

# Broadway Junior School COVID-19 catch up spending



Our School Motto '*Work Hard, Be Kind, Shine Bright*' provides the framework for education in our school. At Broadway, our aim continues to be that we fulfil the potential and life chances of each and every child, by their access to inspiring teaching and learning opportunities, but by also ensuring that we enrich their lives through their participation in a diverse range of experiences which are embedded in the school's day-to-day curriculum and which raises future aspirations. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

**“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”**

(Covid-19 Support Guide for Schools – June 2020)

## **COVID-19 catch-up premium spending: Rationale**

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. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Our approach will cover three main areas:

### **High Quality Teaching**

Great teaching is the most important lever schools have to improve outcomes for their pupils. Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Quality assessment is essential to great teaching, helping to understand what pupils have learned. Targeted assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss. Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development.

### **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. Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. 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.

### **Wider Support Strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with both in school, and remote learning.

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	216	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£10,034 until March 2021 Then another £7,166 in the summer term 2021 Total £17,200		

STRATEGY STATEMENT
<ul style="list-style-type: none"><li>• To reduce the attainment gap between disadvantaged pupils and their peers</li><li>• To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li><li>• To improve attendance.</li><li>• To improve behaviour, attitudes to learning and well-being.</li></ul>

## 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?
<p>Provide CPD for staff to support the development and accelerated progress in phonic knowledge and reading skills. RWI training and resources. Training in Phonics for 2 members of staff RWI 3 day Regional course</p> <p>RWI and Fresh Start and teaching resources</p> <p>Teacher resource kit</p> <p>Oxford Owl subscription</p> <p>Purchase of a whole school RWI blended training package from RWI which incorporates</p> <p>A development day for the Reading Leader Role</p> <p>Annual online training subscription</p> <p>1 INSET training day for up to 45 staff members</p> <p>3 remote progress meetings</p>	<p>Knowledge gaps will be identified and planning adapted to address these.</p> <p>This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations.</p>	<p>Alongside other actions identified in the Schools Improvement Plan, developing reading remains a priority.</p>	<p>Learning walks</p> <p>Pupil progress meetings</p>	<p>HT</p> <p>ADHT</p>	<p>Summer 2021</p>

Quality first teaching in all year groups	Children make good progress from their starting points, closing the learning and curriculum gaps.	Wider school closures have meant that some children have gaps in learning and curriculum coverage. Baseline assessments will give start the information they need to plan effectively.	Recovery curriculum for English in place. Gaps in Maths content from previous years revisited. Learning walks Pupil progress meetings	HT ADHT Maths lead	Autumn 2020
Total budgeted cost:				<b>£6088</b>	

Targeted Academic 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?
<p>Fast track tutoring for phonics and fresh start phonics.</p> <p>Purchase of training for fast track tutoring for phonics. Fast Track Tutoring provides a simple, but powerful solution to accelerate pupils' reading progress and is available for Phonics - up to 4, and Fresh Start – from Years 5 and 6</p> <p>Tutors teach pupils to read letters, blend sounds into words and read matched 'decodable' stories.</p>	<p>Children identified by the assessment of phonic knowledge will make accelerated progress and close the gaps in reading skills.</p>	<p>High quality teaching is supported by targeted academic support.</p> <p>Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding.</p>	<p>Monitoring intervention planning assessment and progress.</p>	<p>HT ADHT</p>	<p>Summer 2021</p>

<p>One to One &amp; Small Group Invention teaching.</p> <p>Summer Term x1 Learning Support Assistant in Year 5.</p>	<p>Targeted children will benefit from small group and 1:1 intervention and make accelerated progress.</p>	<p>EEF - 'There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy. In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'</p>	<p>Learning walks Pupil progress meetings</p>	<p>HT ADHT</p>	<p>Summer 2021</p>
<p>Total budgeted cost:</p>					<p><b>£2773</b></p>

Wider Support Strategies					
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?
<p>Access to Technology</p> <p>Additional ipads, purchased to support teaching &amp; learning and enhance pupil progress.</p> <p>The intention is that each class will embed use as in integral and essential daily resource.</p> <p>In the event of a closure pupils will switch seamlessly to remote learning thus ensuring continuity of education.</p> <p>If a local lockdown is implemented, we will distribute devices supplied for use by the DFE and use additional devices. We will offer immediate access to remote education for pupils who are required to remain at home.</p>	<p>All children can access remote learning effectively including those vulnerable and pp children to ensure they continue to receive teaching during periods of school closure.</p>	<p>Access to technology</p> <p>To use technology to support teaching &amp; learning and enhance pupil progress:</p> <p>To ensure continuous provision in the event of a closure due to Covid:</p> <p>Progress of the most vulnerable pupils supported through access to IT so barriers to learning are removed.</p> <p>Vulnerable pupils who may struggle to access remote education whilst not attending school are supported with their learning so that all pupils have access to high-quality education when remote working.</p>	<p>Monitoring home learning engagement</p>	<p>HT ICT subject leader</p>	<p>Summer 2021</p>

<p>Behaviour support initiatives e.g. counselling to enable children to be as emotionally able to learn as possible.</p> <p>Establish the role of the mental health and well-being lead role across school. Children identified as requiring additional support will have access to weekly sessions to support wellbeing.</p>	<p>To support the mental health and wellbeing of all children in developing a more aspirational learning behaviour.</p> <p>Identified children to have 95% attendance</p>	<p>Many children have experienced difficult times, this is to allow a smoother transition back to school, to enable these children allocated time to discuss worries and anxieties</p>	<p>Attendance figures Pupil interviews and well-being reports.</p>	<p>HT ADHT C Summers</p>	<p>Autumn 2020</p>
<p>Total budgeted cost:</p>					<p><b>£8248</b></p>