

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	357	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:		Total for the academic year	£28,560

STRATEGY STATEMENT
<p>Alexandra Park Junior School's priorities include:</p> <ul style="list-style-type: none">□ The core approaches you're implementing and how these will contribute to helping pupils catch up missed learning<ul style="list-style-type: none">Reintegrate pupils back into classrooms and reestablish school routines and proceduresEstablish well-being and enjoyment for all pupilsCelebrate all achievements during lockdownTeachers to identify gaps through assessment to enable specific planning for targets for childrenThese targets to be shared with children and parentsTarget support to individual and groups of children who are identified for being most at need, particular emphasis on ensuring a smooth transition of our year 6 pupils over to Secondary school□ The overall aims of your catch-up premium strategy, for example:<ul style="list-style-type: none">○ To reduce the attainment gap between your disadvantaged pupils and their peers○ To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

The school has used the support provided by the Education Endowment Fund (EEF) to ensure an evidence approach to catch up for all pupils.

Barriers to pupils getting back on track are:

- Loss of learning due to school closure including children who have not engaged at all throughout lockdown
- Changes in behavior due to anxiety, self-confidence and self esteem
- Attachment to adults at home
- Pupils being used to working on their own and for shorter periods of time
- Pupils out of school routine

The following data sources have helped identify barriers to attainment in Alexandra Park Junior School:

- › Internal assessment and reporting software
- › The EEF [families of school's database](#)
- › Staff, pupil and parent consultation
- › Attendance records
- › Recent school Ofsted report
- › Guidance from experts

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A Reading	There is particular concern regarding gaps in children's reading development, the priority is to assess the children's reading skills on their return and to create opportunities to ensure gaps are addressed effectively. It is expected that Teacher Assistant time will be devoted to phonics teaching and interventions for those most in need and not forgetting reading for pleasure and enjoyment.
B Writing	We know that children will need particular support in terms of writing, including handwriting. The school has directed funding towards quality first teaching for core subjects including writing. Ensuring that Wave 2 and 3 support is targeted effectively so that children catch up with their lost learning in writing.
C Maths	Specific content will have been missed leading to gaps in learning. Recall of basic skills will have suffered and the basic mathematical skills will need revising. Assessment will indicate areas that need to be prioritised.
D Foundati on Subjects	Children have missed out on curriculum experiences e.g. trips and visitors and we hope to stimulate their interests and enjoyment by providing an enriching curriculum. Time will be spent on mental health, well-being and social skills development, this will be at the core of all catch up work. Our main focus across school on RSHE will provide regular opportunities for children to express feelings and anxieties and ask questions.

ADDITIONAL BARRIERS

External barriers:

E	The school has increased its contact with parents during lockdown and strong relationships have been formed. The school intends to build on this by including parents in the target setting and encouraging them to continue to support their children at home.
F	It is expected that school attendance will continue to remain above the national average as our children love coming to school. Any absences will be carefully monitored and all families will be supported by our highly effective school attendance officer and pastoral team.
G	We intend to build on progress made in our Remote learning offer by encouraging all families to continue using our online platform.

Planned expenditure for current academic year

The headings below demonstrate how we plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

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?
Quality First CPD provided by Deputy Headteacher regarding Our Remote Learning Offer	CPD for teachers' greater confidence with remote learning related to objectives and outcomes	The need was identified for teachers to receive training and the Deputy Head had the expertise to train all staff (INSET time)	This CPD programmed was monitored by the Headteacher, reports were provided for Governors Staff feedback indicated they had found the CPD valuable and it had improved their practice.	J. Seabright (HT) S. Griffin (DHT)	Our guidance on effective action planning may help with this section
The highly effective pastoral team have accessed additional training related to Drawing and Talking and emotional literacy to support children identified in need.	Children once again feeling safe and happy to return to school life	It was evident that certain vulnerable groups of children would find it difficult to return to a full school timetable. The training enabled us to target this particular group. (£270.00)	This is being monitored by the Headteacher and the PT are preparing a report which will provide evidence of progress to the governing body.	“ “	
Ensure the well-being and mental health of all staff. A programmed was devised to support staff.	To ensure that staff felt able to seek support and guidance in terms of their own well being	All staff because of the extra ordinary circumstances would find work life balance challenging and need additional support because of fears and anxieties. (Local Authority Support)	The Headteacher has taken responsibility for this area following the long-term absence of the mental health and well-being lead. Staff are regularly asked to share their experiences and needs with each other and line managers. A staff meeting each month is devoted solely to this aspect of school life.	J. Seabright (HT)	
Commission Clive Davies an educational advisor to ensure the	All staff to be knowledgeable about the intent aspect of	On return children are stimulated and motivated to produce work of a high standard. They display a good	The Headteacher and Deputy Headteacher will take responsibility for monitoring this work across the		

school is fully prepared to deliver a recovery curriculum in line with the school's sound curriculum intent.	our school curriculum offer and to be confident in their delivery	knowledge and understanding of topics covered and show evidence of enjoying their learning and wanting to make progress. (£8,709)	curriculum. They will scrutinise children's work and where possible observe teaching. They will offer feedback to children and staff and celebrate achievement wherever possible.	C.Davies (External Consultant) S. Griffin (DHT)	
Commissioned External consultant Anthony Muggan to ensure an accurate analysis of all our baseline data gathered on the return of all children to school	Identify school priorities and where the need for targeted intervention is required.	The knowledge that all children will have fallen behind during this period of disruption to school life and education. (£3,984)	Headteacher and Deputy Headteacher to monitor all assessments and establish provision maps for all children and targeted intervention. Staff to submit assessment data and attend pupil progress meetings to identify impact and evaluate interventions. Including reporting this information to parents and ensuring that they are clear about short term targets.	A. Mugan (External Consultant) J. Seabright (HT) S. Griffin (DHT)	
Review current reading scheme in school	Audit reading scheme	Ensure that children have a progressive, high quality and age appropriate selection of home readers to support their progress in their reading skills. (£2,845)	Celebration of children and the progress they have made through monitoring procedures and assessment.	A. Giles (Reading Lead)	
Storage for additional devices	Purchase portable laptop trolleys to securely store all devices secured by the school	Children can access the devices so that they can rotate through discrete teaching, reading fluency and independent online activities. (£1,580)	Children's questionnaires and information gathered from assessments and pupil progress meetings	J. Seabright (HT) S. Griffin (DHT)	
Total budgeted cost:					£17,388

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?
Children's gaps were identified and interventions were prioritised. The school allocated additional Teaching Assistant hours to support the children's learning.	Children to catch up/keep up and reach national averages	Because of the need of children who have missed so much of their schooling. (£117.25 x 40 days – 1 term = £4,690)	Assessments will indicate how the gaps are narrowing and this will be a continuing process.	J. Seabright (HT) S. Griffin (DHT) H. Varley (SENCO) All class teachers	
The Reading lead in school accessed training offered by Ruth Miskin phonics for identified children. The lead also trained a number of staff to implement this programme throughout school.	Children displaying an enjoyment of reading/phonics and desire to make progress indicated by assessment data	This is a whole school priority and the belief that during lockdown children may not have been exposed to reading as much as normal time spent in school (Training Subscription £1.140)	Ensure that time is dedicated and remains a high priority in school. Access to high-quality age-related reading books	Ruth Miskin Trainer A. Giles (Reading Lead)	
Effective CPD for teaching Assistants – Precision Teaching	Teaching assistants are confident in delivering sharp and rapid intervention that impacts on children's accelerated progress.	Because of the need of children who have missed so much of their schooling. (£130)	Pupil progress meetings will provide opportunity to evidence the impact of this intervention.	H. Varley (SENCO) Teaching Assistants	
Employ and additional teacher and teaching assistant to support the catch up for our Year 6 children	To accelerate catch up for this particular cohort of children.	To secure the best we can before they move to Secondary School (£200 x 40 days – 1 term = £8000)	Pupil progress meetings will provide opportunity to evidence the impact of this intervention.	J. Seabright (HT) S. Griffin (DHT)	

Select a partner from the National Tutoring Programme (NTP) to support our catch-up support offer	To accelerate catch up for children in year 5 that have fallen behind significantly due to the lockdown	To secure the best we can for these children as they have only one year left with us after this year (Estimate 30 children across year 5 requiring catch up tuition 30 x 15 hours 1:1 sessions at £123.75 = £3,712.50)	Pupil progress meetings will provide opportunity to evidence the impact of this intervention.	J. Seabright (HT) S. Griffin (DHT)	
Total budgeted cost:					£17,672
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?
Continue strong communications with parents/carers	Parents and carers are fully aware of their child achievements and areas for development	So that parents/carers can continue supporting their children at home	Parent meetings One-page profiles End of term reports	J. Seabright (HT) S. Griffin (DHT) All class teachers	
School attendance will continue to remain above the national average	All children and their families will be supported in ensuring a safe and happy return to school everyday	Children have been absent from school for long periods and may need support to settle back into school life	Following usual school attendance policies Strong communication with families Effective use of School Attendance Officer and the Pastoral Team	J. Seabright (HT) S. Corry (Attendance Lead)	
Build on progress made in our Remote learning offer	A sustainable Remote Learning Offer	Provision available for any children who maybe shielding Another potential lockdown	See SES for Remote Learning	J. Seabright (HT) S. Griffin (DHT)	
Total budgeted cost:					£35,060
Cost Paid through Covid Catch Up Premium					£28,560
Cost paid through the school budget					£6,500

ADDITIONAL INFORMATION

Annex additional information used to support the sections above:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts
- Case studies