

## Bernards Heath Junior School Catch Up Premium

### Academic year 2020-2021

School Information			
School	Bernards Heath Junior School		
Academic Year	2020-2021	Catch-Up funding received 2020-21	£28,160
Total number of pupils	357	% Disadvantaged Pupils	6.7% (incl 2 PP+)
Publish date	September 2020	Review date	January/April/July 2021

### Contextual Information

Bernards Heath Junior School is a 3 form entry school for pupils aged 7-11. The majority of our children transfer directly from our linked school Bernards Heath Infants School at the start of Year 3. During the first lockdown period, the school had up to 44 key worker and vulnerable pupils in school. Our Year 6 cohort also attended for 7 weeks in the Summer term and were well prepared for their transition to Secondary School. All other cohorts were invited back for a 'Class Goodbye day', where they attended either a morning or afternoon session with their own class teacher and 15 members of their class (following Government guidelines). Years 3-5 also had an opportunity to meet their new class teacher for the September return. Thorough handovers were carried out by all teachers in school, and also virtually with the Year 6 onward secondary school. During the second lockdown, the school had up to 76 key worker and vulnerable pupils in school. Our risk assessment stipulated that classes should be no more than 10 children to allow for social distancing in the classroom. All the children were kept in Year group bubbles.

Throughout the first lockdown, teachers provided remote learning for all cohorts. This covered many aspects of the curriculum to keep it both broad and balanced. They also kept in touch with them regularly through year group emails and phone calls. Any children who did not have access to remote computer based learning were catered for through the delivery weekly of hard copies of learning. Disadvantaged families were well catered for throughout this period by the frequent communication with SLT and their class teachers. They were provided with a school lunch daily, where required (both delivery and pick up). Food bank vouchers were issued as required, as well as hygiene deliveries by the school. All FSM children received food vouchers for the Summer holidays. The school SENCo and Specialist SEN teacher supported children with SEN through phone calls and delivery of tailored learning to match their needs. Our Mental health lead and Vibe leads remained in weekly contact with our nurture group children, setting them tasks to help with coping with stress and anxiety. During the second lockdown, lessons were timetabled throughout the day and delivered via the Google classroom platform. A full curriculum was offered over the week. The school provided laptops for any child who did not have access to a device for their remote learning. FSM children received food vouchers for the period of lockdown, including half term. Contact was made with these families regularly. Class teachers and the SEN specialist teacher provided individualised learning to meet the needs of SEN children.

The children who joined us in Year 3 in September 2020 enjoyed a visit to school prior to the Summer break to meet their new teachers and experience the Junior school environment. The school produced videos to help the children become familiar with the school environment, expectations and to see key members of staff.

Assessment of learning strategies are well embedded into teachers practice in the classroom so that gaps in learning for individuals, groups and classes are identified with teaching adapted to meet the needs of children.

Summary of Key Priorities	
A	The wellbeing of pupils, staff and the wider community. Providing a nurturing and safe learning environment for all members of the school community ensuring that our broad and balanced curriculum continues.
B	The smooth transition of all children to their new classes, with particular focus on our new Year 3 cohort as they enter Junior School. This includes the transition from remote to in class learning in September and back to remote learning in January.
C	Focussed additional intervention to be provided to support identified pupils who have experienced significant loss of learning due to lockdowns. To make progress in core skills in English and Maths.

Summary of Expected Outcomes	
A	All members of the school community feel safe and are supported promptly where needs have been identified. The schools 'Recovering the Curriculum' strategy has been implemented.
B	Children are settled back in to school and understand the expectations of their new year group. Children and families are able to access remote learning where necessary after both lockdowns.
C	Children identified as not making appropriate progress due to lockdown receive additional time limited interventions, delivered by qualified teachers known to the school. Supporting children to make accelerated progress.

Strand 1 (EEF guide to supporting school planning: a tiered approach to 2020-21) High Quality Teaching in class to close gaps and enable good progress for all				
Element of Strand	Action/Strategy	Benefit to	Impact	Cost
<b>High quality teaching for all</b>  Recovering the curriculum (September 2020) document	See 'Recovering the Curriculum 2020-2021' document	All pupils	Adapted curriculum plans will support year group teams in planning their curriculum, ensuring that they have built in opportunities to check and replace lost learning and key skills	N/A
<b>Effective diagnostic assessment</b>  Assessment focussed staff meeting  Maths and English focussed staff meeting  Pupil progress meetings	Staff to work as year group teams to identify opportunities to assess the children's misconceptions and gaps in learning  Essential maths to be revisited and 'tracking back' document to be used to identify areas of learning that need to be reviewed and adapted	All pupils	Teachers will continue to be informed by ongoing formative assessment to identify learning that has been missed and material that has not been learnt properly. Formative assessment to be used to plan for differentiation, pre teaching and intervention groups. Teaching to be flexible, agile and responsive to address gaps and lost learning. Appropriate summative tests delivered and analysed termly.	N/A

	<p>Pupil progress meetings focus on those children that have been identified as needing to make accelerated progress due to lockdown. In addition, to include all Disadvantaged pupils.</p> <p>Teachers to continue to make strong links with parents to ensure children's needs are being met</p> <p>Assessment leads to agree summative assessment to be used each term.</p>			
<p><b>Supporting remote learning</b> Pupils and families to be secure in using the schools remote learning tools</p>	<p>Staff training in using Google classroom as a tool for delivering remote learning</p> <p>All children and families to have login details to access Google classroom</p> <p>Classroom teaching and homework incorporates the digital technology and Google classroom app to ensure children are confident in using this technology at school and at home</p> <p>Subscriptions to online resources (White Rose Maths/Times tables rockstars)</p> <p>All logins communicated to children and their families and expectations communicated clearly with parents</p> <p>Develop a remote learning strategy</p>	<p>All pupils</p>	<p><b><u>Bernards Heath Junior School's commitment.</u></b> <b>We will provide meaningful learning tasks which are directly linked to the year group curriculum and age related levels. The work set for the children may come in a variety of formats, for example word documents, PDFs, video files etc.</b> Learning provided will include Maths and English on a daily basis, and other subjects spread across the week. Maths will be differentiated into the three maths sets already in place in school. <b>Learning will be a well-planned and well sequenced curriculum, where skills and knowledge are built upon in a comprehensive way with good clarity about the learning intention and requirements of each task.</b> The learning might be delivered by Oak Academy, White Rose (DfE accredited resources) or other high quality professionally produced resources, or teacher produced. <b>Planning a programme that is of equivalent length to the core teaching pupils would receive in school, including regular pre-recorded mini video blogs from teachers.</b> The teaching will not be 'Live', but will be posted in a timely, probably daily, pattern, to allow children to access it at a time convenient to them at home, as many children would not have access to their own 'exclusive use' device at given times. If teachers are teaching most children in school, and providing some teaching for access from home, (blended learning), teachers will not be expected to do this simultaneously, as well as carry out all the other duties of a class teacher during the school day.</p>	<p>N/A</p>

	<p>Identify children who have no access to technology so they can be supported through either hard copies of learning, or a school laptop device</p>		<p><b>Hard copies would be available for the small minority of families that may not have access to the internet at home. WiFi vouchers to be obtained to support these families.</b></p> <p><b><u>Expectations of remote learning.</u></b></p> <p>Children are expected to complete all tasks to the best of their ability and return the work (screen shot on google) and/ or in the exercise book for appropriate feedback and /or marking. Children must complete the work so that their learning is not further impacted by Covid related absence.</p> <p><b>If the lockdown is of the whole year group bubble, and the teacher is not ill themselves, then they will be in a position to respond and feedback to children during the school day. However, if there is a situation where most children are in school and some children are at home, (blended learning) teachers will not be in a position to respond during the school hours of 8.50am and 3.30pm. The feedback will be after the children in school have gone home. Parents need to be aware that teachers will not be responding before 8.50am, after 6pm, or at weekends. Teachers are entitled to a reasonable work/life balance, even in the midst of this pandemic.</b></p> <p>We will be making use of high quality professionally produced videos produced by Oak Academy, White Rose and others, accredited by the DfE and directly related to our own curriculum, as teachers will be teaching throughout the school day and undertaking other in-school duties and supervisions. A primary class teacher's role is far more than teaching lessons. If children are in school, teachers will be supervising them at other times than in lessons, providing social and emotional support to individuals, liaising with colleagues and outside professionals to support individual children, contacting parents and planning, preparing and assessing learning.</p> <p><b>If individual children are self-isolating or awaiting a test, please inform the office accordingly. Teachers will then ensure that remote learning is sent out at the end of that day, if appropriate.</b></p> <p>Remote learning will not be provided if children are absent through short term illness or absent without authorisation from the HT for a holiday</p>	
<p><b>Focussing on professional development</b> Curriculum focussed staff training delivered</p>	<p>Whole school STEPS training to be delivered to all staff</p> <p>Training on reading fluency intervention to be delivered by English lead</p>	<p>All pupils</p>	<p>Whole school ethos reaffirmed through STEPS</p> <p>Teaching Assistants will be upskilled and able to effectively support children in both targeted interventions and in class</p> <p>Strategy of echo reading is implemented across the school</p>	<p>TAs £724.22</p>

	Training on Guided Reading to be delivered to TA's by DHT  Closing the Gap with vocabulary training to be delivered to TA's by SEND teacher  PHSE and RSE recovery to be planned and delivered in the Autumn term			
Total spend for Strand 1				£724.22

Strand 2 (EEF guide to supporting school planning: a tiered approach to 2020-21)

Targeted academic support

Element of Strand	Action/Strategy	Benefit to	Impact	Cost																																																																			
<p><b>High quality 1:1 and small group tuition</b></p> <p><b>Academic tutoring</b></p> <p>Intervention provided to groups and individuals</p>	<p>Baseline assessments to be completed for all children. To be completed alongside Teacher assessment</p> <p>Test scores standardised and entered into INSIGHT</p> <p>Identify those children not on track in each year group due to lockdown</p> <p>Carry out pupil progress meetings to identify specific areas for intervention and key skills needing reinforcing</p> <p>Recruit school staff to carry out 'Catch up' sessions. Match the needs of the identified children to the recruited staff</p> <p>Deliver catch up sessions in school time in small groups and 1:1 as identified.</p> <p>Groups of children to be reviewed at least termly</p> <p>Class intervention and booster groups to continue as normal</p>	<p>Identified groups and individuals</p>	<p>Children will make accelerated progress and make up learning that has been lost due to lockdown</p> <p><b>Bernards Heath Junior School Timetable</b>  <b>Spring Term 2021 Catch Up (unable to happen due to second lockdown)</b>  <b>Proposal for 3 weeks before Easter holidays</b></p> <p><b>Bernards Heath Junior School Timetable Spring Term 2021 Catch Up (3 weeks prior to Easter holidays)</b></p> <table border="1" data-bbox="1064 475 1937 946"> <thead> <tr> <th></th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>Pupil premium 1:1/1:2 6 children</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>Break</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>Pupil premium 1:1/1:2 6 children</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Lunch break</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Writing group Spring Term (ARE) 6 children</td> <td>Preteaching maths Spring term(WTS&amp;EXS) 7 children</td> <td>Preteaching maths Spring term (EXS) 6 children</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Pupil Premium 1:1 tutor</td> <td>writing group Spring term (ARE) 7 children</td> <td>phonics session 7 children</td> <td></td> </tr> </tbody> </table> <p><b>Summer Term 2021 catch up</b></p> <table border="1" data-bbox="1064 994 1937 1401"> <thead> <tr> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>Pupil premium 1:1/1:2 7 children</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Break</td> <td></td> <td></td> </tr> <tr> <td></td> <td>11.45-12.15 Echo Reading 8 children</td> <td>Pupil premium 1:1/1:2 7 children</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Lunch break</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Monday	Tuesday	Wednesday	Thursday	Friday				Pupil premium 1:1/1:2 6 children						Break						Pupil premium 1:1/1:2 6 children					Lunch break						Writing group Spring Term (ARE) 6 children	Preteaching maths Spring term(WTS&EXS) 7 children	Preteaching maths Spring term (EXS) 6 children				Pupil Premium 1:1 tutor	writing group Spring term (ARE) 7 children	phonics session 7 children		Monday	Tuesday	Wednesday	Thursday	Friday			Pupil premium 1:1/1:2 7 children					Break				11.45-12.15 Echo Reading 8 children	Pupil premium 1:1/1:2 7 children				Lunch break				<p>0.6 Full Time Equivalent Teacher £9,858 per term £29,574 per year</p>
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				<p>1.30- 2.00 Echo Reading 6 children Writing group Spring Term (ARE) 6 children</p>	<p>Cover Teacher- writing</p> <p>Cover Teacher- writing</p>	<p>Echo Reading 6 children</p> <p>Preteaching maths Spring term(WTS&amp;EXS) 7 children</p>	<p>Pre teaching maths Spring term (WTS) 8 children</p>	
			<p>2.00-2.40 1:1 Tuition Maths (GDS) Writing group Spring Term (ARE) 7 children</p>	<p>3.20-4.00 Maths Club (or Thurs)</p>	<p>Echo Reading 8 children</p> <p>Preteaching maths Spring term (EXS) 6 children</p>	<p>Pre teaching maths Spring term (EXS) 13 children</p>		
<p><b>Teaching Assistants and targeted support</b></p> <p><b>Planning for Pupils with SEND</b></p>	<p>Teaching Assistants to be deployed in a way that supplements and does not replace the teacher</p> <p>They will deliver high quality interventions that complements the work of the teacher</p> <p>RWI intervention to be undertaken in Years 3, 4 and 5 where appropriate Reading and Maths booster in Year 6</p> <p>SEND teacher to work with identified pupils from Pupil profile meetings</p> <p>Comprehension and spelling groups to continue across the school</p> <p>Targeted interventions in Maths delivered by TA's in</p>	<p>Identified groups and individuals</p>	<p>A combination of quality first teaching with additional small group/1:1 intervention will increase progress and support identified pupils to access the curriculum.</p>	<p>N/A</p>				

	Years 3,4 and 5 under the direction of the class teacher			
	Targeted support from the school librarian for Reading for identified children			
Total spend for Strand 2				£29,574

Strand 3 (EEF guide to supporting school planning: a tiered approach to 2020-21)

Wider Strategies

Element of Strand	Action/Strategy	Benefit to	Impact	Cost
<p><b>Supporting pupils Social, Emotional and Behaviour needs</b></p> <p>Ensuring a smooth transition into the Junior School</p> <p>Ensuring all pupils feel safe and are able to access learning</p> <p>Ensure children have additional opportunities to take part in planned physical activity</p>	<p>Deliver STEPS training to whole school staff to ensure consistency of approach to dealing with behaviour needs. Include elements of ‘Attachment and Trauma’ training (Virtual School).</p> <p>Planned program of transition in place to support new intake and their families. To include;</p> <p>Transition session for all children</p> <p>Video information for new parents to become familiar with the school, staff, routines and expectations</p> <p>PHSE sessions at least weekly to deal with any concerns that arise from returning to school</p> <p>‘Welcome Week’ to ensure a soft start after each lockdown to allow the children a period of settling in and adjust to school life and expectations</p> <p>Ensure counselling support is in place for identified pupils</p> <p>Identify individuals and families that could benefit from working with our Mental Health practitioner (Ben Jennings). His work will focus on low level anxiety/behaviour support that have arisen due to the pandemic and subsequent lockdown. To include the development of ‘Behaviour Buddies’ which focuses on understanding and regulating emotions.</p>	<p>All pupils</p>	<p>Children and staff wellbeing will have a high priority in the school.</p> <p>Staff will feel well equipped to recognise and provide support to individual pupils to support their well being</p> <p>Mental health and wellbeing will be a focus in PHSE lessons for all children</p> <p>New cohort will feel settled into Junior life and their parents will understand the routines and expectations</p> <p>Children and staff will have boosted their mental and emotional wellbeing. They will have a toolkit that can be used now and in the future. Children will experience a boost in their self- esteem.</p> <p>Physical and mental wellbeing is improved through further physical activity.</p>	<p>(See Strand 1 Professional Development)</p> <p>Grant for ‘Wellbeing Week’ £500</p> <p>Counselling Costs £1100 per year (1 hour a week for 36 weeks) 6 children for 1 hour each for a six week period over 12 months</p>

	<p>Mental Health Lead to attend 'Supporting Children returning to school' webinar. Cascade findings throughout staff team.</p> <p>Create whole school Art project to inject a sense of unity across Year group bubbles. 'Arts Week' to take place in March.</p> <p>Consider whether the 'Hub' can be reinstated in a COVID secure manner. Through discussion with teachers, identify the need across the school and consider whether a year group approach would be possible</p> <p>Mental Health wellbeing and Hub lead to attend virtual training on attachment and Adverse Childhood Experiences (ACEs). To cascade to teachers in staff meeting.</p> <p>Ensure all staff are reminded and use the 'Mental health and Wellbeing' tab on CPOMs to alert SLT and Mental Health lead to any children who may need extra support due to pandemic and the impact of it</p> <p>Feeling Good Week-Deliver a programme of activities to the whole school focussing on the '5 ways to wellbeing'. Each day will focus on one of the 5 ways where every child will have the opportunity to part. This will incorporate drama workshops, circus skills, yoga, dance and art. There will be dedicated time in classrooms to run mindfulness sessions alongside these activities.</p>			
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	Provide inclusive lunchtime activities for children in their year group bubbles. Led by the Sports TA and to be rolled out in future by the lunchtime TA staff. This will allow children further access to physical activity that may have been lacking throughout lockdown restrictions.			
<b>Planning carefully for adopting a SEL curriculum</b>	<p>RSE curriculum to be adapted to ensure that children have covered any missed learning from the Summer term</p> <p>Use Jigsaw to plan appropriate PHSE sessions are taught to help the children with a smooth return to school and an opportunity to express any concerns they make have regarding the current situation</p> <p>Head teacher to deliver year group assemblies across the week to ensure a whole school approach and feel. Remote 'celebration assembly' to take place on a Friday afternoon to celebrate children's success and achievements.</p>	All pupils	<p>The missed RSE curriculum successfully delivered to all Year groups during the Autumn term</p> <p>Regular assemblies and celebration of children's work</p> <p>Children and staff feel part of the whole school community</p>	<p>Year 3 £400</p> <p>Year 4 £400</p> <p>Year 5 £400</p> <p>Year 6 £400</p> <p>Total £1200</p>
<b>Communicating with and supporting parents</b>	<p>Ensure that relationships with Disadvantaged families continue to be built upon</p> <p>Continue to look for ways to support these families where appropriate (through food bank referrals, government grants available)</p> <p>Parent-teacher communication will resume as before</p> <p>Parents evening meetings to be conducted in a COVID secure manner,</p>	Parents and children	<p>Parents feel supported and confident in approaching the school regarding their children</p> <p>Parents have a clear understanding of their children's progress and areas for development</p> <p>Clear regular communication with parents</p> <p>Parents feel part of the wider school community, despite the restrictions on them being able to visit</p>	<p>'School Cloud Video App'</p> <p>£650</p>

	<p>school to purchase School Cloud Parents Evening Video App</p> <p>Send regular updates to parents regarding school specific guidelines and government advice</p> <p>Ensure that parents can be involved in school events such as the Christmas Carol concert in a COVID secure manner so they can celebrate the successes of their children and feel part of the school community</p>			
<b>Successful implementation in challenging times</b>	<p>Adaptions to the school timetable to be coordinated by the DH.</p> <p>School start and end times to be staggered</p> <p>Lunchtimes to be redesigned to limit the contact between year group bubbles</p> <p>Regular communication with staff and parents to ensure school community understand the rationale behind changes</p>	Whole school community	<p>The school day runs smoothly</p> <p>Staff feel confident and are clear on the changes to the school routines</p> <p>Risk assessment is up to date and shared regularly</p> <p>Individual risk assessments are carried out where appropriate</p>	N/A
<b>Total spend for Strand 3</b>				<b>£2950</b>