



COVID-19 Catch-up Premium Spending: Summary 2021-22

SUMMARY INFORMATION

School:	Alfred Street Junior School	Total number of pupils:	114 based on October Census
Academic Year:	2020-2021	Amount of catch-up premium received per pupil:	£80 per child
Date of Strategy:	January 2021	Total catch-up premium budget:	£9,120

STRATEGY STATEMENT

The mental, physical, and economic impacts of Covid-19 have affected every family in different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges for children. Many children—particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—will have been adversely affected by extended time away from school.

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their children to make up for lost teaching over the previous months. While funding has been allocated on a per-child or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for children according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

As a school we need to identify where additional catch-up support may be required, by carrying out rigorous and robust assessment of all our children's emotional resilience, attitude and readiness to learn, physical wellbeing and their academic attainment. Once teachers know the starting points for each child, they can then effectively modify the curriculum to address gaps in knowledge and target individual children, who require additional support. Particular focus will be on disadvantaged, SEND and vulnerable children, because research has shown that children in those groups have been the most adversely affected.



COVID-19 Catch-up Premium Spending: Summary 2021-22

Barriers to Learning

Barriers to Future Attainment	
A	Lack of suitable platforms and confidence to deliver remote teaching and learning
B	Gaps in learning due to school closures (Summer term 2020, Spring term 2021)
C	Lack of practical application of skills in Science and Art due to a reduced curriculum during the remote learning period
D	Lack of reading and phonics development
E	Gaps in knowledge of times tables
External Barriers	
F	Pupil's mental health and wellbeing have been impacted on during lockdown
G	Lack of engagement in education by some families
H	Lack of access to devices to enable online learning for some children
I	Reduced levels of fitness

COVID-19 Catch-up Premium Spending: Summary 2021-22

Planned Expenditure for Current Academic Year

Quality of Teaching for All						
Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	Staff lead	Impact/ evaluation Autumn/ Spring/ Summer
A	Subscribe to Purple Mash IT scheme and platform	<p>Staff have a platform that they can use to set tasks, review children's work, monitor participation and to communicate with the children.</p> <p>The platform comes alongside an IT scheme of work and assessment package, which can also be used to deliver a high quality IT curriculum when the children are back in school.</p>	No current remote learning platform in place in school. No existing IT scheme of work in place and lack of IT apps and programmes hinder the children's development of IT knowledge and skills.	Purple Mash Subscription for 1 year £600	IT Lead	<p>Purple Mash was purchased in the Spring Term of 2020 when the first Lockdown was announced. Children were quickly set up with passwords and shown how to use the platform. This was used to set some activities during the Summer 2020 Lockdown and as a platform to communicate with the children from home.</p> <p>During Autumn 2020, it was used as an IT scheme to provide high quality teaching and learning.</p> <p>During Spring 2021, Purple Mash was used alongside MS Teams to supplement remote learning.</p>
	Provide focused training and training guides on the effective use of technology for live teaching.	All teachers and relevant support staff to be confident in the use of technology to support pupils learning 'on line'.	EEF Toolkit suggests that digital technology approaches often require additional training and support for teachers which is essential in ensuring the technology is properly used and learning gains are made. (+4)	Teams – DfE cloud funded platform £1500 to be refunded to school.	HeadTeacher/ Assistant Head Teacher	<p>Viabile, workable platforms are in place to enable remote education through MS Team, Purple Mash and Spelling/Maths Shed. MS Team is established as part of our Remote Learning Offer.</p> <p>Pupils are confident to access and navigate MS TEAMS, either off or on-site.</p>
	Share good practice of remote learning strategies amongst staff, to ensure that good practice is built upon across the school.	All teachers aware of the appropriate activities to engage pupils when learning remotely.				



COVID-19 Catch-up Premium Spending: Summary 2021-22

	Procedures in place for remote learning, involving staff setting and feeding back on work and carrying out AFL.	Teachers given opportunities to share best practice, examples of positive outcomes with all staff. All children to continue to learn in the event of remote learning. Children to continue to receive feedback on their work.	EEF Toolkit Homework, primary (+2), EEF Toolkit Feedback (+8).			Teachers are confident to access and navigate MS TEAMS, either off or on-site. Staff, Parent and Pupil Voice carried out regarding our remote learning provision is overwhelmingly positive (see survey results). Ofsted Remote Learning Inspection carried out in March 2021 graded the provision as effective.
	Staff made aware of remote learning requirements through CPD, sharing of ASJS Remote Learning Strategy and ASJS Remote Learning Policy.	High quality remote learning provision is to be in place in line with DFE requirements.	The DFE require all schools to have remote learning in place in line with their expectations.			
	Families informed of the provision for remote learning through ASJS communication methods.	Parents to be supported and encouraged to engage with their children's remote learning activities.	EEF Toolkit Parental engagement (+3),			
B	Identify areas of the Curriculum that were not covered in the Summer Term 2020 and plan a 'catch up' programme for Autumn 2020. English, Maths and Connected Curriculum Leads to be released to create plans for their subjects.	Missed learning to be identified and plans to be in place to address in the Autumn Term 2020.	During the Summer Term of 2020, a National Lockdown was imposed. Children were given paper based learning packs with a focus upon consolidation of skills. As a result, many of the Summer Term 2020 Curriculum objectives were not covered. This will impact upon progression and sequencing of future learning. The EEF guide to supporting schools planning: A tiered approach to 2021 states; planning effective assessment is	4 mornings release time covered by HLTA £138.00	English, Maths and Connected Curriculum Leads	During the Autumn Term, subject leaders identified missed learning and put into place plans to address the gaps for the academic year 2020-21 – see 'Catch Up Plans'. These were shared with teachers and curriculum plans and time tables were adapted to enable whole class 'catch-up' of missed learning. ASJS Teaching and Learning Recovery Plan in place Autumn 2020.
	Children to carry out Pixl Baseline Assessments in	Assessments provide clear gap analysis which is used		Pixl Package already purchased and funded	Intervention Lead	QLA was carried out and gaps identified. Gaps were

COVID-19 Catch-up Premium Spending: Summary 2021-22

	<p>the Autumn Term.</p> <p>Teachers to address whole class gaps in learning during the skills sessions of the Autumn Term.</p>	<p>to inform planning and teaching.</p> <p>Intervention groups identified through analysis of data.</p> <p>Assessment data can be compared to ARE, local and national data to inform school priorities.</p>	<p>integral to supporting great teaching. Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that COVID-19 school closures may have had on their pupils.</p>	<p>through Pupil Premium Funding</p>		<p>taught during the Autumn term and children reassessed so the impact could be measured. Data showed that gaps in learning narrowed – see data reports.</p>
C	<p>Plan one week with a focus upon Art during the afternoon sessions for the whole school and one week with a focus dedicated to developing Science SC1 skills for the whole school.</p>	<p>Children have the opportunity to develop practical elements of Art and Science that have been missed.</p>	<p>During the Lockdowns, children had limited experience of Art and Science due to a reduced time table and lack of resources at home.</p>	<p>Purchasing of Science Materials £111.86</p> <p>Purchasing of Art Materials £23.46</p>	<p>Connected Curriculum Lead</p>	<p>The school focused upon teaching practical elements of Science and Art during dedicated weeks in the Spring Term 2021. Objectives were identified and planned for.</p>
E	<p>Purchase TT Rock Stars and NumBots.</p>	<p>Improved engagement and raised profile of teaching and learning of times tables and number facts.</p>	<p>During the Lockdowns, less focus was given to developing children's knowledge of times tables and number facts resulting in delayed progress.</p>	<p>TT Rocks and NumBots subscription for 1 year £241</p>	<p>Maths Lead</p>	
F	<p>Purchase the Books 'Here we are' by Oliver Jeffers.</p> <p>Whole school to deliver the CLPE programme and create a whole school display.</p>	<p>Whole school approach to reengage with school life and to ensure children are ready to learn.</p> <p>Children engaged in therapeutic activities.</p>	<p>During the Summer Term 2020 Lockdown, children had limited interaction with the world, their community and the school. They also had raised anxieties regarding the impact of COVID 19.</p>	<p>5 x books purchased £49.95</p>	<p>PSHE Lead</p>	<p>The children were able to reconnect with each other within their classes and as a whole school through the shared project and display work that was created. The project enabled them to re-establish learning behaviours, address anxieties and to think beyond themselves and the school to the wider world beyond.</p>

COVID-19 Catch-up Premium Spending: Summary 2021-22

	Whole school focus on wellbeing during National Mental Health week Feb 21.	Raise awareness and develop different strategies of how to develop a positive mental health.	National research has identified that Lockdown has had a detrimental effect upon the mental health and wellbeing of some children and families.	No additional cost	Inclusion Manager/Mental Health Lead	During National Mental Health Week, there was a whole school focus upon developing positive mental health. This was held remotely. Children took part in a range of activities and resources/services were shared with parents.
	Whole school Healthy Week to be planned for May 2021. External services sought to be support with the week – e.g. dentist/dental nurse, school nursing team, yoga teacher.	Strategies to be taught for keeping healthy – to include, good dental hygiene, healthy eating, fitness and mindfulness.	Increased National and school level concerns regarding child hood obesity, as a result of reduced fitness levels during Lockdown.	£500 to commission the services of any outside support	Inclusion Manager/Mental Health Lead	
I	Professional development for all teachers in the planning and delivery of high quality PE sessions. Purchase the Scheme Get Set 4 PE. Carryout team teaching and modelling.	Staff to have increased knowledge and confidence in delivering high quality PE lessons.	Due to children being indoors and less active during COVID isolation periods/ School closures, children's health and wellbeing have decreased, making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.	Get Set 4 PE £370 Cost to be covered by Sport Premium funding.	PE Lead	New Scheme being trialled Spring 2
	Physical challenges to be set remotely and in person, for all classes as intra competitions in the Spring term 2021.	Children's fitness levels increase.	EEF Toolkit states that recent evidence from the UK that sports participation can have a larger effect on, for example Maths learning, when combined with a structure. (+2)	No additional costs	PE Lead	Fitness challenges during remote learning were shared via Parents App and the website during. PE lead has set whole school challenges and intra school competitions during the Spring term 2021.

COVID-19 Catch-up Premium Spending: Summary 2021-22

Targeted Support						
Barrier	Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Cost	Staff lead	Impact/ evaluation Autumn/ Spring/ Summer
B	<p>Employ an additional teacher to provide short term clear interventions to identified pupils, over 3 days a week.</p> <p>Baseline assessments to be completed.</p> <p>Pupils identified for academic interventions through data analysis.</p> <p>Deployment of additional staff to be reviewed regularly.</p> <p>Intervention plans to be reviewed termly and whole school provision maps updated.</p>	<p>Gaps identified in children's learning to be met through whole school provision map.</p> <p>Identified children to make accelerated progress.</p> <p>Gaps in learning to be reduced.</p>	<p>Children have gaps in their learning due to school closures (Summer Term 2020, Spring Term 2021)</p> <p>EEF Toolkit: One to one/ small group tuition (+5)</p>	<p>£ 7,488 for 3 afternoons per week from Nov 2020 to June 2021</p>	<p>Intervention Lead</p>	<p>Identified Y6 pupils were focused upon in the Autumn Term – see impact report.</p> <p>Identified Y3 pupils are being focused upon in the Spring Term.</p>
D	<p>Identified children to have daily reading sessions with support staff.</p> <p>Identified children to have daily phonics intervention with a HLTA trained in delivering phonics.</p> <p>Source external support to ensure effective teaching and assessment of phonics interventions in Autumn 2020 and Summer Term of 2021.</p>	<p>All staff to be aware of schools approach to the teaching of early reading and phonics.</p> <p>The gap between children's reading age and chronological age to be closed.</p> <p>Gaps in phonic knowledge to be closed.</p>	<p>During Lockdown, we were unable to ascertain if children were being regularly heard to read by parents.</p> <p>Targeted interventions for reading and phonics did not take place for the duration of Lockdown. The phonics teaching that was provided, was delivered by video from an external provider which will not have had the same impact as live teaching.</p>	<p>Costs covered through LA School to School Support</p>	<p>Phonics Lead</p>	



COVID-19 Catch-up Premium Spending: Summary 2021-22

			EEF tool kit states that teaching phonics is more effective on average than other approaches to early reading, though it should be emphasized that effective phonics techniques are usually embedded in a rich literacy environment for early readers.			
F	<p>Pastoral Team to carryout online CPD – 'Support Bereaved Children'.</p> <p>Pastoral Team to put a package of support in place for any child in need of bereavement support.</p>	Children who have lost someone as a result of COVID to have access to bereavement support upon return to school to enable them to manage their emotions.	Thousands of people have died as a result of COVID 19 and some children may have experienced bereavement as a result, and may need emotional support upon return.	<p>CPD free</p> <p>Pastoral Mentor costs covered by Pupil Premium Funding</p>	Intervention Lead	
	<p>1:1/small group interventions to be put in place for any children identified as needing further social or wellbeing support.</p> <p>Carryout SDQ as a baseline assessment and at the end of the sessions to measure the impact.</p>	Improved social development/wellbeing .	<p>As a result of Lockdown and lack of social interaction, some children may find it difficult to adapt to the return to school and engagement with their peers.</p> <p>EEF Toolkit states that Interventions which target social and emotional learning (SEL) have an identifiable and valuable impact on attitudes to learning and social relationships in school. (+4)</p>	Costs covered by Pupil Premium Funding	Intervention Lead	
G	<p>Identify pupils who are not attending school as much as they are able to or are not engaging in home learning.</p> <p>FSW to be a key contact in school who will work to develop good relationships with parents or families to support increased</p>	Good relationships established with key parents and strategies implemented to increased parent confidence and awareness of the need to attend/engage in home learning and the support which will be on offer.	EEF Toolkit suggests that increasing parental engagement in primary and secondary schools has an average of 2/3 months positive impact (+3)	Costs covered by Pupil Premium Funding	Family Support Worker/Pastoral Mentor	<p>Whole School attendance in Autumn 2020 was 96%</p> <p>Only 4 families did not engage in remote learning during the Spring 2021 lockdown.</p>



COVID-19 Catch-up Premium Spending: Summary 2021-22

	engagement and identify/address any barriers.					
H	<p>Identify pupils who would be unable to access learning if the work needed to be undertaken online.</p> <p>Survey to be completed and results analysed.</p> <p>Purchase additional devices and loan to identified children for the remainder of the academic year so they can access online learning/homework.</p>	All pupils have access to online learning/homework and school subscription sites.	EEF Toolkit states that there is some evidence that when homework is used as a short focused intervention it can be effective in improving students' attainment. (+2)	No additional Cost, purchased through Pupil Premium Funding	IT Lead/SBM	<p>All devices have been loaned to identified children, to support with online learning and homework.</p> <p>Loan agreements are in place.</p>
Total Budgeted Cost				£9,152.27		