

## Southbourne Junior School Catch-Up Strategy Statement 2020/21

Summary Information		
<b>School</b>	Southbourne Junior School	
<b>Academic year</b>	2020-21	<b>Total Catch-Up budget</b>
<b>Total number of pupils</b>	234	£4640 in 2 tranches and £9520 in the last tranche = £18800 £80 per pupil

Strategy Statement
<p>At Southbourne Junior School, our <b>catch-up priorities</b> are:</p> <ul style="list-style-type: none"> <li>● pupil wellbeing and good mental health</li> <li>● Reading support (progress and attainment)</li> <li>● Additional maths support (progress and attainment)</li> <li>● quality teaching using metacognitive strategies</li> </ul> <p><b>Core approaches:</b></p> <ul style="list-style-type: none"> <li>● The effective use of the learning mentor to support pupil wellbeing alongside quality PSHE class lessons</li> <li>● Reading catch up with FFT Lightning Squad Tutors (Y3/4)</li> <li>● Catch-up maths sessions delivered by qualified teachers in Year 5 (school staff and National Tutoring Programme), Year 6 (school staff), Year 4 (AHT)</li> <li>● Reading and writing support group in Year 3 (school staff)</li> <li>● Staff training, knowledge and understanding, of the effective use of metacognition in raising pupil progress</li> </ul> <p><b>Aims of catch-up premium:</b></p> <ul style="list-style-type: none"> <li>● To ensure our pupils wellbeing and good mental health are supported through group and 1:1 sessions with the learning mentor and through high quality class PSHE lessons</li> <li>● To address the gap in reading, due to lockdown, of our younger pupils and accelerate their progress</li> <li>● To address the gap in maths, caused by the Covid-19 lockdown, so pupils are able to make accelerated progress from their September starting points</li> <li>● Teachers acquire the professional understanding and skills to develop pupils' metacognitive knowledge to improve pupil outcomes</li> </ul>

### Barriers to future attainment

Pupils have returned to school positively due to the summer lockdown wellbeing project and the recovery curriculum, however some pupils need further support due to individual circumstances. Due to ever changing circumstances children require access to high quality PSHE lessons. (Pupil survey/parent welfare calls/attendance records)

Our younger pupils have had missed opportunities to read with an adult and discuss text in detail with peers. Information from Accelerated Reader shows a reduction in the amount of reading taking place during lockdown. (Accelerated Reader/Teacher assessment/NFER data)

Since March 2020 lockdown, pupils have fallen behind in maths in all year groups. Learning new math concepts was difficult for many pupils through remote learning and children were more successful with the revision of concepts they had previously learnt. (Teacher assessment/NFER data)

Children have returned to school with a lower level of independence, resilience and self-regulation (strategies for tackling tasks). (EEF self-regulation and metacognition audit)

### Additional Barriers (external)

Remote learning for some families is difficult due to lack of appropriate devices in the household (amount of siblings in a household).

Parental engagement with remote learning due to personal circumstances.

<b>Desired Outcome/ success criteria</b>	To ensure our pupils wellbeing and good mental health are supported through group and 1:1 sessions with the learning mentor and through high quality class PSHE lessons.			
	<b>Action</b>	<b>Evidence/Rationale</b>	<b>Monitoring</b>	<b>Review Date</b>
<b>Quality of teaching for all</b>	<ul style="list-style-type: none"> <li>- Staff CPD for new PSHE curriculum</li> <li>- Supporting children's wellbeing and mental health by preventing normal emotions developing into more entrenched mental health issues.</li> </ul>	<p>New PSHE scheme of work, PSHE association information and the WSCC E4S scheme on the cornerstones for wellbeing.</p> <p>The Wellbeing Education Return project, funded by the DfE, to protect and strengthen whole staff resilience to the wellbeing and mental health</p>	<ul style="list-style-type: none"> <li>- Learning walks</li> <li>- PSHE drop ins</li> <li>- Peer supervision sessions</li> <li>- Pupil survey</li> <li>- Staff confidence to meet needs as well as knowing when to</li> </ul>	July 2021

	<ul style="list-style-type: none"> <li>- Peer Supervision when supporting pupils</li> </ul>	<p>impacts of Covid-19.</p> <p>Your Space therapy training, Supporting School Staff Mental Health and Resilience.</p> <p>Pressures on teachers to manage their workloads and teach our most vulnerable and challenging children due to the pandemic, are increasing. The training will provide practical exercises and knowledge for staff to support one another and themselves in their management of stress, overwhelming workloads and holding traumatic information. The training also includes peer supervision.</p>	<p>refer to appropriate agencies</p>	
<b>Targeted Support</b>	<ul style="list-style-type: none"> <li>- Learning mentor group sessions for identified pupils</li> <li>- 1:1 learning mentor sessions for pupils affected by Covid-19</li> </ul>	<p>Research from the EEF toolkit, shows that SEL interventions have an identifiable and significant impact on developing pupil self-esteem, emotional resilience and readiness to learn, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils. Nurture is an evidence based approach to supporting children's social and emotional needs (Nurture UK). The growing need for 1:1 support provided by the learning mentor has risen significantly in recent years.</p>	<ul style="list-style-type: none"> <li>- Continuous monitoring and discussions between the learning mentor, class teacher, SENCO, PP lead and DSL</li> </ul>	<p>July 2021</p>
<b>Other approaches</b>	<ul style="list-style-type: none"> <li>- Enhancement of PSHE curriculum through specialist visitors/resources</li> </ul>	<p>Children's wellbeing and good mental health is paramount to ensure learning takes place, quality PSHE lessons will ensure all children feel supported.</p>	<ul style="list-style-type: none"> <li>- PSHE drop ins</li> <li>- PSHE training and feedback</li> </ul>	<p>July 2021</p>
<p><b>Estimated cost: £ 1480</b></p>				

<b>Desired Outcome/ success criteria</b>	To address the gap in reading, due to lockdown, of our younger pupils and accelerate their progress (FFT Lightning Squad Tutors)			
	<b>Action</b>	<b>Evidence/Rationale</b>	<b>Monitoring</b>	<b>Review Date</b>
<b>Quality of teaching for all</b>	<ul style="list-style-type: none"> <li>- Children to use high quality texts in the curriculum through the English learning journeys</li> </ul>	Quality texts are an integral part of the English learning journey and connect to other areas of the curriculum, ensuring children have full immersion.	<ul style="list-style-type: none"> <li>- Teacher assessments</li> <li>- Work scrutiny</li> <li>- NFER data</li> </ul>	July 2021
<b>Targeted support</b>	<ul style="list-style-type: none"> <li>- Y3 and 4 identified pupils will receive catch up tuition via the FFT lightning squad tutors in small groups of 1:3</li> </ul>	Targeted support for 40 identified pupils in Year 3 and 4 requiring catch up support with reading due to lack of reading support or motivation during lockdown.	<ul style="list-style-type: none"> <li>- Teacher assessments</li> <li>- NFER data</li> </ul>	July 2021
<b>Other approaches</b>	<ul style="list-style-type: none"> <li>- Year 3 small group support with reading and writing from school staff member, filling gaps in learning</li> </ul>	Pre and post teaching creates increased confidence, self-esteem and belief in their abilities so pupils are able to access whole class learning better.	<ul style="list-style-type: none"> <li>- Teacher assessments</li> <li>- NFER data</li> <li>- Work scrutiny</li> <li>- Pupil confidence</li> </ul>	July 2021
<b>Estimated cost: £ 2400</b>				

<b>Desired Outcome/ success criteria</b>	To address the gap in maths, caused by the Covid-19 lockdown, so pupils are able to make accelerated progress from their September starting points. (SJS Teachers and SP Tutors)			
	<b>Action</b>	<b>Evidence/Rationale</b>	<b>Monitoring</b>	<b>Review Date</b>
<b>Quality of teaching for all</b>	<ul style="list-style-type: none"> <li>- Pattern and algebra Numicon unit to reintegrate children into mathematical thinking</li> <li>- Use of the White Rose revised scheme, identifying areas missed due to lockdown</li> <li>- CPD Numicon online</li> </ul>	Mathematical approaches to be readdressed to ensure children think mathematically, numicon strategies. Key areas missed through lockdown being addressed through White Rose materials.	<ul style="list-style-type: none"> <li>- Work scrutiny</li> <li>- Teacher assessments</li> <li>- NFER data</li> </ul>	July 2021

	professional development for catch-up and intervention			
<b>Targeted support</b>	<ul style="list-style-type: none"> <li>- Qualified teacher support for identified pupils in delivering high quality maths gaps in learning - all year groups</li> <li>- NumberStacks videos for staff to use with specific pupils with TA support</li> </ul>	<p>Identified pupils will receive extra maths inputs with a qualified teacher to ensure gaps are identified and children are able to catch up on missed learning. (School staff and NTP).</p> <p>The use of Numberstacks to aid pupils understanding, correct methods and terminology to be used by TAs as pre and post teaching methods.</p>	<ul style="list-style-type: none"> <li>- Teacher assessments</li> <li>- Class teacher and TA discussions</li> <li>- NFER data</li> </ul>	July 2021
<b>Other approaches</b>	<ul style="list-style-type: none"> <li>- Resources to support home learning</li> </ul>	Resources to support pupils for specific learning points.	<ul style="list-style-type: none"> <li>- Class teachers</li> </ul>	July 2021
<b>Estimated cost: £ 13000</b>				

<b>Desired Outcome/ success criteria</b>	Teachers acquire the professional understanding and skills to develop pupils' metacognitive knowledge to improve pupil outcomes.			
	<b>Action</b>	<b>Evidence/Rationale</b>	<b>Monitoring</b>	<b>Review Date</b>
<b>Quality of teaching for all</b>	<ul style="list-style-type: none"> <li>- Teachers' knowledge of metacognitive regulation CPD</li> <li>- Peer year group projects on metacognitive strategies</li> <li>- Planned explicit teaching of metacognition</li> <li>- Daily reflection on strategies, memory and next steps to build independent thinking and resilience</li> </ul>	<p>Staff explicitly teach metacognition strategies:</p> <ol style="list-style-type: none"> <li>1. Model the steps</li> <li>2. Ask the right questions</li> <li>3. Metacognitive talk</li> <li>4. Use I We You modelling</li> <li>5. Organise and manage learning</li> </ol> <p>To ensure pupils are actively engaged in thinking about their methods and strategies for learning.</p> <p>EEF toolkit, Closing the attainment gap - Durrington Research School</p> <p>Embed the theory around memory in classroom practice, making sure</p>	<ul style="list-style-type: none"> <li>- Peer support through peer CPD</li> <li>- Drop ins and lesson observations</li> <li>- Pupil conferencing</li> <li>- CPD evidence</li> </ul>	July 2021

		<p>connections between past and present learning are understood and known.</p> <ol style="list-style-type: none"><li>1. Regularly ask questions that challenge pupils about the subject</li><li>2. retrieval/practice questions</li><li>3. Revisit prior learning</li><li>4. Link prior knowledge and new knowledge</li><li>5. Address cognitive load</li></ol>		
<b>Estimated cost: £1920</b>				