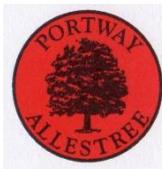


Catch-Up Premium Plan Portway Junior School



Summary information

School	Portway Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£28,800.00	Number of pupils	361

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 are most likely to 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

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.

EEF Recommendations

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

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	Fluency of skills and knowledge are evident across the school. Children have gaps in some of the building blocks in skills and knowledge to be able to approach more complex problems. Post lockdown has highlighted the degree in levels of work completed and in some cases none. As a result, children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. Added to this, their rapid recall of key numerical facts has decreased as children have not had consistent opportunities to recall, remember and apply the key facts and knowledge as frequently as usual, this further hinders their understanding as the cognitive load can be too great.
Memory	Children's retention of key knowledge and skills across core and the foundation subjects has decreased. Working memory has become reduced to circumstances and this impacting learning and retrieval of key facts and knowledge, especially for SEND and vulnerable children.
Reading	The area of fluency regarding reading and phonics has been identified as a significant factor hindering reading across school, again having a knock on effect on their cognitive load and ability to then apply higher order reading skills such as inference as children's reading skills progress from the basics. We identified that 41% of Y3 children, 40% of Y4 children, 27% of Y5 children and 20% of Y6 children needed phonics intervention. This area of missing or gaps in phonetical knowledge has also had an impact on children's writing regarding their spelling, which will also benefit from improved phonetical awareness and application. It is particularly high in Y3 as children did not complete the Y2 curriculum and in Y4, the phonics work we had implemented could no longer be delivered. As at home most parents do not have the knowledge or skills to accurately deliver phonics.
Emotional and Wellbeing	Children's experiences from March will have varied considerably. School is aware of many of the adverse experiences but the impact of these may not be seen initially. Although children's return to school has been successful, it is important to stay vigilant and be prepared to support ongoing children's emotional and mental wellbeing needs. We have already started to implement Forest Schools and seen the positive impact this has had on children's emotional well-being and is another area we are targeting the catch up funding.

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 anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Improve teaching and learning strategies to deliver greater impact in the classroom and improve quality first teaching.	<i>Coaching by Maths Lead to support staff with introduction with new David Sharp Maths fluency plus 1 and power of 2 books</i> TOTAL = £1000		Iain Bly	Spring 1
	<i>Coaching by English Reading and writing leads to support staff with the implementation of RWI phonics scheme. Time out of class to monitor and evaluate the implementation of RWI.</i> TOTAL = £1000		Emily Gulliver/ Claire Beecroft	
	<i>Teaching for memory aids and CPD</i> TOTAL = £1000		Dan Dobrzycki	Spring 1
Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning.	<i>RWI set up packs</i> <i>RWI books</i> <i>RWI teacher manuals and resources</i> TOTAL = £9000		Karen Puszczynska/ Emily Gulliver/ Claire Beecroft	Autumn 2
	<i>David Sharp Maths fluency plus 1 and power of 2 books</i> TOTAL = £850			Ongoing
Whole school Forest school training CPD.	<i>Forest school level 1 for all staff</i> TOTAL = £2700 <i>Forest school level 3 for staff leads</i> TOTAL = £1880		Emma Wilkinson/ Karen O'Farrell	Spring 2
			Total budgeted cost	£18,430

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Additional teaching resources for maths- Numicon sets purchased to support maths delivery across school	<i>INSET/SM time allocated to Numicon training by external provider for staff, full suite of resources to support implementation across whole school</i> TOTAL = £3000		Iain Bly	Spring 2
RWI Training Materials and resources	<i>Baseline assessments under taken Oct 2020, children grouped accordingly, whole school timetable in place</i> TOTAL (included above)		Emily Gulliver/ Claire Beecroft	Spring 1
Memory aids for supporting short-term and long-term memory SEND pupil support	Games and suitable memory resources to support memory, sets per year group TOTAL = £500		Emma Wilkinson/ Karen O'Farrell	Spring 2
Emotionally well-being support for children	<i>Books, forest school resources/tools</i> TOTAL = £2500		Emma Wilkinson/ Karen O'Farrell	Spring 2
			Total budgeted cost	£6000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Parental engagement & CPD for staff focusing on positive mind-set, inner voice and well-being strategies to support children and families	<i>Tamba Roy workshop and resources</i> TOTAL = £2000		Emma Wilkinson/ Karen O'Farrell/ Alice Rubini	Summer 1
Additional MDS/Play leader hours for extended forest school approach	<i>Temporary contract 5 hrs weekly for 14 weeks</i> TOTAL = £4000		Emma Wilkinson/ Karen O'Farrell/ Jodie Stevenson	Summer 2

	Total budgeted cost	£6000
	Cost paid through Covid Catch-Up	£28,800
	Contributed cost paid through school budget	£2,630
	Total cost of catch up plan	£30,430

COVID catch up funding – Appendix 1

The COVID catch up fund is designed to support schools in catching up the lost learning from the pandemic. However, the funding provided does not adequately balance the needs and requirements needed to keep the school open.

In order to keep schools safe, clean and fully open for children, many measures have had to be put in place. These measures are outside of costs normally spent by schools and so there are significant supplementary budget costs which are being spent.

At Portway, we know that the best way for the children to learn well and for the learning to have the most impact, is for the children to be taught by their class teacher in their classroom in the school environment. Every effort has been made to ensure that the children have the right resources to learn well, and that the classrooms and whole school environment have been made as safe as possible. The longer we can keep the school open and not close bubbles, the bigger impact we can have on ‘catching up’.

To highlight the additional costs for schools in maintaining high levels of cleanliness and resourcing, the (approximate) costs have been added below:

Additional Measures	Cost
Cleaning hours	£3000
Cleaning materials <i>Sanitiser, soap, disinfectant, towels,</i>	£2000
Heating costs <i>Heating on for longer due to ventilation, hot water due to increased hand washing</i>	£1000 <i>Dependent on weather</i>
Supply teacher <i>2 weeks supply in case of isolation</i>	£2000
Supply TA <i>2 weeks supply in case of isolation</i>	£1200
Total Cost	£ 9,200 + any additional supply costs

Supply costs are impossible to predict at the current time, but could range up to and beyond the amount given for catch up funding.

The purpose of this appendix is to highlight that whilst the catch up funding is vital for schools, the reality is that schools are spending out on other things in many ways which have not needed to be covered before and would not necessarily have been budgeted for.