

Catch up Funding – Whitstable Junior School

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

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. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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 curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Focus of Funding

Teaching and whole-school strategies

The EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS highlights key areas to focus upon when allocating the Catch Up Premium Funding. We believe that for our schools, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focused support. As such the funding has been used in the below are identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

	Pupil Numbers	Funding Allocated
WJS	256	£20,400

Planned Expenditure		
Well-Being Support		
Desired Outcome	Chosen action/approach	How will you review implementation?
Children's anxiety around the loss of routine, structure, friendship, opportunity and freedom caused by lockdown is understood by all staff..	CPD for staff around The Recovery Curriculum CPD Anxieties on returning to school CPD Mental Health for Children Awareness	PASS Learning Walks Parental feedback Well-being team evaluations CPOMS monitoring.
An understanding by all staff that these losses can trigger anxiety in any child.	CPD for staff around The Recovery Curriculum CPD Anxieties on returning to school CPD Mental Health for Children Awareness	PASS Learning Walks Parental feedback Well-being team evaluations CPOMS monitoring.
To help children come back into school life, acknowledging the experiences the children have had.	Recovery curriculum planned for each year group Well-being capacity for support increased Play Therapy Support	Children's ability to engage in learning, share anxieties
Total budgeted costs	£4500	Costs involve CPD sessions, Costs of increased well-being team capacity and Play therapy
Quality First Teaching/ Recovery Curriculum		
Desired Outcome	Chosen action/approach	How will you review implementation?
For children to feel happy, safe and able to be engaged in their learning and make good progress.	Recovery curriculum; <ul style="list-style-type: none"> • Implement clear curriculum pedagogy • Sequence curriculum content so that children revisit and build upon their knowledge, understanding and skills. 	Children's ability to engage in learning, share anxieties

	<ul style="list-style-type: none"> • Offer regular opportunities for children to work together • Provide challenge and allow them to innovate and find solutions. • Model good speaking and listening skills and empower children with the emotional 	
Identify significant curriculum coverage that children have missed during the spring and summer terms.	<ul style="list-style-type: none"> • Include subject aspects and concepts that need embedding before children can move on, or that they are not likely to revisit in future projects. • Subject leaders can then see if and where this missed coverage is to be revisited in future projects. • Use 'low stakes' quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed. • Less content in the short and medium term, but in more depth • Help children become more secure in their knowledge and skills. 	<p>Planning adaptations</p> <p>Book monitoring through shared book looks.</p>
Children rediscovering the ability to communicate with each other.	Use of cooperative learning strategies such as talk partner	<p>Learning walks</p> <p>PASS</p>
Children develop the skills of teamwork and collaborative learning.	Cooperative learning interactive patterns as a key pedagogy within school - CPD to all staff on how to structure and implement these approaches.	<p>Learning walks Pupil perceptions</p>

High quality behaviours for learning in lessons.	Well-being provision Well-Being programmes Recovery Curriculum	Learning walks Behaviour data
Total budgeted costs	£3000	Costs involve CPD sessions, cover supervisors to enable planning adaptations
Pupil assessment and feedback		
Desired Outcome	Chosen action/approach	How will you review implementation?
Clarity of gaps in prior learning	Teacher Assessment used to identify gaps and next steps being planned for.	Planning adaptations Book monitoring
Accurate first hand information allowing for targeted planning of future teaching.	Question Level Analysis from summative testing for diagnostic purposes.	Analysis of teacher assessment. Pupil progress Meetings

	(Time given for teachers to process their QLA)	Teacher progress discussions
Total budgeted costs	£2900	Costs involve Staff deployment which is therefore requiring the presence of Cover Supervisors and Cover time away from the classroom, assessment materials being purchased and time for teachers to process QLA.
One to one and small group tuition		
Desired Outcome	Chosen action/approach	How will you review implementation?
Children able to access future learning successfully.	Post or pre-teaching group work for identified children.	Analysis of teacher assessment. Teacher progress discussions
Total budgeted costs	£6000	Costs involve additional support staff hours to allow for post/pre-teaching groups to be provided.
Targeted interventions		
Desired Outcome	Chosen action/approach	How will you review implementation?
Support for those children that have fallen behind the furthest to catch up to their peers.	Focusses English/Maths based interventions for children in upper KS2 in readiness for end of Key stage tests	Analysis of teacher assessment. Summative test outcomes Pupil progress discussions
Total budgeted costs	£4000	Costs involve additional support staff hours to allow for post/pre-teaching groups to be provided.