



Summary information					
<b>School</b>	Kings Furlong Junior School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£25,280	<b>Number of pupils</b>	317

Guidance	
<p>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 will be among those hardest hit.</p> <p>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.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected; however, those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
<b>Foundation Subjects</b>	There are now significant gaps in knowledge – whole projects have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips and visits.

Planned expenditure				
ii. Targeted approaches				
Desired outcome	Chosen action/approach	How will it be monitored? By who?	Impact (once reviewed)	Review date?
<u>Small group work and Pastoral support</u> To support transition back to school in September. Pupils will be supported in adjusting to routines, mental health needs are met and baseline assessments carried out to enable appropriate interventions to take place.	FT teacher (who is pregnant) to be non-class based for 7 weeks prior to her beginning MAT leave. Teacher to start working with Y3 to make baseline assessments (such as what colour band book they are on), and work with the DHT and Year Leaders to plan in support where needed across the school. Teacher to release staff to plan remote learning – responding to government and Hampshire expectations.	SLT & Year Leaders	Hugely positive impact. Children have settled and have adjusted into daily routines successfully. Baseline assessments have been made and target children identified.	None needed.

		<b>Budgeted cost</b>		<b>£7022</b>
<u>1-to-1 and small group tuition</u> Identified children will have bespoke sessions with the 'catch up' teaching team. Children to be identified through PPMs. Specific barriers will be addressed to enable the children to catch up.	X 16 days per teacher Each catch up teacher will deliver bespoke sessions structured in one of the three following ways: <u>Closing the Gap sessions:</u> This will be based on the catch up teacher revisiting a skill that the child hasn't understood in a lesson that week and will be a barrier to the child making further progress. <u>Pre teaching:</u> This will be a session that will take place before the learning in class happens. The catch up teacher may share a text with a child prior to a lesson that will take place (either the next day or later in the week) so they can become familiar with the vocabulary used. The catch up teacher may revisit maths strategies used to remind a child how to use them so they are ready to apply them in class. <u>A sequence of lessons:</u> These sessions will be planned focussing on a specific skill identified by the class teacher. The catch up teacher will plan mini sessions to address the skills identified and close the gap.	SLT will meet with the catch up team frequently to monitor impact.  Book looks will demonstrate if gaps are being closed.  Teacher assessment to show gaps are narrowing.		SLT to meet with catch up teachers beginning of December to review impact.
		<b>Budgeted cost</b>		<b>£15 328</b>
<u>Intervention programme - ELSA</u> To support children's mental health so they are ready and able to learn.	Children's mental health – especially anxiety and attachment issues have risen since lockdown. The existing mental health team cannot manage the case load. An identified LSA will be trained as an ELSA specialist so she can join the team and provide support across the school. The total cost includes x3 years of support.			
		<b>Budgeted cost</b>		<b>£750</b>
<u>Intervention programme – Support for Spelling</u> To support children's spelling at home and in school.	<b>Not confirmed yet</b> Head teacher and Spelling Leader to research online spelling programmes that can support the development of spelling at home and school. Similar to Times Table Rockstars. DHT to ask HIAS English advisor what suggestions they have for schools.			
		<b>Budgeted cost</b>		<b>Unsure</b>
		<b>Total budgeted cost</b>		<b>£23 636</b>
		<b>Remaining</b>		<b>£1 644</b>