



## Catch-up Plan 2021-2022

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.

### Statement of intent

We at Joseph Turner Primary believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and none disadvantaged backgrounds, now or continue to require additional support in order to ensure they get the best possible outcomes following the disruption of Covid 19. Therefore, we will use all the resources available to us through this grant to help children reach their full potential, including the use of pupil premium grant (PPG).

### How is the funding used?

Guidance states 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.

<https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>,

<https://www.gov.uk/government/publications/school-led-tutoring-grant>

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

### Joseph Turner Primary Recovery Premium Grant 2021-2022

Funding information	
Academic year	2021-2022
Total number of pupils on roll	439
Total received	£44,410
Governor lead	Madawa Chiriken

### School led tutoring

£202.50 per pupil.

94 pupils (calculated by 60% of pupil numbers in year groups 1 to 6 as recorded on the October 2020 census).

Total allocation for academic year 2021/22 is £19,035.

### Recovery premium

£145 per pupil

175 pupils (from DfE Pupil Premium funding list received in Sept 2021). Includes all eligible FSM pupils, Ever 6 pupils, LAC pupils.

Total allocation for academic year 2021/22 is £25,375.

In making decisions on the use of the premium, we will focus on approaches that:

- Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Ensure children emotional health, well-being and self-esteem are supported to the highest levels, enabling them to best access academic learning
- Are for all year groups not just those in key end points
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.

Education Endowment Foundation (EEF) Recommendations:

Teaching and Whole school strategies

- Supporting great teaching
- Pupils assessment and feedback
- Supporting remote learning

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social emotional and behavioural needs
- Supporting parents and carers
- Access to technology

Impact of Covid-19

- Younger pupils found home learning harder and engaged less and therefore normal classroom learning time was reduced
- Reduced capacity due to lockdown and bubble closures for effective reading and phonics learning – which in turn impacted on writing
- Reduced physical writing time over lockdown due to online learning impacted on children's ability to completed sustained writing tasks
- Adverse impact on mental health and well-being resulting in some disruptive behaviour, learning and socialising
- Attendance – significant amount of Covid-19 absences that were not recorded on official attendance data reduced learning time

Rationale:

At Joseph Turner Primary School, we believe that quality first teaching is a key factor in supporting children to catch up on lost learning. We are therefore providing teachers with high quality resources and support staff. This will be alongside providing focused 1:1 and small group work for identified children. In addition to supporting children and their families with mental health and well-being through our school counsellor and our school Educational Mental Health Practitioner.



<b>Key Objective:</b>
<ul style="list-style-type: none"> <li>To increase Age Related Expectations in Reading, Writing and Maths by the end of the year</li> </ul>
<b>Success Criteria:</b>
<ul style="list-style-type: none"> <li>End of year group ARE to increase to 60% in reading, writing and maths by July 2022</li> <li>To improve the attainment for lowest 20% of pupils across the school by July 2022</li> </ul>

Key Actions – 1: Teaching and whole-school strategies	Expected Impact	Lead	Cost	Date
Quality first teaching and in class supported, professional development from assistant headteachers	Quality first teaching supports all children to make expected progress and more. Additional support from Assistant headteachers ensuring quality first teaching is in place.	AHTs: LAB, FS	<i>School Budget - Cost cover through staffing</i>	Monitored Termly
Specific support staff allocated to different year groups to match the needs to individual children to support whole class teaching	Individual children targeted with additional support to ensure these children still participate in whole class teaching and do not need to be withdrawn from the class.	SENCo: RD	<i>School Budget - Cost cover through staffing</i>	Oct 2021
Reading and writing professional development through outside consultant teacher	Develop whole school overview for Reading and Writing. Development of planning and resources improving the sequencing for learning and the quality of text and resources are sufficiently challenging.	AHT: LAB, Pauline Allen	£3,430	Dec 2021
Reading resources available for all children in school – see <i>reading action plan</i>	Children have high quality, engaging reading texts available to them in the classroom and at home	AHT: LAB	£2,000	July 2022
Reading plus, online reading platform	Provide an engaging reading platform that monitors and develops children's reading in school and at home	AHT: LAB	£2,355	Oct 2021
Maths professional development through Maths Hubs – Mastery of Number and Mastery Teaching development year – see <i>maths action plan</i>	The Development Year supports individual teachers with improving the pedagogy of maths who then disseminate best practice to other teachers	AHT: FS	£1000	Monitored Termly
Phonics Development Days and Resources – see <i>phonics action plan</i>	Development Days from RWI consultant continues to support best practice from all RWI teachers ensuring better than expected progress	AHT: LAB	£4000	Monitored Termly
Timetabling of foundation subject lessons	Ensures that learning is blocked and therefore children are more engaged	AHTs: LAB, FS	<i>No cost</i>	Oct 2021
Foundation Curriculum resources purchased to match new curriculum	Foundations subjects provide an inspiring and engaging curriculum to ensure broad and balanced knowledge	Curriculum Leaders	£2,250	July 2021
Key Actions – 2: Targeted approach	Expected Impact	Lead	Cost	Date
TA pre-teaching 8:40 – 9:00 identify gaps in children's learning that will hinder their ability to access main teaching session	Identified children will better access learning in lessons with prior knowledge of the expected learning, increasing progress	Class Teachers	<i>School Budget - Cost cover through staffing</i>	Oct 2021

National Tutoring programme tutor for identified children in Yr1 to Yr4, 3 days per week	Lowest 20% of pupils in each year group identified as needing 1:1 and small group tuition on specific gaps in their knowledge in order to catch up on lost learning	SENCo: RD	£7,720	Monitored Termly
National Tutoring programme tutor for identified children in Yr5-Yr6, 2 days per week	Lowest 20% of pupils in each year group identified as needing 1:1 and small group tuition on specific gaps in their knowledge in order to catch up on lost learning	SENCo: RD	£5,145	Monitored Termly
Extra reading tutor for Yr6 pupils, 2 days per week Aut term	Increased reading support for identified pupils in order for them to make better than expected progress	SENCo: RD	£1,617	Monitored Termly
Assessment Gap Interventions delivered by TA	Gaps in children's learning is identified and addressed through 1:1 or small group intervention	Class Teachers	£8,298	Monitored Termly
<b>Key Actions – 3: Wider strategies</b>	<b>Expected Impact</b>	<b>Lead</b>	<b>Cost</b>	<b>Date</b>
Morning Club provision for those children that have anxiety about coming to school	Children that have been identified with anxiety about coming into school first thing have time and space to engage with school counsellor before being settled into class	Counsellor: PL	<i>School Budget - Included in Counsellor's costs through PPG</i>	Monitored Half Termly
EMHP provision - <i>see well-being action plan</i>	Identifies children with anxiety and mental health issues are referred to EMHP for support and intervention enabling them to engage more readily with learning	Pastoral: CB SENCo: RD	<i>No cost to school</i>	Monitored Half Termly
Whole school development of pupils' self-esteem, resources and activities for teachers - <i>see well-being action plan</i>	To improve pupils' self-esteem and reduce behaviour incidents and to improve children resilience to changes	WellBeing Lead: EP	£6,597	July 2022

**Total Cost £44,412**

<b>Additional School Funded Support</b>	<b>Expected Impact</b>	<b>Lead</b>	<b>Cost</b>	<b>Date</b>
Learning mentor with Yr6 pupils to allow specific 1:1 in class support for identified children	Identified Y6 pupils will better access whole class teaching and have sustained engagement	HT: RW	£23,350	Oct 2021

<b>Impact Statements</b>
<b><u>Autumn:</u></b>
<b><u>Spring:</u></b>
<b><u>Summer:</u></b>