



## Whitehall Junior School – COVID-19 Catch-Up Premium Funding Plan 2020-2021

Our motto ('Happiness at the Heart of Learning') and vision ('In our welcoming and inclusive school, we strive to be the best in everything we do') provide the framework for education in our school. We are committed to providing the highest quality education for all our children, regardless of background or barrier to learning, in all aspects of school life. We are mindful of the disruption to education caused by the coronavirus pandemic of 2020. This plan sets out how we will use the Catch-Up funding, designed to mitigate the effects of this unique disruption.

*'Children from disadvantaged backgrounds are likely to have been more affected, particularly severely, by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some form of support will be particularly beneficial to disadvantaged.'* COVID-19 Support Guide for Schools, EEF, June 2020.


- **Teaching** Great teaching is the most important lever schools have to improve outcomes for their pupils.
- **Targeted Academic Support** There is extensive evidence supporting the impact of high-quality one-to-one or group tuition as a Catch-Up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.
- **Pupil Assessment and Feedback** Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID-19. Setting aside time to enable teachers to assess pupils' well-being and learning needs is likely to make it easier for teachers and other school staff to provide effective support.
- **Wider Support** Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.
- **Access to Technology** Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.

The Education Endowment Foundation advises the following:



### Teaching & Whole School Strategies

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



### Targeted Approaches

- 1-2-1 & small group tuition
- Intervention programmes
- Extended school time



### Wider Strategies

- Supporting parents & carers
- Access to technology
- Summer support

**Identified impact of lockdown****Reading**

Online reading activities were provided throughout lockdown through our subscription to 'Bug Club'. We also made use of Oak National Academy's reading tasks and provided English text books, enabling all pupils to access learning, regardless of ICT limitations. Pupil use of such resources was very varied. Teachers phoned pupils each week and commented on the varying degrees of participation. This often depended on parents/carers' own confidence levels in supporting their child at home. Our new Year 3 cohort would have missed Summer Term RWI phonics content and pupils who failed the Year 1 phonics test, would have missed the chance to repeat this in Year 2. Our baseline assessments in September indicated that as pupils move through KS2, they fell further behind in their reading. SEND pupils working at the lowest levels of reading were given access to 'Nessy', an online reading and spelling development programme; participation rates were low. In addition, differentiated paper-based comprehension tasks were provided for pupils working below or outside of age related expectations; EHCP parents welcomed this support and responded favourably.

**Writing**

Although we provided all pupils with writing tasks during lockdown, pupils have lost out on the essential practising of writing skills. GAPS knowledge has also suffered, leading to a lack of fluency in writing. The ability to sustain long pieces of writing and the stamina required to achieve this has been affected across the school. Since return, teachers have sought to motivate pupils to write. Standards are significantly lower than normal, with just 17% of Year 6 pupils writing at expectation. Teacher observation cites poor recall of basic grammar and punctuation as a large contributing factor. SEND hub provision pupils were provided with writing ideas, tailored to their interests, these were self-selected and not consistently used. Spelling lessons were provided across the school, including the use of Oak National Academy resources, with the pitch of these lessons adjusted for SEND pupils. High frequency word lists were also supplied to SEND families.

**Mathematics**

Specific content has been missed by some children, leading to gaps in learning, although online provision for mathematics was plentiful. Question level analysis shows that smaller units of study (e.g. co-ordinates) were affected and pupils generally lost confidence in application of concepts. Use of Mathletics and Times Table Rock Stars remains consistent and pupils found these programmes motivational. However, performance has still been affected and pace and recall has slowed for all but the most rehearsed.

**Non-core**

There are now gaps in pupil knowledge, despite the fact that non-core units of work were taught remotely as part of learning from home. This is in part due to parents prioritising core subjects during a period of time where home-life was under pressure or access to devices was limited or shared across the family. The 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 – primarily due to recall, as the frequency of such learning changed. Children have also missed out on curriculum experiences, e.g. trips, visitors and school events. Swimming lessons (Years 4 and 5) also ceased and have not resumed in Autumn Term 2020. Home learning promoted interactive learning through museum and gallery websites and provided enriching ideas for family use,

	however, uptake of such provision was limited. SEND families had their own page of support. Our website provision was shared with another London LA as a model of good practice.
<b>Well-being</b>	Children had wide and varied experiences during lockdown. Some children benefitted from the home environment, whilst others accessed very little learning and stimulation. Some families are in very crowded accommodation with no outside access, no Wi-Fi access and no support networks. These families have missed out on the connection with others, learning experiences and a lack of alternative options. Our regular telephone contact to each home was welcomed and appreciated by families. If a family did not respond to a phone call, there was wider staff involvement and sustained efforts until contact was made; no family was exempt from contact with school, however, a very small number were particularly difficult to reach. We have had no increase in pupils on CP Plans as a result of lockdown. Vulnerable families were contacted by members of our well-being team, in addition to class teacher communication. Vulnerable pupils were offered places to attend school during lockdown. Our online home learning information shared many sources of support for families – financial, emotional and mental health guidance and charities were all promoted. Physical activity was promoted through daily online exercise provision (e.g. Joe Wicks' 'PE with Joe').

### 1. Summary information

<b>School</b>	Whitehall Junior School		
<b>Academic Year</b>	2020-2021	<b>Total COVID-19 Catch-Up funding</b> (£8,100 received November 2020) (£9,730 received March 2021)	£30,560 (£80 per pupil)
<b>Total number of pupils (on Census day October 2020)</b>	382	<b>Date for next internal review of this strategy</b>	May 2021

### 2. Current attainment – September 2020

	<b>Reading ALL</b>	<b>Reading PP</b>	<b>Reading SEN</b>	<b>Mathematics ALL</b>	<b>Mathematics PP</b>	<b>Mathematics SEN</b>
% achieving expected standard or above in Y3	65%	38%	30%	58%	24%	40%
% achieving expected standard or above in Y4	57%	52%	17%	66%	57%	33%
% achieving expected standard or above in Y5	53%	44%	28%	74%	63%	21%

% achieving expected standard or above in Y6	48%	36%	23%	60%	52%	46%
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Considerations for future attainment (Post COVID-19)	
A	Teaching
B	Targeted academic support
C	Pupil assessment and feedback
D	Wider support
E	Access to technology

3.Intended outcomes		Success criteria
A	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>High quality, focused teaching a priority across the school.</li> <li>Recovery curriculum planned for whole school for three-week return (to include core skills and mental health).</li> <li>Purchase White Rose Maths premium content to support planning for Catch-Up learning within classes.</li> </ul>	<p>Pupil progress is demonstrable and gains on pupil performance at ARE increase each term.</p>
B	<p><b>Targeted academic support</b></p> <ul style="list-style-type: none"> <li>Pre-teaching established to make curriculum access more equitable.</li> <li>Year Leaders to liaise closely with SENDCo and PP Champion to determine focus of intervention groups and select pupils appropriately.</li> <li>Each year group to be assigned at least one additional member of staff to provide in-year 'hub' groups for pupils requiring Catch-Up and/or special support.</li> <li>PP Champion to track reading wpm speed of PP pupils – we will investigate reading skills as a priority area for Catch-Up; contact has been made with Reading Plus – we will trial this programme before rolling out across the school.</li> <li>60 x pupils per (15 per year group) to receive online tuition from the National Tutoring Programme (TLC Live) to commence in w/c 30 November.</li> <li>10 x pupils to access 'Learning Village' to support English acquisition (initially aimed at EAL pupils).</li> <li>Appoint a qualified teacher to support pupils (face to face) to develop writing.</li> <li>Writing Coordinator to investigate packages to support spelling as regular teaching/assessing of spellings was affected by school closure during lockdown.</li> </ul>	<p>Appropriate targeted support received by pupils.</p> <p>Reading skills improve across the school (EEF report notes impact on developing reading transferring to improvements in all subjects).</p> <p>Impact of successful tutoring is observed by teachers through pupils' class work and evidenced through pre and post-intervention assessments and standardised scores.</p> <p>Purchase of 'Learning Village' will appropriately help pupils develop their English acquisition.</p> <p>We will appoint an experienced teacher to provide in-house Catch-Up for writing;</p>

		<p>success demonstrated by termly teacher assessment.</p> <p>Programme for teaching of spelling to be considered for purchase and trialling across one year group initially.</p>
C	<p><b>Pupil assessment and feedback</b></p> <ul style="list-style-type: none"> <li>• Complete Summer 2020 assessments in September to identify gaps in learning.</li> <li>• Use of data analysis (including QLA) to determine pitch of lesson planning.</li> <li>• Parents informed about their child's performance – first round of parent-teacher consultations in mid-October.</li> <li>• Outcomes of benchmark and termly assessments shared with parents/carers each term. Low stakes assessments/quizzes to aid memory retention.</li> <li>• Feedback used to make next steps in learning explicit to children.</li> <li>• Commission SIMS support team to produce an individual report showing pupils' standardised assessments over their whole time on roll – to enable families to look at performance over time (not just through termly reports).</li> </ul>	<p>Clear communication between home and school.</p> <p>Analysis in November, March and June will demonstrate improvements in attainment with gaps in core knowledge filled.</p> <p>QLA reports provided to each teacher and Year Leader to ensure gaps in learning are planned for and prioritised.</p> <p>Parents will be more able to develop their awareness of pupil attainment over a longer time period.</p>
D	<p><b>Wider support</b></p> <ul style="list-style-type: none"> <li>• Our new 2020 PSHE scheme prioritises mental health – this scheme is being followed by all year groups.</li> <li>• To continue to build on our excellent attendance to date (96% in Autumn 1 &amp; 2).</li> <li>• Effective parent: teacher communication – establish year group email addresses for direct access.</li> <li>• Additional day of Kick London mentor to target focus children's self-confidence and self-esteem (mentoring programme run Wednesdays and Thursdays) – funded out of delegated school budget.</li> <li>• Well-being Officer to continue to check in with our most vulnerable families, building on the good liaison that took place during lockdown.</li> <li>• Play Leader deployed for targeted activity during lunchtimes, to support well-being in the playground – funded out of school sports budget.</li> <li>• Following the success of an emotional well-being unit of learning based on a film stimulus in Autumn Term, plans to replicate this new approach in the Spring Term are in place.</li> </ul>	<p>Children will feel supported and calm in school, ready for learning.</p> <p>Parents will feel supported and engaged.</p>

E	<p><b>Access to technology</b></p> <ul style="list-style-type: none"> <li>• Whole staff CPD on Google Classroom (also including other software, such as Loom for screen-sharing).</li> <li>• Creation and publication of remote education policy.</li> <li>• Update to families on our remote learning systems and 'how to...' guide.</li> <li>• Update to 'home learning' section of school website.</li> <li>• Trial run for familiarisation by setting homework on Google Classroom.</li> <li>• Device access survey shared with all families.</li> <li>• Access for staff to laptops with a microphone and camera.</li> <li>• Research Wi-Fi provision for disadvantaged families.</li> </ul>	<p>Transition to remote learning via Google Classroom will be smooth, effective and accessible to all.</p> <p>Parents will feel clear about remote learning procedures and expectations.</p> <p>Laptop allocation from DfE will be distributed wisely, based on information about home access and Wi-Fi provision.</p> <p>All teaching staff will have access to a laptop with sound and camera.</p>
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#### 4.Planned expenditure 2020-2021

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and measure impact?	Cost	When will you review implementation?
<p><b>Teaching</b> Purchase White Rose Maths premium content to support Catch-Up learning.</p>	<p>Children back on track.</p> <p>Effective Catch-Up resources to support teacher planning and remote education delivery, without holding pupils back.</p>	<p>Great teaching improves pupil outcomes (EEF).</p>	<p>Seek qualitative feedback from teachers.</p> <p>Book looks for transfer of knowledge.</p> <p>Autumn/Spring/Summer Term data analysis outcomes.</p>	<p>£189 – funded out of delegated curriculum budget.</p>	<p>December 2020</p> <p><i>Resource used effectively across school, particularly during remote education (4 Jan – 8 Mar 2021).</i></p>
<p><b>Teaching</b> Purchase The National College's two-year access to CPD, with a particular focus on</p>	<p>High quality CPD will support teaching staff to enable quality first teaching and Catch-Up to be delivered.</p>	<p>Great teaching improves pupil outcomes (EEF).</p>		<p>£1,791 for two-year access to CPD</p>	<p>December 2021</p> <p><i>CPD package purchased July 2021 – this can support CPD and appraisal</i></p>

Catch-Up approaches.					<i>areas of focus from 2021-22.</i>
<b>Targeted academic support</b> Establish within year group hub provision for pupils requiring Catch-Up boost.	Children back on track.  Children feeling positive about their learning with good levels of resilience.	Great teaching improves pupil outcomes (EEF).	Seek feedback from class teachers.  Book looks for transfer of knowledge.  Termly data analysis outcomes.	Staff costs funded out of delegated school budget.	December 2020  <i>Hub provision proving effective at meeting wide-ranging needs across school. Participants regularly reviewed by SENDCo and teachers.</i>
<b>Targeted academic support - reading</b> Consider purchase of a whole school reading intervention programme (e.g. Reading Wise, Reading Plus, Corrected Reading & Accelerated Reader).	Children back on track with reading; this should impact on progress across all subjects and be evident in PIRA outcomes in Spring/Summer 2.	Programmes are likely to have the greatest impact where they meet a specific need, such as... aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery (EEF).  EEF also promote the value of pre-teaching for all to access the curriculum.	Data analysis outcomes.  PP Champion's tracking of WPM for this group.	Reading Plus online reading fluency package at a cost of £10,000 over two years (both payments made by May 2021).  Secure device storage to enable all year groups to have access to laptops/netbooks for Reading Plus: 3 device cabinets x £750 = £2,325.	February 2021  <i>Reading Plus trial in Y6 started December. Feedback from pupils was positive (pupil voice during remote education in January). Trial extended into Y5 during lockdown; again, positive feedback from pupils. Y5/6 teachers commented favourably on training. Will extend to Y3/4 in next academic year. Y5 reading on track.</i>
<b>Targeted academic support - reading</b> To ensure pupil reading is tracked with finer accuracy to support Catch-Up	All children have access to a plentiful supply of appropriately levelled reading books so that	Pupils need swift return to daily reading to progress – this must be appropriately pitched to maximise	Pupil Planners will show high rates of daily reading at home. Pupil confidence in reading will increase and teachers will notice	Reading coordinator to carry out an audit of current stock; reading assessments will inform need for	July 2021  <i>Reading assessments show decline in usual standards, particularly within</i>

across the whole curriculum.	reading progress can be made and families support reading at home.	gains in progress. During lockdown teachers fed back that they had to reduce the level of guided texts used remotely, to ensure appropriate access from home. Full re-stock of reading scheme required to ensure access to levelled texts as many books were 'lost' within homes.	gains in ability. This will impact upon learning across the whole curriculum.	supplies at different levels.  PM Benchmark scheme order costs: £9,076.74 - additional funds of £4,036.17 contributed from delegated school curriculum budget.	<i>two year groups where there is significant need. Full audit of reading scheme, based on this information to be prioritised for Sept 21.</i>  <i>Teachers will need to benchmark pupil reading from Sept 21 to finely monitor reading ability post lockdown.</i>
<b>Targeted academic support - National Tutoring Programme</b> To select 60 pupils initially for reading/maths online tuition in a 1:3 ratio. Ensure all PP pupils are considered.  48 pupils to receive tuition before school day to reduce loss of school learning time.	60 x pupils to access 1:3 online tuition for 15 weeks. Data and teacher knowledge used to select pupils most in need of this Catch-Up focus. Review success of tutoring and extend if positive.	EEF evidence of small group tutoring.  Cross check of National Tutoring Programme companies to ensure best delivery, i.e. fully qualified teachers with experience of tuition.	Effective liaison and live demonstration with TLC Tuition.  Access to online record of pupil learning, tutor feedback and assessments.  Teachers to select pupils based on data and their knowledge of learners, prioritise PP.	£4,500  60 x Headsets at cost of £400  Staffing of early morning tuition 8-9am Mon – Thurs at a cost of £2,779.43 for 15 weeks	February 2021 (15-week period ends in June 2021 – tuition paused during Jan-March lockdown – review in Summer Term now)  Potential to extend tuition if outcomes are favourable. <i>Internal tracking (June 2021) suggests outcomes better for mathematics.</i>
<b>Targeted academic support – Mathematics</b> Precise teaching of matched objectives during any remote education.	Children back on track.  Children able to discuss their learning with confidence and precision.	Great teaching improves pupil outcomes (EEF).	Termly data will show improvement.  Feedback from parents on remote education will remain positive.	£210 for annual WRM Premium subscription (renewed again for Sept 21).  £350 for staff CPD led by Jean Knapp on oracy and reasoning	April 2022



<p>Effective development of oracy and reasoning within mathematics lessons, given lack of oral communication during the pandemic.</p>			<p>Effective use of talk and reasoning within mathematics lessons will contribute to deeper understanding of concepts and pupils' ability to build connections across a range of topics.</p>	<p>in mathematics post pandemic (see course overview). Will take place in Autumn 2021.</p> <p>£100 for March 2022 Mathematics Conference by Jean Knapp based on findings of impact on pandemic on talk in mathematics – place booked Sept 21.</p>	
<p><b>Targeted academic support – English acquisition</b> 10 x pupils to access online 'Learning Village'. An English acquisition programme aimed initially at EAL pupils.</p>	<p>Data and teacher knowledge used to select pupils most in need of this Catch-Up focus. Review success of programme and extend licences if greater need is identified.</p>	<p>Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery (EEF).</p>	<p>Three teachers will receive specific training. They will monitor pupil use and track outcomes generated by the software.</p> <p>Pupil confidence in the use of English should increase; this programme could also support others with gaps in English acquisition from their formative years.</p>	<p>£504 per annum</p>	<p>April 2021</p> <p>Potential to extend licences, if required for other learners.</p> <p><i>High-use for EAL learners, particularly in providing Catch-Up within Year 4.</i></p>
<p><b>Targeted academic support - Writing</b> To provide 'in house' writing Catch-Up lessons for key individuals, using an experienced teacher</p>	<p>Selected pupils to Catch-Up to ARE (or at least performance pre lockdown) to ensure they will be on track for ARE by end of KS2.</p>	<p>We believe tuition for writing will be more successful if this can happen face to face within a ratio of no more than 1:4.</p>	<p>Effective liaison between class teacher and tutor on gaps in learning and sharing of assessed pieces of writing.</p>	<p>Eight-week writing tuition programme to commence 10 May at a cost of £2,560. This will be provided for 33 pupils across the school, each receiving weekly</p>	<p>July 2021</p> <p><i>Internal tracking shows pleasing progress for learners, including catch-up to ARE for many</i></p>

in a face-to-face setting.		EEF evidence of small group tutoring.	Tutor to determine priority areas of learning which will have greatest impact on writing across a range of genres.  Effective liaison with families.	sessions (of one hour's duration) within a group of four pupils.	<i>pupils, particularly in Years 3 and 6.</i>
<b>Targeted academic support - Writing</b> To provide 'in house' writing Catch-Up feedback sessions for pupils as 1:1 or 1: small group with their own class teacher, ensuring that all pupils (not already in receipt of Catch-Up provision) are targeted.	To increase standards in writing across the school, following extended periods away from school.	Great teaching improves pupil outcomes (EEF).	Class teachers will work with their own pupils to provide specific feedback and follow-up activities to develop writing skills and readiness to progress.	Cover teaching funded by delegated school budget (period of nine weeks, commencing 17 May 2021).	July 2021  <i>Internal tracking shows pleasing progress for learners in writing with 80% of Y3 progressing as we would ordinarily expect, 97% of Y4, 85% of Y5 and 89% of Y6. Teachers have all valued the time to work 1:1 or 1: small group with their own pupils to address next steps in writing.</i>
<b>Targeted academic support - Spelling</b> To explore spelling programmes and select one for purchase to increase Catch-Up within this aspect of writing.	Pupils are able to spell age appropriate word lists successfully.	Writing coordinator reports that spellings are an area of writing affected by lockdown – reduced in-school teaching and assessing during lockdown.	Writing coordinator would measure pre/post spelling programme intervention data to monitor impact of purchase.	If 'Spelling Shed' is purchased, cost could range between £285.75 - £504, depending on the programme options selected.	July 2021
<b>Pupil assessment and feedback</b> To facilitate standardised assessment of pupil	Efficiently identify gaps in pupil learning so that teacher planning reflects	'Standardised assessments in literacy or numeracy might be used to identify pupils who	Standardised assessments carried out termly for all pupils.	£1.80 x 9 = £16.20 per pupil set of assessments. 382 on roll in October census = £6,188.40.	November 2020  <i>Standardised assessments are in place for the next</i>

attainment and analyse gaps in learning.	priority objectives for Catch-Up.	would benefit from additional Catch-Up support.' (EEF)	DHT to analyse data and produce findings report for Governing Board and teaching staff.  SENDCo and PP Champion monitor outcomes for specific groups.  QLA generated each term via MARK software so specific objectives can be targeted for Catch-Up.	Assessments funded by delegated school budget. Catch-Up funding may be used to sustain this cost.	<i>academic year (delegated funds). Continued use enables us to monitor objectives for further focus. Outcomes reported to Governing Board termly.  July 2021 – a new standardised assessment summary sheet has been created to give parents greater 'information over time' so they can build a longer term picture of their child's attainment.</i>
<b>Wider support</b> To extend our access to a Kick London mentor by one day (Wednesdays and Thursdays).	Improved self-confidence and resilience amongst vulnerable pupils.	'Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs' (EEF).  Pupils need to be in the right mind-set for learning.	Attendance data.  Teacher feedback on specific pupils.  Pupil voice.	Funded by delegated school budget.	December 2020  <i>Kick London mentoring continues for 20 pupils (Wednesdays and Thursdays). Provision remained throughout lockdown. Positive impact on mental health.</i>
<b>Access to technology</b> To provide teachers with a laptop with microphone and camera so they can	To meet the DfE requirements of providing the same daily learning in the event of a lockdown or partial closure as	Great teaching improves pupil outcomes (EEF). This needs to be accessible even if	Feedback from pupils and families.  Website.  Google Classroom.	£7,620 for staff laptops (funded by delegated school budget).	December 2020  <i>Computing spend facilitated very smooth transition to remote education</i>

provide remote learning and complete CPD virtually.	pupils would have been exposed to within school.	away from the school site.	<p>Participation in remote learning.</p> <p>Note: a Year 4 class self-isolated in November. In response to the FFT COVID-19 research project, we were able to state that during this period we provided: Daily online registration sessions, 'live' online lessons, pre-recorded videos made by someone at the school, links to instructional videos (Oak National, White Rose Maths, etc.), use of Google Classroom to access and submit learning, ability to receive printed worksheet tasks (requested by four families) and feedback on submitted learning.</p>	<p>Google Classroom – no cost (Government funding £1,500).</p>	<p><i>effective from 4 January – parent survey outcomes (2 March 2021) were overwhelmingly positive on provision.</i></p> <p><i>Provision in place for shielding pupil from 9 March return to school.</i></p> <p><i>We continue to provide remote education for any self-isolating pupils.</i></p>
Total budgeted cost to date (£8,100 received in November 2020, £9,730 in March 2021 and £12,730 in June 2021)					£30,560.00
Amount allocated through COVID-19 Catch-Up fund					£30,560.00
Funds remaining *Note - Additional future spending to include: Reading scheme re-stock – many resources 'lost' at home during lockdown.					Nil