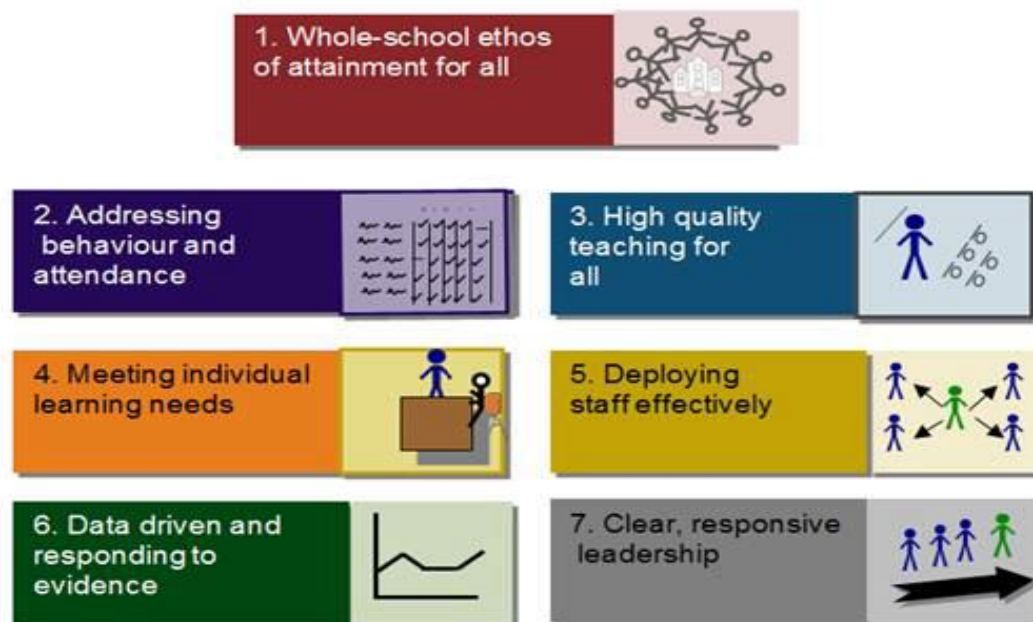# Catch Up Premium Strategy due to Covid-19 statement for
Herne Junior School
2020 to 2021

We focus on the 7 areas below and are determined that every child will achieve well in a culture of high expectations

We are determined that every child will overcome any barriers created due to the Coronavirus pandemic, emotionally, physically and academically. We will do so by focusing on **attendance and behaviour, high quality teaching, metacognition** and by **knowing our children as individuals with individual needs.** We have a culture embedded within the school where we are determined that every child will achieve well. We work hard to **develop positive caring relationships with our children and their families.** We base our evidence on **well founded research** and **evaluate our own successes.** We **invest in all of our staff** to ensure they are well equipped to meet the needs of all of our children. We have the confidence to find creative solutions in a culture of 'Whatever it takes.'

Our priorities and Aims – 2020/2021

- Use additional funding to ensure any gaps in learning due to Covid-19 closed within the academic year.
- For all pupils to be taught an ambitious and broad curriculum in all subjects.
- Staff to prioritise teaching to address significant gaps in pupils' knowledge with the aim of returning to each year groups' normal curriculum content so that no further gaps are not created for the following term or year.
- To develop and further enhance strategies to support memory and metacognition (the understanding of how we learn) for children in all year groups.
- To teach high quality remote learning so that it is integrated into the school curriculum planning during lockdown or children self isolating.
- All planning to be based on the educational needs of pupils, based on highly effective assessment.
- To address any mental health or well being concerns for pupils, families and staff.
- To contribute towards the delivery of individualised speech and language therapy interventions.
- To provide emotional support and development for children through the specialist intervention provided of a trained Emotional Literacy Support Assistant (ELSA).
- To provide extra cover at lunchtimes to maintain class 'bubbles' to avoid large groups going into lockdown due to a Covid outbreak.
- To build on the excellent home-school links through Google Classrooms, J2E and our website, include appointing dedicated teachers to support all children who are self-isolating.

Summary information

School	Herne Junior School		
Academic Year	2020/21	Date for first review	Dec 2020
Total number of pupils	481	Date for next internal review of this strategy	April 2021
Total Catch Up budget	£38 480	Date for final internal review of this strategy	July 2021

Teaching and whole school strategies

What is the evidence and rationale for this choice?
We have undertaken research as a school, use published research including 'Covid – 19 Support guide for schools– Education Endowment Foundation 2020

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
1. Quality First teaching Additional information about effective approaches for supporting great teaching is included in the EEF's Teaching and Learning Toolkit			
A. Great Teaching All pupils to meet at least expected outcomes by the end of their academic year	✓ Great teaching is the most important lever to improve outcomes for all pupils. Ensuring every teacher and LSA is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—e.g. Google Classroom and Insight Tracker is invaluable. ✓ Ensuring teachers have training and support to adjust to changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers to receive additional support as they have had their training curtailed will benefit from additional mentoring and support. ✓ **Review of all pupils' progress and attainment** every term during pupil progress meetings, book sampling and through data outcomes and termly through year group moderation. ✓ Work on improving handwriting, phonics, spelling, vocabulary retention and application that is age expected or greater across the curriculum in class through whole class expectations, conferencing 1 to 1 or small group and through interventions followed up in class. ✓ Supporting children to build and maintain links between learning will enable them to close any gaps that have been created. Further enhance the work on developing memory through a range of techniques at the start, during and at the end of lessons (memory challenges). ✓ Ensuring that staff continue to have access to high quality CPD via online webinars and virtual training for all subjects, where applicable. ✓ Further enhance the breadth and depth of the curriculum using a range of alternative approaches such as virtual trips, galleries and the use on online expert lessons/sessions. ✓ Use extended morning work sessions to help assess where children have gaps and adapt these morning sessions to improve key knowledge in maths and SPAG.	INSET day training • **Robust CPD** for all staff on effective Teaching and Learning and keeping up to date with latest research. • County NQT training to be attended • Courses selected using evidence of effectiveness. • Peer observation / teaching, to share excellent practice is embedded in our school. • Revisit prior learning and develop memory using tools with our 'Memory Challenge' concept – including whole staff training.	SLT; CPD leader; NQT mentors; Year Leaders; SENCo

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
B. Pupil assessment and feedback Additional information about this is included in the EEF's guidance on Assessing and Monitoring Pupil Progress.	✓ Effective and timely ongoing Assessment is key for us to determine how to most effectively support every child. Standardised assessments in English and Maths will be used to identify pupils who would benefit from additional catch-up support. ✓ Subject-specific assessments will be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations (pre and post tests). ✓ Providing pupils with high-quality feedback, building on accurate assessment, at the point of learning within class will provide pupils with the best way to make progress. ✓ Daily in-class assessment through marking, feedback, taking in morning work scores and daily memory challenges.	• Staff to receive appropriate CPD to further regarding memory challenges and the importance of memory. • Use teachers' Masters' research to provide evidence-based CPD. • Staff to continue to provide feedback in the moment/in class to effectively and rapidly address gaps	Subject leaders, class teachers
C. Transition support	✓ All pupils will need support to transition back to school. However, we are aware that there are particular challenges for pupils starting new at the school after the disruptions caused by Covid-19. ✓ Children to have special picnic with old class to support transition. ✓ Children to remain with same class as they move to new year group. ✓ Additional planning and providing transition support, such as running dedicated transition events— online through the website—will ensure pupils start the new year feeling more confident and ready to learn. ✓ Provide individual phone calls to vulnerable children and families to support the transition process and to build relationships between home and school. ✓ Provide Social Stories to all children to support the transition to their new year group, class and teaching staff. ✓ Our transition will focus on sharing information about school with children and their families and running activities designed to make pupils feel comfortable in their new class/school, by introducing pupils to their new teachers at dedicated picnic sessions. ✓ Additional transition will include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues.	• Social stories organised for most vulnerable. • Support phone calls made to all families requiring additional support. • Transition information shared with receiving class teacher and SLT. • Home Learning engagement tracked and shared with receiving class teacher.	Class teachers, Year Leaders, SENCo

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
2. Targeted Support			
A. One to one and small group tuition	✓ There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. **To be most effective, the child's teacher or LSA will provide this extra catch up teaching** focused on the areas where pupils would most benefit from additional practice or feedback. Recognising the smaller the group the better. This support will be achieved during school time, before school and after.	• Year Group specific priorities identified and support approaches planned. • Impact of support approaches monitored termly through pupil progress meetings and work sampling.	Class Teachers
B. Intervention programmes	✓ In order to support pupils who have fallen behind furthest, structured interventions, will be delivered -one to one and in small groups. **This is likely to be delivered by LSAs within year groups and details of the sessions to be shared with individual class teachers.** A particular focus for interventions will be on English and Maths. There will be a focus on oral language skills, aspects of reading, phonics, spelling, and maths and will be regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery. These will be followed up back in class to have the most effective impact. This will be monitored through book sampling by SLT, SENCo, Subject Leaders and Year leaders. ✓ Interventions may focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention will follow assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. ✓ We will use a variety of strategies including Rapid Read, Rapid Phonics, Lexia, Spelling Frame, Small group reading (comprehension focus), Teach Monster, Launch-up, precision teaching and Every Number Counts. ✓ Employ LSAs from 8.30am or earlier, run boosters after school, add additional LSA hours. ✓ Offer a heavily discounted rate for Doodlemaths and DoodleEnglish, to encourage more catch-up at home.	• Year Group specific priorities identified and support approaches planned (See Appendix 1). • Impact of support approaches monitored regular pupil progress meetings (in PPA) and work sampling.	Class teachers, Year Leaders, SENCo, SLT
C. Extended school time	✓ We will extend the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school and before school. Children who need more academic support will start at 8am (CAP Programme) or 8.30am for the morning catch-up work. This may also improve attendance and behaviour. ✓ We will also offer reduced rate for our before and after school provision to support working families.	• Monitor children's attendance of additional sessions. • Measure impact through book sampling.	Class teachers

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
3. Wider Strategies			
A. Supporting staff SLT, Year Leaders	✓ Ensure that all staff are aware of and are encouraged to access the counselling service provided through Hampshire. ✓ Continue to promote a school ethos of kindness and support in line with our school values. ✓ Give extra leadership time (moving form half a day every other week to half a day every week). ✓ Increase subject time (3 x mornings). ✓ Reduce marking policy to key pieces of working from priority subjects. ✓ Move more homework to digital self-marking model and pupil self-marking model.	• Ensure that all staff are aware of and are able to access the support services. • If staff are struggling to return to work, both services will always be offered as part of the return to work conversation. • Include in performance management conversations.	SLT, Year Leaders
B. Supporting parents and carers SLT	Context -We have been congratulated by our families for providing both extensive pastoral support to pupils and families, and learning throughout the pandemic. We provided additional books, weekly challenges and educational resources to families over the summer holidays, with support and guidance. ✓ Our Parents and families have played a key role in supporting children to learn at home and we recognise we continue to work together as pupils return to school. J2E and the website have been key in this, as well as one to one phone calls and some home visits during lockdown. We will build on these excellent foundations and provide additional training for staff as requested. ✓ Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.	• Ensure all staff are confident and competent in the use of Google Classroom. • SLT on front gates each day am and pm to talk with parents. • Information in newsletters. • SLT available for telephone conversations and Google Meet meetings. • Questionnaire to parents/carers to gauge their views.	SLT

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
C. Supporting pupils	✓ Have daily well-being time for each class – using mindful techniques and relaxation techniques. ✓ Have daily 'Reading for Pleasure' time in each class. ✓ ELSA support available ✓ A 'time-out' area in the hall, for children who are struggling in class.	• Monitor attendance. • Talking with parents. • Monitor behaviour .	SLT
D. Access to technology	Context – Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children as such we provided iPads or laptops to families who required them throughout the pandemic. ✓ As all pupils return to schools, technology could also be valuable. As such we will have invested in additional technology, either by providing pupils with devices and improving the facilities available in school. Whilst using technology we have ensured and will continue to ensure the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback.	• Contacting families. • Using grant money. • Support by funding White Rose hub for maths and funding spelling frame for home use. • Safeguarding policy re on line learning written and shared.	Office and IT technician
E. Additional lunch time staff and resources	✓ As we need to ensure the school is Covid secure so bubbles do not need to be locked down, we have secured more lunchtime staff to keep pupils in smaller bubbles and engaged at lunchtime so that they are ready to learn in the afternoon. ✓ Ensure children can use resources, toys and play equipment which are solely allocated to their class to reduce the risk of potential cross-infection between bubbles, therefore ensuring that children are more likely to be able to remain in school. ✓ Ensure there are a sufficient number of zones and play areas to ensure that children do not cross between bubbles (field and playground). ✓ Training for lunchtime supervisors.	• Monitor safety of pupils through our accident books. • Monitor behaviour during lunchtime. • Create bubble areas for lunchtime, staggered lunch and play times and created rotas.	SLT

Desired outcome	Chosen action / approach	How we will ensure it is implemented well?	Staff Lead
F. Maintaining Covid-security	✓ Update the school's risk assessment on an ongoing basis in line with government guidance. ✓ Remain up to date with current guidance by attending appropriate Local Authority and national webinars. ✓ Office collecting information from visitors for track and trace. ✓ Ensure all outside providers provide the school with a comprehensive risk assessment in line with the schools' risk assessment.	• Monitored by Health and Safety governor. • Monitored by SLT. • Book webinars. • Meet staff weekly potentially crossing over to Google Meet and SLT on Google Meet. • SLT meeting daily with office.	Governors and SLT

Appendix 1 – Year Group Priorities

Year 3	8.30 – Daily Reading for Red Watch children 8.30 – Phonics sessions for focus children Teach Monster to Read Spelling Zone Rapid Read Rapid Phonics Precision Teaching 'Launch Up' Maths
Year 4	8.00 – CAP Programme (Monday and Tuesday) – focusing on Lexia and 1 on 1 Lexia sessions 8.30 – Daily Reading for Red Watch children Teach Monster to Read Spelling Zone Rapid Read Precision Teaching 'Launch Up' Maths
Year 5	8.00 – CAP Programme (Wednesday, Thursday and Friday) – focusing on Lexia and 1 on 1 Lexia teaching sessions 8.30 – Daily Reading for Red Watch children 3.30 – DoddleMaths Club (once a week) 'Launch Up' Maths
Year 6	8.00 – CAP Programme (Monday-Thursday) – Small group reading fluency and comprehension 8.30 – Daily Reading for Red Watch children 3.30 – DoddleMaths Club (once a week) 'Launch Up' Maths