

COVID Catch-Up Premium Report



Buttsbury Junior School: 2020 - 2021

COVID catch-up premium spending: Summary

| SUMMARY INFORMATION | | | |
|--------------------------------|---------|--|-----|
| Total number of pupils: | 498 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £39.840 | | |

STRATEGY STATEMENT

The school's main priority is to provide quality tuition, within in small groups, in order to ensure children whose baseline assessments show they are not on track to meet their target, to catch up and reach their targets.

The school is using the funding to provide:
Small group tuition, either before or after school, or during the afternoon.

During the Spring Term, more children will be identified and 'Booster Groups' will be organised, before school, for Year 6 children. These groups will be larger to enable more children to benefit.

Rigorous baseline assessments were undertaken in September and the data from these as well as curriculum gap analysis is being used to plan the Catch Up Curriculum for each group so we can ensure it is personalised and specifically focused to ensure it meets the children's needs.

- The overall aim of our catch-up premium strategy is to raise the attainment of all pupils to close the gap created by COVID-19 school closures.

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Identified gaps in knowledge due to the extended period away from school For example, lack of times tables recall, basic spelling rules. |
| B | Lack of stamina for learning – some children are unable to concentrate for extended periods of time. |
| C | Motivational issues – some children received significant rewards from their parents for working during lockdown which we cannot reciprocate in the classroom – this has had an impact on concentration. |

ADDITIONAL BARRIERS

External barriers:

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| D | A small number of families reported concerns regarding their child's mental health and well-being during lockdown which continues to be an issue at home - support has been provided via in-school mentoring and counselling and seeking support from external agencies as required. |
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Planned expenditure for current academic year:

| Quality of teaching for all | | | | | |
|---|--|---|--|----------------------|----------------------------|
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| School timetable to be revised to enable additional GPS, reading and Arithmetic lessons to take place each day. | Identified gaps in the curriculum are closed. Outcomes for pupils increase. | Quality first teaching is highly effective in raising standards e.g. double teach, differentiated tasks, pre-challenge 1. | Monitoring of lessons by members of the SLT. Regular pupil progress reviews and gap analysis. | HT | Termly |
| | | | | Total budgeted cost: | Within school budget |
| Targeted support | | | | | |
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Timetable of intensive support to be provided via small group tuition | Identified gaps in the curriculum are closed. Outcomes for pupils increase. | Small groups ensure the tuition is focused to meet specific gaps. Small groups enable all children to participate more readily. Groups are led by qualified teachers who are members of school staff – this ensures they are aware of the school's gap analysis in terms of the curriculum. | Regular pupil progress reviews and gap analysis. Pupil perception feedback. | HT | Half-termly |

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|--|---|--|---|------------|----------------------------|
| Summer School and Before/After School Booster Classes for all Year 5 children. | | <p>Smaller groups ensure the tuition is focused to meet specific gaps.</p> <p>Smaller groups enable all children to participate more readily.</p> <p>Groups are led by qualified teachers who are members of school staff – this ensures they are aware of the school's gap analysis in terms of the curriculum.</p> <p>Intensive input mean that the children are given an additional boost before commencing Year 6.</p> | <p>Regular pupil progress reviews and gap analysis.</p> <p>Pupil perception feedback.</p> | | |
| Total budgeted cost: | | | | | £39, 840 |
| Other approaches | | | | | |
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Mentoring Support | Encourage more positive learning behaviours. Support positive relationships at home. | Some children have returned to school less settled than normal. Mentoring is a proven method of supporting children. | Children reviewed weekly by HT and mentor. Referrals made by CT and supported by parent. | HT | Termly |
| Total budgeted cost: | | | | | Within school budget |