 Reading Progress maintained at 2.2+</p>		<p>Review reading provision for post BRP pupils in provision meetings. Identify additional adult support.</p> <p>Benchmark and identify targeted pupils Inc. all disadvantaged from Sims/teacher assessment:</p> <p>PR: Year 4 and Year 5 focus Sep 20-Oct 20</p> <p>HR: Year 6 Sep-Oct 20</p> <p>Train additional 2 adults at HR for reading recovery Inference groups Nov 20</p> <p>PR Year 3 benchmarking Dec-Jan 20</p> <p>Bug Club established for KS2 Spring 21</p>	<p>Edukey Provision Mapping</p> <p>BRP Benchmarking Results and Assessment</p> <p>Year Group Reading Data Analysis</p>	<p>BRP Y4 HR £138.86 PR £1369.94</p> <p>BRP Y5 HR n/a Autumn 20 PR £1120.61</p> <p>£1096.29 annual subscription</p>
<p>High quality one to one and small group tuition in writing</p> <p>KS2 Writing Progress maintained at 0.0 and above</p>		<p>Identification and assessment of need with Yr. 6 leads</p> <p>PR: Year 6 weekly conferencing sessions with class teacher</p> <p>HR and PR: 1:2 small group booster writing sessions Autumn 20 /Spring/Summer 21</p>	<p>Writing Data Analysis</p>	<p>££32.89 per hour</p> <p>£328.90 for 2 days each week</p> <p>£5,262.40 per term</p>

<p>High quality one to one and small group tuition in maths</p> <p>KS2 Maths Progress maintained at 0.0 and above</p>		<p>HR/PR Year 6 Booster sessions Autumn Term 20</p> <p>HR/PR Year 5 1:1/small group booster sessions</p> <p>Year 4 Multiplication boosters Oct-Dec HR site</p> <p>Year 4 Multiplication boosters March-July PR site Spring 2</p> <p>Year 4 Times Table Revision Intervention</p> <p>Year 5 Maths Intervention (HLTA MJ) 2.5 days per week (part funded by PP)</p> <p>Sum Dog Online Subscription Spring 21/Summer 21</p>	<p>Edukey Provision Mapping</p> <p>Maths Data Analysis</p>	<p>Y6 Booster PR £5009.38 HR £4906.15</p> <p>N.A as funded by Pupil Premium</p> <p>N/A Funded by Maths Budget</p>
<p>High quality Academic tutoring for pupils in Y6</p>		<p>DA provision map for tutoring at HR Dec 20</p> <p>DA provision map for tutoring at PR site Dec 20</p> <p>1:1 – 1:3 TUTORING at HR Jan-March 21</p> <p>1:1 – 1:3 TUTORING at HR April-July 21</p>	<p>Data Analysis for tutoring/Report to Governors</p>	<p>Summer 21 £13,156 for tutor to work 1:1 for 5 days for an average 16 week term</p>
<p>Targeted academic support for pupils with Special Educational Needs and Disabilities (SEND)</p>	<p>Provision tailored to meet the individual needs of pupils</p>	<p>Spotlight provision meetings for each class teacher with Inclusion Manager/SLT</p> <p>PR: Year 3 targeted support for SEN in writing</p> <p>Edukey Training Inset Nov 20</p>	<p>Provision overseen by Y6 leaders</p>	<p>N/A</p>
<p>Total budgeted cost:</p>				<p>£23,967.94 for autumn term 20 & Spring 21</p>

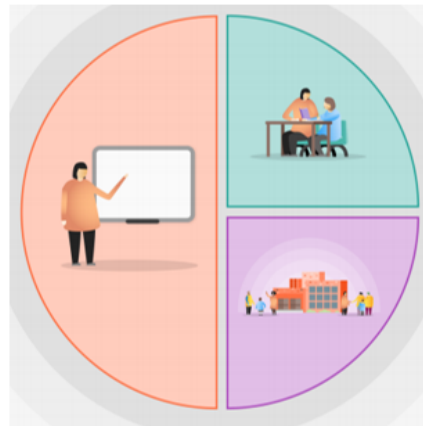
Curriculum Recovery and Catch-up Funding



At **Hove Junior School** we aim to ensure that following Covid19 lockdown pupils catch up for lost learning and meet the curriculum expectations for their year group. The government is providing a one-off catch-up premium for the academic year 2020 to 2021 to support with this. In order to utilise this additional funding in the best way possible we have closely considered the research and advice from EEF and have used skilled teacher assessment to identify gaps in learning and put in place appropriate provision.

1. Quality First Teaching

- Well sequenced, purposeful planned learning: Our whole school planning has been adapted to include missed objectives
- Consolidation of key skills and knowledge: Increased curriculum time core skills of handwriting, phonics and spelling, times table recall, reading
- Focus on Assessment of Learning, Feedback, identifying gaps in learning and adapting teaching accordingly
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- Additional time spent on pupil wellbeing, social skills development and self-regulation
- Improved access to technology and increased time given to teaching using online learning platforms



Hove Junior School is not:

- Administering formal tests
- Cramming missed learning or pressuring children

2. Targeted Intervention support

Staffing and resourcing the following interventions:

- Phonics Intervention groups Y3, Y4, Y5
- Maths Intervention groups Y4, Y5, Y6
- Reading intervention: Read, Write, Inc in Y3
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3. Additional individual/small group support

Funding of academic mentor / tutor

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