



# Catch-Up Premium Plan 2020-21

## Dulwich Hamlet Junior School

### Summary information

<b>School</b>	Dulwich Hamlet Junior School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£28,800	<b>Number of pupils</b>	360

### Guidance

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.

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.

### Use of Funds

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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

### EEF Recommendations

The EEF advises the following:

#### Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

#### Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

#### Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown	
<b>Maths</b>	Specific content was missed in the first lockdown, although the normal curriculum was covered during lockdown two. However, due to the curriculum design, some year groups have missed whole topics, or have only had them delivered on line, notably fractions. Factual recall (times tables and number bonds) has not suffered as much as other areas, although calculations are not fully embedded. Some confusion has arisen due to different methodologies of parents being used. Although problem solving questions were consistently provided for all year groups, reasoning has suffered due to the lack of opportunities for mathematical talk and exploration.
<b>Writing</b>	After the first lockdown, writing was identified as the area which had suffered the most. Children's stamina has markedly reduced and many basic grammatical concepts have been lost. Long writing was by far the most difficult thing to teach effectively online, with many children reluctant to engage. The difficulties of meaningful feedback and lack of discussion opportunities meant that some misconceptions have become embedded. Accurate technicalities and writing for effect and meaning both need extensive work to enable children to return to pre-lockdown levels.
<b>Reading</b>	Reading appears to have suffered less than writing during the two lockdowns. Most children read regularly and support was provided for children who normally received it in school. RICE activities were regularly set by teachers and were more accessible for both children and parents than extended writing and grammatical activities. Some children have lost stamina but, conversely, others have improved their concentration due to increased reading time during lockdown.
<b>Non-core</b>	Some units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments and community events such as the Art Exhibition, Sports Days etc. This has had a disproportionate effect on the disadvantaged children, who rely on school to a larger extent to increase their cultural capital.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><b>Quality First Teaching:</b> All subjects will be planned with retrieval practice integral to each lesson, ensuring that learning is embedded long term and knowledge gaps reduced.</p> <p>Objectives are reduced so that the focus is on skills and knowledge that are key for successful transition to the next year group</p> <p>Teachers are able to use whole class feedback strategies to support next steps and identify misconceptions across the class. Children accurately assess their work and make improvements without in-depth marking.</p> <p>Action research project identifies the impact of pre/post teaching mathematical concepts to close attainment gap</p>	<p><b>Additional time for teachers to research and plan lessons. Staff meeting/Year group planning time to plan in 'yesterday, last week, last term' questions.</b> <i>No cost implications</i></p> <p><b>Subject leaders will have time to ensure key objectives are identified and communicated to each year group.</b></p> <p><b>HLTA cover 2hrs x 4 (Maths and English)</b> <b>£132.72</b></p> <p><b>A Hue HD visualizer is to be purchased for each classroom. This will allow the staff to share work with the whole class and give whole-class feedback.</b> <b>7 x £64.74 (PTA to fund 7)</b> <b>£453.18</b></p> <p><b>3 members of staff trained in pre-teaching.</b> <b>HLTA cover 12 x 2hrs</b> <b>£398.16</b></p>	<ul style="list-style-type: none"> <li>Planning has enabled a wide curriculum to be taught since school return. Observations from CLT saw engaged children, teaching that supported SDP targets and quality work in books.</li> <li>Subject leads are preparing to present to whole school staff INSET September 2021 – shared understanding of subject intent, implementation and impact.</li> <li>Hue visualizers in all classrooms. Improved feedback to children during lesson time observed.</li> <li>Pre-teaching in place in Year 3. Roll out across school Sep 2021</li> </ul>	<p>TS/RE</p> <p>RE</p> <p>TS</p> <p>TS</p>	<p>Easter 2021</p> <p>Easter 2021</p> <p>Easter 2021</p> <p>July 2021</p>
<p><b>Teaching assessment and feedback</b> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> <p>Teachers have a clearer understanding of age appropriate writing and how to assess accurately to support next steps in writing.</p>	<p><b>White Rose end of unit tests – photocopying (colour)</b> <b>2/term – 2 sheets/test</b> <b>£168.48</b></p> <p><b>Summative end of year assessment – photocopying (B&amp;W)</b> <b>2 tests/child – 32 sheets</b> <b>£70</b> <b>NFER reading (already purchased)</b></p> <p><b>Subscription to No More Marking to support assessment of writing and CPD for staff.</b> <b>£575</b></p>	<ul style="list-style-type: none"> <li>Formal testing for all children June 2021. Data/test analysis completed by CLT, English and maths subject leads and class teachers – SDP and action plan revisions.</li> <li>Year 6 NMM carried out – clear steps for improvement to children's writing stamina and imagination set out in action plan. Year of writing 2021-22.</li> </ul>	<p>RE</p> <p>KS/RE/TS</p>	<p>July 2021</p> <p>July 2021</p>
<b>Total budgeted cost</b>				<b>£1797.54</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<p><b><u>1-to-1 and small group tuition</u></b> Through using targeted intervention, children will improve reading fluency, writing accuracy and maths recall/basic facts. Children will be taught 1:1 or in small groups, using increased TA capacity.</p>	<p><i>Employ additional TA to work with targeted children in Year 5</i> <b>25 weeks x 32.5 hours</b> <b>£9961.25</b> <i>Nessy programme to support identified children in reading</i> <b>10 x licences</b> <b>£200</b></p>	<ul style="list-style-type: none"> <li>Targeted group of Year 5 children reading more frequently, small group maths catch up. Data shows good progress.</li> <li>Year 3/4 children showing improved decoding/spelling skills – progress data and increased use of library</li> </ul>	LK/RE	July 2021
<p>Support staff who need to self-isolate will be able to carry on working and have an impact on reading fluency within the school. Children will build confidence in being able to read with a familiar adult.</p>	<p><i>IT provided to staff members who do not have access to laptop or similar at home. Existing hardware rebuilt</i> <b>£60 x 10</b> <b>£600</b></p>	<ul style="list-style-type: none"> <li>During year group isolation live teaching carried out by all staff members</li> </ul>	TS/CP	July 2021
<p><b><u>Intervention programme</u></b> Disadvantaged &amp; vulnerable children will receive highly personalized teacher-led intervention programmes in Numeracy. Over 6/10 weeks they will increase confidence, target individual misconceptions and decrease the attainment gap.</p> <p>Mental health and well-being will be prioritized – children identified as struggling or who have experiences that need to be addressed will receive time with the learning coach or talking and drawing therapy.</p>	<p><i>National Tuition Programme is used to ‘buy’ blocks of 15 hours in Numeracy.</i> <i>School staff are used to provide after school small group tuition</i> <b>Third space: 3 places x 3 terms</b> <b>£2926.50</b> <b>After school support: 4 x 10 hours</b> <b>£1000</b> <b>Extra day/week of learning coach to ensure needs addressed 39 x 1 day</b> <b>£8151</b> <b>Talking and drawing therapy: 1 x HLTA training</b> <b>£225</b> <b>8 x 30min sessions x 39 weeks</b> <b>£2588.04</b></p>	<ul style="list-style-type: none"> <li>Third Space sessions targeted at Yr 5 PP children. After school tuition shows increased confidence with fundamental literacy skills.</li> <li>Talking and Drawing courses successfully completed – children involved showing greater resilience and engagement in class.</li> <li>Learning coach working with PP and LAC children to increase resilience</li> </ul>	RE/TS  TS/LK	July 2021  July 2021
<p><b><u>Extended school time</u></b> Children who are in breakfast club will be able to access an adult to read with them. Identified children will be read with 3x /week.</p>	<p><i>Identified TA will attend breakfast club from 8:20. 15 mins/ day TA time, 4x week.</i> <b>15mins x 4 x 39</b> <b>£199.29</b></p>	<ul style="list-style-type: none"> <li>Improved decoding skills from children who attend breakfast club – reading with an adult at least 3x weekly</li> </ul>	RE/NT	July 2021
<b>Total budgeted cost</b>				<b>£25,851.08</b>

ii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<p><u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><b>Zoom + large meeting license</b> <b>£11.99 + £40/month</b> <b>£363.93</b> <b>Doodle English</b> <b>£4/ child</b> <b>£1440</b></p> <p><b>Stationery packs and exercise books are to be purchased and set aside for children to take home when home-learning occurs.</b> <b>£500</b></p>	<ul style="list-style-type: none"> <li>Zoom license enabled whole school assemblies during Jan-March lockdown, helping maintain engagement</li> <li>Doodle English – carried over 2021-22</li> <li>Stationery packs available when needed – several children accessed and submitted work when isolating</li> </ul>	TS/IS	July 2021
<p><u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p><b>Headsets to ensure all children can work concurrently</b> <b>15 x £25</b> <b>£375</b></p>	<ul style="list-style-type: none"> <li>Headsets have enabled access to programmes such as Nessy and Third Space – not used in extended provision.</li> </ul>	TS	July 2021
			<b>Total budgeted cost</b>	<b>£2678.93</b>
			<b>Total costs</b>	<b>£30,327.55</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£28,800</b>
			<b>Cost paid for catch up through school budget</b>	<b>£1527.55</b>
			<b>Total</b>	