



# COVID-19 Catch-Up Premium Report

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## Summary COVID-19 catch-up premium spending

SUMMARY			
Total number of pupils on roll: 465			
Total catch-up premium 2020-2021: £21,890			

## STRATEGY INTENT

- At PJS, we aim to reduce the attainment gap between disadvantaged pupils and their peers.
- At PJS, we aim to raise the attainment of all pupils to close the gap created by COVID-19 school closures.
- At PJS, 90% of pupils studied via online learning during lockdown and 10% of pupils attended school.
- At PJS, 84% of home learners engaged immediately and 6% of pupils were slower to engage.
- At PJS, 10% of pupils (46) attended school. 35 pupils were the children of key workers and 11 were classified as vulnerable. Attendance since reopening has remained stable.
- PJS was closed during the summer holidays 2020. School based / remote learning did not take place at this time. The rationale for this was our commitment to the mental health and emotional well-being of our staff, pupils and families.
- A full curriculum was provided for pupils during lockdown, with class meetings attended by teachers and pupils twice daily.
- Pupil's work was marked by teachers and constructive feedback was provided.
- Pupils were provided with additional technology resources if required.
- Parents / carers were supported by school staff to enable consistent learning to continue for all pupils.
- High expectations and standards for all pupils were maintained throughout lockdown and interventions were provided for individual pupils as necessary.
- A recovery curriculum was in place to support pupils on their return to school. This included designated well-being and emotional support forming an integral part of the timetabled school day.
- Extensive gap analysis and monitoring of pupil progress enabled SLT and class teachers to personalize learning in order to support individual needs.
- Intervention support is offered on a 1:1 and small group basis, while ensuring that social distancing guidance is adhered to at all times.
- Our Catch up Premium funding has been allocated to provide additional support and interventions as follows:
  - **Autumn 2020: £9,700**
  - **Spring 2021: £12,190**
  - **Summer 2021: £15,630**

## CHALLENGES / BARRIERS TO LEARNING

### Academic challenges

I	<p>Gaps in Reading, Writing and Maths have been identified using teacher assessment. These gaps require whole school provision via our recovery curriculum as well as more targeted support for pupils where attainment levels have declined or remained static. Baseline data has been submitted by all class teachers, benchmarking pupils' attainment. This is analysed by the Phase Leaders and Curriculum Leads to identify children whose attainment levels have dropped. This data will be used to group pupils and allocate 1:1 or group intervention provision, which will take place during the school day.</p>
II	<p>At PJS, we are utilising Google Classroom in order to facilitate home learning. We have experienced some challenges in relation to pupils accessing our online platform, mainly relating to access to suitable devices. We are able to support pupils and families with this by providing iPads and tablets for use at home. Parents sign a school loan agreement to facilitate this. This provision will ensure that all pupils in all year groups will have remote learning access and enable online learning to continue. All staff and pupils have received training on the use of Google Classroom and parents / carers have been provided with extensive guidance to support remote learning. Our remote learning policy is available on the school website.</p>
III	<p>A significant number of pupils and their families have required extensive emotional support during lockdown. Many of these pupils are from vulnerable and disadvantaged families. A number of these pupils have experienced bereavement and the loss of close relatives due to Covid-19. Extensive emotional support has been provided by our Pastoral Manager and SLT to meet the needs of pupils and their families. Practical support has also been provided through food parcels, art resources and online counselling services, funded by the school. 1:1 support has continued to be provided by school staff and additional staff have been employed to ensure that class bubbles remain small and pupils attending school are able to access a range of funded sporting / pastoral activities. Pupils in receipt of FSM funding, have been provided with lunch each day and food packs provided for all eligible families.</p>

## ADDITIONAL BARRIERS

### Significant external factors

IV	<p>Behaviour is consistently well managed at PJS. This has been recognised by OFSTED, the LA and our School Improvement Partners. There is a clear school policy of rewards and sanctions, and pupils follow 'Golden Rules' across the school. Classroom behaviour charts are used in every lesson in all year groups. Pupils may exhibit more challenging behaviour on their return to school after lockdown. Factors include lack of consistent boundaries during home learning, stress and anxiety and changes to school routines as a result of social distancing measures. Consideration has been given to these factors by SLT and class teachers and there is a clear strategy in place to manage this for pupil's return to school.</p>
V	<p>Re-engaging with face-to-face learning may present difficulties for some pupils. New routines, H &amp; S rules and limited socialization with other pupils may cause difficulties. Pupils may also struggle to focus and concentrate due to a lack of structure during lockdown. Consideration has been given to these factors by SLT and class teachers and there is a clear strategy in place to manage this for pupil's return to school.</p>
VI	<p>A small number of pupils demonstrated persistent absenteeism during lockdown and may have significant gaps in their knowledge and skills as a result of this. This will need to be addressed through targeted interventions and the recovery curriculum in order to narrow these learning gaps and ensure that all pupils are able to progress. Consideration has been given to these factors by SLT and class teachers and there is a clear strategy in place to manage this for pupil's return to school.</p>

## Proposed expenditure for academic year 2020 - 2021

Quality of teaching					
Action	Success Criteria	Evidence and Rationale	Implementation	Monitored by	Review date
Extensive classroom support for identified pupils including a focus on emotional health and well-being.	<ul style="list-style-type: none"> <li>Pupils' confidence and resilience levels will have increased and they are able to articulate this successfully.</li> <li>Specific barriers to learning having been resolved.</li> <li>Children to be aware of adult support including Pastoral Manager.</li> <li>Parents / Carers have a designated contact to access additional support.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of pupil, parent / carer engagement</li> <li>Liaison with external stakeholders agencies i.e. e.g. LA SEND team, Behaviour Support team, Educational Psychologist, Attendance Officer, Pastoral Manager, Counselling service, CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>SLT to monitor the progress and achievement of all pupils including vulnerable / disadvantaged pupils</li> <li>Support staff to be deployed to support the needs of specific pupils / pupil groups</li> <li>Staff training to enable teachers and support staff to provide appropriate academic and pastoral support based on individual needs of pupils.</li> <li>Additional well-being resources and well-being library established to provide support for staff and pupils</li> <li>Access to Assured Health counselling for all school staff</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Pastoral Manager</li> </ul>	March 2021
				<b>Total Cost</b>	<b>£10,036.42</b>

Targeted support

Action	Success Criteria	Evidence and Rationale	Implementation	Monitored by	Review date
<p>Gap analysis in English and Maths to be completed to identify pupils in need of targeted support</p>	<ul style="list-style-type: none"> <li>• Identified attainment and progress gaps reduced or eliminated.</li> <li>• Accelerated progress enables pupils to access age-appropriate learning.</li> <li>• Most children to be at or above age related expectations by Summer 2021.</li> <li>• End of year attainment reflects positive outcomes for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data to be analysed and gaps identified for individual pupils</li> <li>• Accurate provision mapping details planned, targeted support and interventions</li> <li>• Ongoing teacher assessment for all pupils</li> <li>• End of year assessments from Summer 2021 utilised to provide evidence of impact of provision 2020/21</li> </ul>	<ul style="list-style-type: none"> <li>• SLT to maintain responsibility for learning provision and interventions</li> <li>• SLT to ensure that appropriate resourcing is in place to support remote and face-to-face learning, including the purchase of books, schemes of work and phonics resources</li> <li>• SLT to ensure that specific additional resources are available for use during interventions as well as Teacher / TA additional contracted time outside of the school day</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leads</li> <li>• Class teachers</li> <li>• Support staff</li> <li>• SLT</li> <li>• Pastoral Manager</li> </ul>	<p>March 2021</p>
				<p><b>Total Cost</b></p>	<p><b>£5,853.58</b></p>

Additional information					
Action	Success Criteria	Evidence and Rationale	Implementation	Monitored by	Review date
<ul style="list-style-type: none"> <li>• Staff training to be provided for all staff for Google Classroom</li> <li>• Children to receive training in the use of Google Classroom</li> <li>• Google Classroom platform is introduced and used effectively by all staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Parents / carers receive clear guidance and support on the use of Google Classroom.</li> <li>• Remote learning provision, including homework, is robust.</li> <li>• High levels of email / telephone communication with parents maintained, including provision of class teacher / year group email.</li> <li>• Interventions / booster classes will enable gaps to be addressed and support accelerated progress for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Robust and comprehensive learning platform in place</li> <li>• Google Classroom utilised as an additional and effective interface between home and school in relation to learning and communication</li> <li>• To develop staff subject knowledge in reading / writing / phonics interventions and phonics teaching to ensure knowledge gaps are effectively addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Collate staff feedback on remote learning provision</li> <li>• Analysis and adaptations of remote learning provision</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leads</li> <li>• Class teachers</li> <li>• Support staff</li> <li>• SLT</li> <li>• Pastoral Manager</li> </ul>	<p>March 2021</p>
				<b>Total cost</b>	<b>£6,000</b>

