



**Bounds Green Junior School  
COVID-19 catch-up premium report**

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

SUMMARY INFORMATION			
Total number of pupils:	300	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£24,000	Total spend	£29,685.64

## STRATEGY STATEMENT

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. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.

### **Identified Impact of Lockdown**

- Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys cross all subjects.
- Whilst most children were able to access Reading during lockdown as it was more accessible for families and required less teacher input, children are less fluent and have less stamina in their reading, and the gap between those children that read widely and those who did not (DIS, SEND, EAL) has widened. All children's attainment has suffered, however the bottom 20% have been disproportionately affected.
- Children's attainment in Maths has also been affected during lockdown, more so than in Reading, whilst the area of Writing has been most negatively impacted
- There are now significant gaps in knowledge – whole 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.
- Children's personal and emotional well-being has been affected, school self evaluation in September 2020, then again in April 2021, recognising reduced pupil concentration and attitudes to their learning due to reduced self-confidence.
- School evaluation from the first lockdown (March 2020 – July 2020) of remote learning identified gaps/disparity in families/children being able to access online learning due to lack of access to technology/hardware. This was a priority to address on return in Sept 2020.
- The strategies detailed to address follow the Education Endowment Fund's support guide for Schools and recommended approaches.



Improve Quality 1 <sup>st</sup> Wave T&L through investment in Teacher professional development using 'Teaching Walkthrus' CPD model	Subscription	£450 (21/22 FY exp)	Improved T&L leads to accelerated pupil progress to catch up.	Research evidence recognises to be effective, especially for vulnerable groups at risk of underachievement. Refer to: <ul style="list-style-type: none"> <li><a href="#">DfE's catch-up premium guidance</a></li> <li><a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>	<ul style="list-style-type: none"> <li>Pupil achievement in Core areas of RWM</li> <li>Improved pupil confidence &amp; concentration to pre-pandemic levels</li> </ul>	JK/LL	Data drops M&E termly of pupil attitudes
	Books	£158 (20/21 FY exp)					

Targeted support							
Action	Resources	Cost	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?
Increase level of remote learning participation	Chromebooks	£4,237 (20/21 FY exp)	To enable families with no technology at home to be able to access remote learning.	<ul style="list-style-type: none"> <li>School sent out a survey to whole school to find out which families did not have access to a computer/wifi at home.</li> <li>Pupil list compiled and checked against remote learning participation during lockdown</li> <li>School allocated chromebooks to PPG children as first priority</li> </ul>	<ul style="list-style-type: none"> <li>School assisted families unfamiliar to technology on use through creation of user guide and through in person assistance.</li> <li>Access and participation in remote lessons by targeted pupils is monitored by class teacher/AHT.</li> </ul>	Liz Luka (AHT)	End of Academic year

Additional Group teaching support (Year 6). Use of additional teacher Autumn term 2021 to provide additional targeted support reducing adult:pupil ratios as well as L&M release of subject leaders to impact on wider T&L	Teacher (GC) Autumn Term 2021 supply teacher	£21,533.54 (21/22 FY exp)	<ul style="list-style-type: none"> <li>Accelerated progress of Y6 pupils in RWM to catch up</li> <li>Additional L&amp;M release will impact on wider T&amp;L improvement</li> </ul>	<p>Research evidence recognises to be effective, especially for vulnerable groups at risk of underachievement.</p> <p>Refer to:</p> <ul style="list-style-type: none"> <li><a href="#">DfE's catch-up premium guidance</a></li> <li><a href="#">EEF's COVID-19 support guide for schools</a></li> </ul>	<ul style="list-style-type: none"> <li>M&amp;E of T&amp;L and pupil achievement most particularly in Y6</li> </ul>	JK/LL	End Autumn term Data drop Jan 2022
Increase access to books for pupils at home	Collins E-book library whole school subscription	£899.10 (20/21 FY exp)	Increase availability of reading materials for children during lockdown	<ul style="list-style-type: none"> <li>Access to books prevented due to lockdown</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers will monitor pupil use</li> <li>Reports created showing numbers of books read per pupil</li> </ul>	Liz Luka Dom Miller	December 2021
Additional Art therapist to support targeted pupils	1 x Coram Therapist Autumn 21 and Spring 22	£1,408 (21/22 FY exp)	Additional Art therapist Autumn term 21 and Spring Term 22	<ul style="list-style-type: none"> <li>Additional therapy provided for targeted pupils identified by the Inclusion Lead/SEND Co.</li> </ul>	<ul style="list-style-type: none"> <li>Staff lead to hold regular review meetings with therapist</li> <li>Class teachers to monitor pupils in class</li> </ul>	Marcus Read	Spring Term 2022
<b>Total budgeted cost:</b>							<b>£28,077.64</b>

Other approaches							
Action	Resources	Cost	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?
Provide resources to classes linked to recovery/PSHE	Recovery curriculum resources	£1,000 (21/22 FY exp)	<ul style="list-style-type: none"> <li>Improved pupil well-being and attitudes/confidence at school</li> </ul>	<ul style="list-style-type: none"> <li>School survey of teachers/evaluation of pupil attitudes &amp; confidence to learning</li> </ul>	<ul style="list-style-type: none"> <li>PSHE Working Party will M&amp;E impact including re-survey / evaluate pupil attitudes</li> </ul>	Helen Chrysafi-Bartrip	End Summer 21
						<b>Total budgeted cost:</b>	<b>£1,000</b>