

PUPIL COVID-19 CATCH-UP STRATEGY STATEMENT

Bordon Junior School

SCHOOL OVERVIEW

Metric	Data
School name	Bordon Junior
Pupils in school	249
Proportion of disadvantaged pupils	31%
Proportion of vulnerable pupils	26%
Catch-up premium funding	£19,500
Publish date	30-9-20
Review date	June 21 – September 2021
Statement authorised by	
Catch-up premium lead	Angela Larby DHT
Governor lead	Lisa Conway

TEACHER ASSESSMENT AT MARCH 2020

Measure (based on March 2020)	Reading	Writing	Maths
Current Year 3			
Working at ARE	44%	43%	47%
Working at GDS	10%	8%	10%
Current Year 4			
Working at ARE	68%	62%	65%
Working at GDS	25%	3%	18%
Current Year 5			
Working at ARE	81%	69%	76%
Working at GDS	33%	13%	28%
Current Year 6			
Working at ARE	74%	61%	63%
Working at GDS	32%	19%	16%

OVERVIEW OF DISADVANTAGED AND VULNERABLE PUPIL CATCH-UP NEEDS

Measure	Comment
Reading	<p>In general the gap between those who were doing less well and those who were attaining well has grown. However, there are many individual exceptions to this. In most cases pupils have been able to access high quality learning during lockdown and have been able to access the learning and make progress. The programme to address fluency and accelerate understanding of phonics is a key area of need.</p> <p>There is a need for small groups and individuals in years 3 and 4 to have additional input to develop fluency.</p>
Writing	<p>Across the school there is evidence of reduced stamina for writing and an increase in basic errors. This does not relate to disadvantaged or vulnerable children more than others. It is a mixed picture and is influenced by the individual as much as well as their level of engagement during lockdown.</p> <p>Year 5 Disadvantaged this is the major area for development.</p> <p>The need is for increased pupil conferencing and direct tuition on concepts which are less secure.</p> <p>In Year 3 there is a particular need for greater classroom support to ensure success and progress in writing.</p>
Maths	<p>Whilst there are some areas that appear to be behind where we would want, in general the children in years 4-6 have done well during lockdown, across all groups.</p> <p>There is a need to strengthen fluency in arithmetic including across the 4 operations.</p> <p>Year 4 Disadvantaged this is the major area for development.</p> <p>Year 6 Disadvantaged this is the major area for development.</p> <p>The Year 3s need to strengthen their understanding of basic mathematical concepts as well as improving their fluency and understanding in arithmetic. There is therefore a greater need for in class support.</p>

SCHOOL'S CATCH-UP PRIORITIES

Priority	Target	Target date
Reading fluency	All children able to access curriculum and positive about reading	
Writing	Increased stamina and accuracy of writing whilst further developing the writer's voice.	
Strengthen Arithmetic	Attainment in line with expectations	
Pre-unit Assessment and Pre-teaching	To improve the standard of teaching and learning across the school, we need to identify the strengths and gaps in pupils' performances to support the next steps in their learning. To do this, we need to assess the threshold concepts. Once we have identified the gaps we can target specific pre-teaching to help close them and support the greater depth children.	
Well-Being and Mental Health	To support those children who have been negatively impacted by Covid-19	

CATCH-UP PLAN

	Activity	Projected Spend
1	Increased teacher input in Year 6	£15,000
1b	Individual and small group Tutoring	
2	Increased teaching assistant support in Year 3	£10,000
3	Accelerated reader	£2,000
4	Digital learning infrastructure	£2,000
5	Pre-teaching (some is covered by staffing above)	
6	Well Being Support	
Total Projected spend		29,000
Catch up funding		19,500
Actual Spend		40,000

	Activity	Projected Spend
1	Increased teacher input in Year 6 and Year 5 allowing for greater sustained individual feedback	£15,000
	<p>Targeting those with least time to recover before secondary initially (Y6). Small mixed ability groups work in parallel to the core lessons also reducing class size to around 20 so increasing opportunities for pupil conferencing and other feedback.</p> <p>Using Data gathered at end of Autumn Term and during lock down 3 target an identified group in a specific area of need (Y5 writing)</p>	
Sept - Dec	<p>14 weeks Sept – Dec Teacher Total 70 days 15hrs out of 25 STTW = 42 teacher days. £10,080</p> <p>Small group additional tuition both maths and English.</p> <p>Maths target the arithmetic linked to the current unit being studied.</p> <p>English focus on writing targeting specific areas identified through AfL.</p>	£10,080
	<p>EEF: small group +4months</p> <p>the quality of the teaching in small groups may be as or more important than the precise group size</p> <p>the specific subject matter being taught and composition of the groups may influence outcomes</p> <p>EEF: Reduce class size +3months</p> <p>increasing the amount of high quality feedback or one to one attention learners receive</p> <p>EEF: Feedback +8months</p> <p>Linked to pupil conferencing and feedback at the point of learning.</p> <p>Able to impact on large numbers of pupils</p>	
Impact	<p>Maths 61% → 71% ARE+</p> <p>Writing 58% → 65%</p>	
March - July	<p>17 weeks March – July Teacher 4 mornings 12hrs out of 25 STTW = 40.8 teacher days £10,299</p>	£10,299
1b	Individual and small group Tuition	
	<p>Using staff from across the school providing regular tutoring with teacher in addition to core lessons</p> <p>Teacher tutoring from home year 3 and 4, 9 weeks 15 hours per week = 27 days = £6,210</p> <p>Teacher x 2 (year 5) 40 hours teacher = 8 days = £1,840</p>	<p>£6,210</p> <p>£1,840</p>

	EEF: 1:1 Tuition +5months, Small group +4months	
2	Increased teaching assistant support in Year 3	£10,000
	Identified Y3 as a lower attaining cohort who missed out in their last year at infant school. Additional TA provides targeted 1:1 and small group work in addition to core lessons, and in conjunction with blended learning strategies creates further opportunities for teachers to provide small group catch up and 'cut-to-the-core' learning. Work in line with 7 recommendations from EEF on making best use of teaching assistants	
	Whole year cost for TA on catch up work = £16,800	£16,800
	EEF: Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.	
3	Accelerated reader	£2,000
	Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.	
	Cost for 4 years £2000	£2000
	There is a range of evidence for positive impact for primary pupils. A number of studies in USA suggest strong +ve effect. Nunnery and Ross (2003) found positive effects on comprehension for pupils in grade 5. <i>Needs to be part of a whole school plan to improve reading.</i>	
<p><u>Accelerated Reader</u></p> <p>Accelerated reader was launched school wide in March 2021. After baseline testing with the children in school during lockdown, we proceeded to test the children who returned on 8th March. Since then, we have successfully launched the AR online platform to every class and each child in the school has a platform to take book quizzes and record their reading progress.</p> <p>AR star assessments which are performed once a term have shown positive results in the improvement of students' reading ages as seen in the table below.</p>		

The assessment period between March and April (1.5 months), this is the progress made in reading ages:

Year 3	Roe Deers	+ 2 months
	Orcas	+2 months
Year 4	PM	+ 2 Months
	Moles	+ 7 months
Year 5	Owls	+4 months
	Squirrels	+ 5 months
Year 6	Otters	+8 months
	Mako shark	+ 10 months
Whole school average	+ 5 months progress in 1.5 months	

- By April 75% of students had accessed their online platform and taken quizzes on their reading books. (June 96%)
- 100% of students have taken the star assessments providing a baseline reading age and ZPD (zone of proximal development)

4	Digital learning infrastructure	£2,000
	Increasing access within the classroom so as to maximise the benefits of blended learning. There has been a substantial development in how we can use technology to support and enhance pedagogy allowing greater individual adaptation to identify and address specific gaps	
5	Pre-teaching (some is covered by staffing above)	
	Pre-teaching is a key feature of our school's curriculum and especially benefits disadvantaged and vulnerable pupils. Pre-teach covers: <ul style="list-style-type: none"> • Pre-learning • Response to pre-unit assessment • Catch-up during the unit 	
	Research indicates a strong positive impact from pre-teaching including readiness for learning, increased self-efficacy and enjoyment, improved attainment and understanding.	
6	Well Being Support	
	There is a whole school plan: <ul style="list-style-type: none"> • Monitor and identify individuals in need of additional support using the Stirling Well-Being Assessment • Daily mindfulness sessions to upskill and empower all pupils as well as calm them during the sessions • Daily exercise in addition to active breaks and PE lessons • Opportunities to strengthen peer relationships safely 	

Total projected spend	29,000
Catch up funding	19,500
Actual Spend	40,000

REVIEW: END OF YEAR REVIEW OF IMPACT

Aim	Outcome
<p>Reading Fluency</p> <p>All children able to access curriculum and positive about reading</p>	<p>Y6 84% ARE+, cohort up from 75% in previous year.</p> <p>The majority of children across the school made good progress in Reading as demonstrated by our evidence based assessments.</p> <p>Structured teaching of reading enabled most phonics gaps to be addressed and the vast majority of children are reading at an age related level and able to fully access the curriculum</p>
<p>Writing</p> <p>Increased stamina and accuracy of writing whilst further developing the writer's voice.</p>	<p>Y6 69% ARE+, cohort up from 62% in previous year.</p> <p>Progress in writing was good and evident in published writing books, for some cohorts this was from a low starting point and writing was most impacted by periods out of school.</p> <p>This is an area that will be a continued focus in 21-22.</p>
<p>Strengthen Arithmetic - Attainment in line with expectations</p>	<p>Y6 76% ARE+, cohort up from 62% in previous year.</p>
<p>Pre-unit Assessment and Pre-teaching</p> <p>To improve the standard of teaching and learning across the school, we need to identify the strengths and gaps in pupils' performances to support the next steps in their learning. To do this, we need to assess the threshold concepts. Once we have identified the gaps we can target specific pre-teaching to help close them and support the greater depth children.</p>	<p>The development of this has been very successful and now forms a cornerstone of our practice.</p> <p>As a purposeful assessment tool it has enabled all children to access and complete the curriculum as intended.</p> <p>Children report very positively about this and the benefits it has for their confidence as well as their knowledge of the subject.</p>

Well-Being and Mental Health - To support those children who have been negatively impacted by Covid-19	
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