COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	461	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£36, 880		

STRATEGY STATEMENT
Falcon Junior Schools approach to Catch Up Funding uses the expertise within the school to deliver high quality interventions. We believe, for intervention and catch up to be successful, that it needs to be high quality, consistent and regular (ie. several times per week). We also believe that catch up needs to be sustainable. This is not a short-term piece of work therefore; we will invest in longer-term strategies to ensure that progress can be achieved over time. Falcon Junior School has used the following documents to decide how best to use the Catch Up Funding: Education Endowment Foundation Covid-19 Support Guide for Schools. DfE Catch Up Premium Guidance. In addition, Falcon Junior will make use of the National Tutoring Program, engaging with external providers to deliver targeted support to some disadvantaged pupils. We aspire to: * reduce the attainment gap between our disadvantaged pupils and their peers. * raise the attainment of all pupils to close the gap created by Covid-19 school closure. * Support children's wellbeing following the Covd-19 School Closure.

Planned expenditure for current academic year

Targeted Academic Support					
Action	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?
High Quality 1-2-1/small group tuition in Maths for disadvantaged pupils and their peers through National Tutoring Program and Third Space Learning.	Closing knowledge gaps from C-19 School Closure. Increase in attainment, narrowing the gap between disadvantaged pupils and their peers. Baseline assessment of TSL program and end result shows impact.	QLA October base line assessment highlights gaps in knowledge and below ARE data. Intervention based on: EEF's COVID-19 support guide for schools DfE's catch-up premium guidance	Analysis of pupil entry and exit data. Pupil and staff perception survey. Class teacher assessment on class performance.	ES, JT and TN	End of each term.
				Total budgeted cost:	£5000
Targeted support					

Action	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 Teaching Assistant hours to ensure support and intervention are able to be delivered regularly and effectively.	Support in classes extended to afternoons to enable individual/small group support. Interventions are implemented and delivered regularly across the school. Gaps are narrowed from starting points.	Observations and feedback from staff during the Recovery Curriculum Sept 2020. Intervention based on: EEF's COVID-19 support guide for schools DfE's catch-up premium guidance	Staff and pupil perception surveys. Entry and exit data for interventions. Internal data increasing.	SENDCo	Easter 2021
Increase Teaching Assistant hours to ensure behaviour support is effective.	Behaviour support in place to allow all children to fully access learning.		Monitoring of CPOMs behavioural incidents shows reduced entries.		
				Total budgeted cost:	£19, 118

Other approaches					
Action	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 Teaching Assistant hours temporarily to gain a greater understanding of children's mental health and wellbeing following Covid -19 school closure enabling school to support these pupils. Train two TAs – ELSA (Emotional Literacy Support Assistants)	Staff are better informed and have a greater clarity about children in their care. DSLs are able to provide support from external agencies where needed and safeguarding issues are acted upon. Nurture support provided where appropriate.	Recovery Curriculum focusing on well-being and introducing pupils back into school. Ensuring children are emotionally strong enough to return to school following closure.	Cpoms records and feedback from staff. Children's feelings and wishes.	MM/SENDCo	Oct 2020
				Total budgeted cost:	£3200

Other approaches					
Action	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?
Purchase of high quality interventions to be delivered to whole class or small group. This will allow catch up to be sustainable for future years.	Children access and progress with a number of different interventions long term: Flash Academy (EAL and SEN) Project X (reading) Read, Write, Inc Spelling (phonics and spelling)	Catch up needs to happen over time therefore these interventions can be used year on year. EEF's COVID-19 support guide for schools	Ongoing teacher assessments each term. Start of year baselines to show progress across the terms.	HT	Dec, Apr, July.
				Total budgeted cost:	£3000

Other approaches					
Action	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?
CPD and curriculum release time for the effective use of Google Classroom and remote learning. Children trained in Google Classroom during Computing lessons	New remote learning offer is in place and staff, pupils and parents are able to use it effectively.	DfE guidance and expectation of effective home learning to be in place by the end of October. DfE funded training through the Ed Tech Demonstrator scheme. Curriculum time to be given to staff to set up.	Remote Learning Policy to be written and shared with all staff. Monitoring of Google Classroom. Parental and staff feedback.	HT	January 2021
				Total budgeted cost:	£3000 supply