



Elmwood Junior School

Head Teacher: Mrs A Read

COVID-19 Catch-up Premium Strategy 2020-21

Date of strategy publication		11/2020	Review date		Termly
Total number of pupils:		480	Total catch-up premium budget		£38,000
Disadvantaged pupils (%)	37.6%	Pupils with EHC plans (%)	13.26%	Pupils on SEND support (%)	12.2%

Barriers to learning and achievement

Academic barriers

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| 1. | Levels of Reading, Writing and Mathematics to be lower than usual due to school closure to most pupils from March 2020. Pupils' experiences of home learning during lockdown will vary widely. |
| 2. | Pupils making the transition back to school whilst dealing with the changes to the school day and the need to work under new safety constraints. |
| 3. | Teachers gaining accurate assessment information in a low stakes environment and planning for holistic and targeted catch-up support. |

Additional barriers

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| 1. | Some parents/carers and pupils will be anxious about attending school and as a result have intermittent attendance. Some pupils and members of their families will test positive for Covid 19 and have to isolate. |
| 2. | A greater emphasis on remote/blended learning will present challenges for teachers, pupils and parents/carers. Some families will have limited access to computers and/or the internet. |
| 3. | Mental health and wellbeing across the school affecting behaviour, resilience and personal development. Recognising vulnerable pupils who may be suffering from mental health issues, and implementing strategies to support them. |

Catch-up premium strategy statement

1. Teaching

High standards of teaching are the most important tool the school has to improve outcomes for our pupils. We are committed to the continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing pupil progress. The teacher has the highest possible expectations for all pupils in their class.

2. Targeted Academic Support

There is extensive evidence supporting the impact of high quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

3. Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by the Covid-19 pandemic. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

4. Wider Support

The school has provided extensive support to our pupils and families throughout the period of partial school closure and reopening in Autumn 2020. Additional support in the new school year will focus on promoting positive mental health and well-being of all of those within the school community and regular and supportive communications with parents and carers.

How the school intends to use the catch-up premium					
Quality First Teaching					
Intended Outcomes	Actions	Success criteria	Dates	Lead	Cost
<p>Assessment To gain an accurate insight into where pupils are in relation to age-related expectations</p>	<p>The school uses new assessment systems early in the year to highlight individual and collective gaps in learning. Analysis of data highlights priorities for the recovery curriculum. Analysis of progress data highlights pupils in most need of catch-up support.</p>	<p>STAR/NFER in place to use in the first half term of the school year. All pupils are able to take the tests. Staff are able to use the data to ascertain areas of weakness. SMT and class teachers are able to analyse trends across cohorts. Assessments are made quickly in a 'low stakes' environment. No marking time is required. Priorities for teaching can be set at individual, class, year group and school levels.</p>	<p>NFER: Progress tests in early Autumn term and Summer term. STAR: Baseline in October then termly Autumn, Spring and Summer</p>	DB	
<p>Prior Learning Abacus and SPAG planning includes points of prior learning</p>	<p>Time given to recap or cover teaching points from missed learning. New topics begin with accurate assessment of prior learning points.</p>	<p>Missed prior learning is covered systematically. Gaps in learning are narrowed before new learning takes place. Areas of weakness are addressed.</p>	<p>From September 2020.</p>	DB/DO	

<p>Online Learning New online learning platforms are used for virtual classwork and homework</p>	<p>Google Classrooms established so that teaching and learning can continue remotely.</p> <p>Staff, pupils and parents become familiar with a new way of working.</p> <p>All Year groups will be set up to complete all homework online.</p> <p>The same homework timetable will be followed and use the same platforms: Sora/Google Classroom/Readiwriter and Mirodo/SATs Companion.</p>	<p>Learning will be able to continue in the event of school closure or pupils self-isolating.</p> <p>All pupils and staff have subscriptions and are able to login to the various platforms.</p> <p>High percentages of pupils are completing their homework online.</p> <p>Parents are aware of the change and support their children at home.</p>	<p>All subscriptions in place and pupils registered September 2020.</p> <p>Virtual classroom and Remote Learning Policy in place by October 2020.</p>	<p>DO</p>	
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Targeted Academic Support and Intervention

<p>Reading Targeted pupils make positive progress.</p>	<p>Personalised additional support and teaching sessions delivered by qualified teachers and graduate LSAs.</p> <p>All staff: Year Leaders, class teachers, additional teachers and LSAs aware of targeted pupils.</p>	<p>Teachers, additional teachers and LSAs work through a series of daily/weekly timetabled interventions.</p> <p>Targeted pupils make positive progress in scaled scores (STAR).</p> <p><u>Reading</u></p> <p>NFER: question level analysis/STAR individualized targets for interventions</p> <p>Whole class reading focus daily</p> <p>Individual targeted reading with CT, AT or LSA</p> <p>Phonics, IRP, Toe-by-toe</p> <p>Handwriting sessions</p> <p>Library boxes- giving access to topic related literature and refreshing class libraries.</p> <p>Sora- pupils have the choice of millions of titles to read at school or at home.</p> <p>Dyslexia screener available.</p>	<p>Baseline Assessment: early Autumn Term</p> <p>Timetabled daily/weekly.</p>	<p>Year Leaders/DB</p>	
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<p>Writing Targeted pupils make positive progress.</p>	<p>Personalised additional support and teaching sessions delivered by qualified teachers and graduate LSAs.</p> <p>All staff: Year Leaders, class teachers, additional teachers and learning support assistants aware of targeted pupils.</p>	<p><u>Writing</u></p> <p>Individual and small group focus- class teachers, additional teachers and LSAs to work with focus pupils.</p> <p>Prior learning: Achievement logs include previous year group attainment targets that can be systematically audited.</p> <p>Pre-teaching vocab- training from SALT to address effective strategies for key language acquisition.</p>	<p>Baseline Assessment: early Autumn Term</p> <p>Timetabled daily/weekly.</p>	<p>Year Leaders/DB</p>	
<p>Mathematics Targeted pupils make positive progress.</p>	<p>Personalised additional support and teaching sessions delivered by qualified teachers and learning support assistants.</p> <p>All staff: Year Leaders, class teachers, additional teachers and LSAs aware of targeted pupils.</p>	<p><u>Maths</u></p> <p>NFER question level analysis and STAR Maths highlight individual areas of weakness.</p> <p>Additional teachers and LSAs used to pre-teach vocabulary.</p> <p>All classes to have concrete learning resource boxes.</p>	<p>Baseline Assessment: early Autumn Term</p> <p>Timetabled daily/weekly.</p>	<p>Year Leaders/DO</p>	

Full-time counsellor	Croydon 'Drop in' therapist available five days a week.	<p>Counsellor is able to provide support for issues around mental health, emotional well-being and bereavement following 'lockdown'.</p> <p>Pupils experiencing difficulties have timetabled sessions- there is also availability on an ad hoc basis.</p>	In place for September opening.	DD	
Behaviour support/Pastoral care teacher	Full-time teacher available to work with pupils outside of their own classroom who are struggling with behaviour and emotional regulation.	<p>Behaviour Support Teacher is able to respond to instances of disruptive behaviour so learning can continue in classrooms.</p> <p>BST establishes positive relationships and can follow adjusted timetables for struggling pupils.</p> <p>Pupils can reintegrate back into their classes with the support of the BST.</p>	In place early Autumn Term.	DB/DD	
Specialist PE coach	PE specialist takes 30 mins fitness sessions. All classes timetabled throughout the week.	<p>All pupils engage in extra 30 min fitness sessions in hall.</p> <p>Fitness levels and engagement in sport increase.</p>	From Autumn Term	AR	

Review of strategy:	
Date	Impact of actions taken