

Allocation of catch up funding spend Dinglewell Junior School

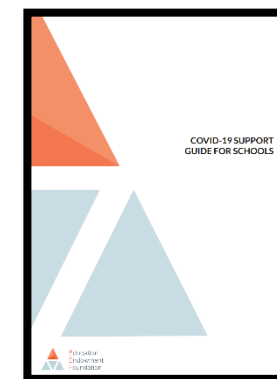
Based on guidance from the EEF document 'Covid Support Guide for Schools'

'This guide is designed to help teachers and school leaders support their pupils, by equipping them with an overview of relevant evidence. It is designed in particular to support and inform decisions about how to use catch-up funding announced in June 2020.

The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders.

Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. While the recommendations in this guide relate to all pupils, it is likely that some forms of support will be particularly beneficial to disadvantaged children.

It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.'



| Teaching and whole-school strategies | Advice / assessment | | | Must consider how these elements will be measured |
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| Aspect | Advice | Dinglewell Junior School response | Cost | Impact |
| Supporting great teaching | Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. | <ul style="list-style-type: none"> Staff given time to plan focussing on key learning areas. September INSET day focus on curriculum adjustments especially in reading, writing and maths Training from SIA supported detailed understanding of Ofsted's requirements and best practice. Detailed handover provided about every child. Phasing of return very clearly established to reduce pressure and clarify focus – see recovery SDP Training provided on use of multimedia platforms Additional technology (ipads and laptops) purchased to support teachers. | SIA training Staff meeting focus planned in advance | Smooth start to the new year. Staff are aware of expectations for catch up. Teachers are prepared Planning is in place. |
| | Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality | <ul style="list-style-type: none"> INSET day in September to support all staffs' understanding of changes to our school day. SIA training shared with focus on assessment processes. Staff meeting time focussed on planning curriculum, pupil progress, next steps for catch up and learning. | Attendance of all staff | Staff have time to assess progress and plan appropriately as a team. |

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| | of teaching as all pupils return to school. | | | |
| | Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. | <ul style="list-style-type: none"> • RQTs supported through YGLs. • Teams around them help to ensure they feel supported. • Extended support from the GSP. | | |
| Pupil assessment and feedback | Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in English or Maths might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. | <p>Pastoral:</p> <ul style="list-style-type: none"> • Well-being assessments to be completed at the end of term 1: follow up by well-being week in Spring term; assemblies; class-specific PSHE; pastoral support programmes • Support with behaviour • Playground development <p>Academic assessments:</p> <ul style="list-style-type: none"> • Reading, maths assessments to be completed in November and analysed against: regression; missed learning; new learning • Year 3 reading, maths and phonics assessments at the start of the year. <p>Next steps:</p> <ul style="list-style-type: none"> • Ensure monitoring of reading, spelling/phonics, writing and maths is specific and targeted • Discuss and monitor lesson design to ensure this builds on low stress high impact approaches (SIA training) | GHLL visits | Assessments show gaps in learning. Children and staff well-being is supported |
| Transition support | All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support, such as | <ul style="list-style-type: none"> • Thorough transition meetings organised with receiving teacher in the last 3 weeks of the summer term at a safe distance including Year 3 teachers meeting with Year 2 teachers from Dinglewell Infant school. • Teacher welcome videos produced and put on Padlet. • Year 2 children visit in the summer term for an hour | Leadership time to support curriculum design | Transition is purposeful and effective. |

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| | <p>running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible</p> | <p>in the hall to meet their new teacher. Presentation about what it will be like at Dinglewell Junior School, opportunity to ask questions etc.</p> <ul style="list-style-type: none"> • Curriculum planning adapted following Ofsted guidance. • Before and after school club established and using the hall in order to distance. • SENDCO and PIM weekly contact with ECHP/ vulnerable families. • Y6 teachers, SENDCO and PIM made contact with secondary schools where able | | |
| One to one and small group tuition: | <p>Close link between teacher, the person intervening and the child</p> <p>Highest need pupils assessed in first two days. Programmes started on 3rd day back</p> | <ul style="list-style-type: none"> • Extra teacher working in Year 3 to help catch up programmes especially in maths, phonics and reading. • Supply teacher well known and respected in school brought in to work with catch up groups identified at Pupil progress meetings initially in the Autumn term. Contracted for the spring term to continue catch up programme in areas and year groups identified with most need. • Teaching Assistants scooping groups of any children who need more work in objective identified. | <p>Extra teacher in Year 3 funded from PP money Supply teacher £9500</p> | <p>Progress Data (Teacher assessments) should show impact of catch up funding.</p> |

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| | | Attendance <ul style="list-style-type: none"> Attendance monitored and reason for non-attendance shared with staff | | |
| Behaviour support for specific children | | <ul style="list-style-type: none"> Personalised behaviour plans developed with parents and external agencies Detentions resulting in telephone call to parents. Adapted and personalised curriculum offer where required Additional staff support where needed | | |

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| Supporting parents and carers | 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. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. | Parents' evenings by telephone this term. PIM and SENCO working closely with parents in relation to attendance. Use of My Concern across the school | | Ensure that lower attendance is not specific to particular groups: SEN; PP: EAL |
| Access to technology | As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. | Need to assess which children need access to computers at home: survey in school. Purchase of iPads/laptops for every class teacher Staff training on TEAMS Homework continue to be submitted in Padlet Whole class set of Laptops purchased | Computing equipment taken from Computing budget TEAMS training | |
| | In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented. | Remote Learning in place Training on the use of platforms needed. Monitoring to be effective by SLT | £400 re-configure old laptops – EDIT | |

