

Catch Up Funding – Mill Rythe Junior School 2020-2021

Total amount due: £80 x 283 Pupils = £ 22,640 Total Spent: £ Overspent see below.

This budget is significantly overspent but is offset with pupil premium funding and funding from our main budget. This plan, alongside our school improvement and pupil premium plans capture what we are doing as a school to enable children to catch up.

Teaching and whole-school strategies				
Objective	Reason	Actions & cost	Monitoring	Success criteria
<p>All children receive a consistently high quality of education across MRJS.</p>	<p>A consistently high quality of education is essential for ensuring all children make progress from their starting points. This is more important than ever with the learning time that was lost during lockdown.</p>	<ul style="list-style-type: none"> Becky Vousden is deployed as a teaching and learning coach working with all teachers and teaching assistants across MRJS to ensure that the quality of education is consistently good for all children. Amy Ayling is deployed to ensure that accurate formative assessment and subsequent planning of individual learning journeys enables SEN children who are working significantly below their peers and engaged in a well sequenced curriculum that enables them to make good progress from their starting points. As a result, teachers and teaching assistants pedagogy and knowledge of potentially KS1 curriculums for English and maths are secure and result in children making good progress. <p>XX salary – 9 hours a week @ £52.72 x 30 = £14,234.40 XX salary – 6 hours a week @ £44.07 x 30 = £7932.60</p>	<p>Coaching evaluations Pupil conferencing Book monitoring Lesson observations</p>	<p>Do all children receive a consistently good quality of education that identifies and addresses gaps/misconceptions resulting in them making good progress – knowing more and remembering more – as a result of a change in long term memory.</p> <p>The quality of education received by children both in school and working remotely has been consistently good. Engagement with remote learning was good for the majority of children and individual learning journeys used in school were used at home. Progress within maths remotely was good. English progress was more carried. The approach to formative assessment and responsive teaching has ensured that misconceptions and knowledge gaps are addressed as part of daily classroom practice.</p>

Targeted approaches				
Objective	Reason	Actions & cost	Monitoring	Success criteria
<p>ELSA, FEIPS and Thrive 1:1 and small group work to support children socially and emotionally.</p>	<p>Social and emotional needs of some children is a significant barrier to their academic achievement.</p>	<ul style="list-style-type: none"> Children identified using transition information with KS1 colleagues, class observations, conversations with parents and external professionals, Thrive, ELSA and FEIPS assessments. Intervention delivered on a set basis (daily or weekly as required) Impact to be monitored and programme of support adapted accordingly. <p>XX £13.76 per hr @ £4293.12 XX £10.34 per hr @ £2419.56 XX £12.11 per hr @ £3778.32</p>	<p>Thrive assessments</p> <p>ELSA and FEIPS pre and post impact report</p>	<p>Have children developed socially and emotionally as a result of this targeted work in addition to the work completed in class particularly within the RHE curriculum? As a result, are they better able to learn the curriculum within their classroom?</p> <p>31 children have received a form of level 2 SEMH support this year (ELSA, FEIPS, Thrive or TrickBox small group work.)</p> <p>ELSA/FEIPS: 15 children have received FEIPS or ELSA support this year. Some of these have received support all year and some have been shorter term in response to a particular need.</p> <p>ELSA and FEIPS sessions are all recorded on CPOMS. Impact statements are regularly updated by SG or another adult working with the child. For example when an adult sees evidence that the child is meeting their target, they will log it into the impact document on CPOMS.</p> <p>All children who have received ELSA or FEIPS (apart from one) have made excellent progress and are on track to meet, or make significant progress towards, their targets. Evidence of this can be found on the impact documents for specific children on CPOMS.</p> <p>Thrive: 13 children have received Thrive support this year. This has been a mixture of daily sessions for some children or 1 to 3 times per week for others, depending on need.</p> <p>Based on end of Spring term data (end of summer term data not yet available) 4 children have made progress within their strand, 3 have made progress on to the next strand and 2 children have made 2 or more strands progress. For the remaining 4 children there was either no current data or they had not made progress on their percentage.</p>

				<p>TrickBox groups: 31 children have received TrickBox small group support in the Summer term.</p> <p>EW set up small group TrickBox group in the Summer term to support a key group of children in need of SEMH support for confidence or emotional management difficulties, many of whom were on the waiting list for ELSA or FEIPS. The impact of these group were that children learnt 6-8 tricks to help improve their self-confidence and emotional management skills. Pupil and parent surveys were very positive, saying that children enjoyed the session and learn new strategies to support them. See separate TrickBox Review for pupil and parent responses.</p> <p>End of summer term assessment data shows that out of 31 children receiving either ELSA, FEIPS of Thrive;</p> <p>16 children receiving ELSA, FEIPS, Thrive or small group TrickBox support are working at ARE+ in maths.</p> <p>10 children receiving ELSA, FEIPS, Thrive or small group TrickBox support are working at ARE+ in reading.</p> <p>9 children receiving ELSA, FEIPS, Thrive or small group TrickBox support are working at ARE+ in writing.</p> <p>3 children working at ARE+ in Reading, Writing and Maths combined.</p> <p>KS1 data for years 3 and 4 is not available to make progress judgements. For year 5 and 6 children most maintained their assessment level (ARE or GD) and a few moved from WT to ARE in some subjects.</p>
<p>High quality small group tuition to address specific gaps that have been created as a result of lockdown and will be a barrier to children</p>	<p>Engagement in learning during lockdown alongside the support available to children at home varied significantly. As a result, some</p>	<ul style="list-style-type: none"> Formative assessments to identify children who have lost learning and or developed misconceptions as a result of remote learning in the summer term. Class teachers to identify precise targets based on formative assessment and then deliver two weekly tuition sessions each half term to this small group of children. 	<p>Termly assessments</p>	<p>Have children accessing tuition made accelerated progress with the knowledge and skills they have been taught being transferred from working to long term memory?</p> <p>Due to the number of children and staff having to self-isolate at different points in the academic year the decision was made by the school's leadership team and supported by the FGB to use catch up funding to employ a qualified teacher as a cover</p>

<p>closing the gap on their peers/KS1 attainment.</p>	<p>children have returned to school with increased gaps in knowledge.</p>	<ul style="list-style-type: none"> Summative assessment completed at the end of each block of tuition to measure impact. Class teachers, BV and DB to monitor delivery/impact of tuition. <p>£1250 per teacher for 50 tutor sessions – reduced now due to lockdown to 30 tutor sessions per teacher £750</p>		<p>supervisor. This has meant that each class has been taught consistently by a qualified teacher and teaching assistant. The impact of this on children’s progress was deemed to be greater than disrupted teaching teams but tuition taking place. The costs of this provision have come to £11,558.85</p>
<p>Increase reading fluency for a group of 25 children across years 5 and 6 using reading plus.</p>	<p>Reading fluency is a barrier to educational achievement. Reading plus has been trialled by two Hampshire schools and results indicate that it played a significant role in improving fluency and as a result children made good progress from KS1 attainment.</p>	<ul style="list-style-type: none"> Reading plus training for SG, SB, DB and BV. All children in years 5 and 6 to complete reading fluency formative assessment. Following formative assessment, 25 children to form a trial reading plus group for the rest of this academic year with the aim of improving their reading fluency and as a result supporting them to move from WT to ARE or ARE to GD. Reading plus intervention to be completed for three half hour sessions each week in school and once a week at home. DB, BV, SG and SB to evaluate the impact of the programme alongside the teaching of reading in school. <p>£1,897 Reading Plus subscription £10.34 x 3hrs each week - £775.50 (25 weeks)</p>	<p>Monitor progress in Reading Plus assessments</p>	<p>Have children accessing Reading Plus made accelerated progress with their reading fluency and as a result has this been a contributing factor to them to achieve ARE or GD in reading?</p> <ul style="list-style-type: none"> ✓ All children are completing 4 reading plus sessions each week ✓ All children are reading x 5 at home each week and being heard read regularly in class each week in different areas of the curriculum. ✓ Reading plus fluency assessment demonstrates the progress made across 5 half terms. ✓ Reading ages increase at double the rate of progress. ✓ Do children achieve ARE or GD in EOY assessments/teacher assessment? <p>During the summer term, the 25 children engaged in the programme made on average 1.92 years progress in relation to the difficulty of text they were reading (effectively 2 years progress in a term). Average reading speed, measured in words per minute, has increased from 139.4 a minute to 176.61 in the same period of time. This group of children are going to</p>

				continue to reading plus until December when a decision will be made about whether to continue to invest in this programme and if so, to what level.
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Wider strategies				
Objective	Reason	Actions & cost	Monitoring	Success criteria
<p>Children and families will require a range of different additional support during this academic year. Whilst some of this can be anticipated, some of it will need to be identified as a response to needs that present as the year unfolds. As a school, we will provide the support that families need to ensure that children can engage successfully with learning at school.</p>	<p>Parents have played a key role supporting children during lockdown and support is essential during the full opening of school</p>	<ul style="list-style-type: none"> Remote education – funding to enable staff to create systems for this and to support children and parents/carers to engage with it successfully when children are having to self-isolate. Attendance – some families are likely to need additional support with accessing school at different points in the next year. This may be in the form of places at BASC, physical transport, funding for transport or encouragement to get their children into school. Access to parent support within school, level 2 services and Early Help Hub - funding to enable Sue Ginn to provide this support through her role as home school link worker and DDSL. Provide support sessions for parents in line with parental need - group or individual <p>XX – 3 days @ £52.72 per hour £1,107.12 for training, setting up Google classrooms and ordering technology/ supporting parents with technology.</p> <p>XX £13.76 per hr @ £4293.12</p> <p>5 free spaces were given to pupils who were either PP or SEN or both to before school club. £112.50 per week x 26 weeks equivalent to two terms = £2,925</p> <p>How much does the food thing cost and how many families were supported with this. £ 19 a week x 26 weeks £494 we support Hampshire 7 families in each school holidays and then hampers were offered to families when we were aware that they were having to self-isolate.</p> <p>11 families were support with connect 4 communities discretionary funding. This was by the normal food vouchers/ microwave/ breakfast and afterschool club for places for PP/ SEN as needed.</p>	<p>Feedback from parents.</p> <p>Attendance data and impact of initiatives monitored.</p> <p>Feedback from parents and external professionals.</p> <p>Feedback from parents.</p> <p>Feedback from parents.</p>	<p>Are children and their families supported in bespoke ways to enable their children to engage successfully with school in this academic year? Do parents report that they feel that they are well supported and needs are addressed?</p> <p>MRJS have used Google Classrooms to deliver its remote learning throughout the Covid-19 pandemic. The school invested heavily in this during the Autumn term 2020, providing training for teachers and classes so that they were prepared for bubble closures. This was very effective and the quality of remote education was good.</p> <p>15 pupils have received either ELSA or FIEPPS support this academic year 2020-21. ELSA and FIEPPS sessions were able to continue to a limited degree during school closures with pupils who were in school whilst maintaining social distancing.</p> <p>8 pupils accessed thrive this year; thrive did not continue during school closures because we were unable to maintain social distancing.</p> <p>13 pupils suffered bereavements during the 2020-21 academic year. 5 of these pupils received Tier 2 support in school and 8 preferred just to receive support from home.</p>

Due to covid, we were unable to have face to face attendance meetings last year. 25 families received 90% or below attendance letters and these were discussed by phone. 19 families received late letters.

In the academic year 2020-21 48 referrals were made to children's services; 39 were in the areas of neglect and parenting, domestic violence and abuse, emotional and mental abuse.

We have provided families with financial aid using the government grant for those who were facing hardship as a result of the pandemic. This has included food vouchers, spaces at breakfast and after school club and providing a microwave.