

## Crosshall Junior School: COVID-19 Catch-Up Premium Spend

Catchup Premium: £36,000

[Education Endowment Foundation: Support Guide for Schools](#)

Termly Monitoring through FRP Committee

| <b>EEF Support Strategy</b><br><small>A: Teaching and Whole School Strategy<br/>                     B: Targeted Support<br/>                     C: Wider Strategies</small> | <b>Actions and Rationale</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>School Level Strategy</b>                                                                                                                                                                                                           | <b>School Improvement Plan / Recover Link</b> | <b>Budget</b>                                            | <b>Spend to Date</b> | <b>Timescale</b>      | <b>School Evidence / Outcomes</b><br><small>(A1/2, Sp 1/2, S 1/2)</small> |
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| A                                                                                                                                                                             | <b>Supporting Great Teaching</b><br>Programme of CPD<br>Starting from the Learner<br><br>Remote teaching: clear explanations, scaffolding and feedback are more important than the delivery (EEF)<br>Teachers supported to consider which approaches are best suited to the content they are teaching                                                                                                                                                                                                                  | Walkthrus – Tom Sherrington & Oliver Cavigliole<br><br>The Crosshall Compass magazine                                                                                                                                                  | See CPD Calendar                              | £900                                                     | £420                 | Sept 2020 – July 2022 |                                                                           |
| A & B                                                                                                                                                                         | <b>Student Assessment and Feedback</b><br>Use of PiXL Assessments to plan appropriately and organise provision accordingly<br><br>Use of PiXL assessment in English and maths identify individuals who would benefit from tutoring<br><i>(Structured interventions in English and maths help secure foundations. They meet specific needed and offer regular sessions over a sustained period.)</i><br><br><b>Feedback</b><br>Provides student and parents with high quality feedback, building on accurate assessment | Termly assessments in Year Three to Year Six Through PPM provision targeted<br><br>Areas identified where students have forgotten or misunderstood key concepts<br><br>Parents receive papers with identified areas indicating support | See SIP/Diary                                 | £3300<br><br>Joint payment from PP funding (Total £6600) | £1650                | July 2020 – July 2022 |                                                                           |
| B                                                                                                                                                                             | <b>Supporting Learning</b><br>Additional teaching assistant time given to each year group to enable more students to be better supported during core lessons<br><br>Sessions may focus on behaviour or social and emotional needs or on particular groups of students with identified special educational needs or disabilities. Transition support needed for some children.<br>Effective intervention follows assessment, which is used to ensure that support is well-targeted and to monitor student progress.     | Learning support<br><br>Learning and Wellbeing Mentors: counselling and pastoral support<br><br>Ensure that new material being covered builds on secure foundations                                                                    | Recover: Action Plan                          | £20,900                                                  | £0                   | January - July 2021   |                                                                           |

| <b>EEF Support Strategy</b><br>A: Teaching and Whole School Strategy<br>B: Targeted Support<br>C: Wider Strategies | <b>Actions and Rationale</b>                                                                                                                                                                                                                                                                                                                                    | <b>School Level Strategy</b>                                                                                                                                             | <b>School Improvement Plan / Recover Link</b>                                           | <b>Budget</b>   | <b>Spend to Date</b> | <b>Timescale</b>           | <b>School Evidence / Outcomes</b><br>(A1/2, Sp 1/2, S 1/2) |
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| B                                                                                                                  | <b>Tutoring via <u>Unity Tutoring</u></b><br>Staff (six) trained to rollout programme of tutoring in maths and English                                                                                                                                                                                                                                          | Y3 - 6 tutoring – out of school hours<br>Groups of three                                                                                                                 | Recovery:<br>Action Plan<br>What is 2020 Vision?                                        | £4800           | £0                   | Jan to July 2021           |                                                            |
| C                                                                                                                  | <b>Additional IT</b><br>Chromebooks, licences and trolley bought to enable more IT to be loaned to families<br><br>Ensuring access to technology is key, especially for disadvantaged students<br><br>Supporting students to work independently can improve learning outcomes                                                                                   | Parent survey indicates where IT need must be targeted                                                                                                                   | Recovery:<br>Action Plan<br>What is 2020 Vision?                                        | £6,000          | £5,134               | Autumn 2020                |                                                            |
| A                                                                                                                  | <b>Remote Teaching</b><br>Students isolating can access the additional IT (above) to support learning – identified via the IT survey (September 2020)<br><br>Class teachers taught a lesson in school, as though they were remote, and the class overcame hurdles together.<br><br>Peer interactions during remote lessons motivate pupils and improve outcomes | Parent survey indicates need<br>IT shared with siblings and parents<br>Isolating students have limited access<br><br>Crosshall Digital Village                           | Recovery:<br>Action Plan                                                                | £0<br>See above | £0                   | Autumn 2020                |                                                            |
| B                                                                                                                  | <b>Extended Learning Time</b><br>There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour.                                                                                                                                                          | Classes now enter at 8:25 and 8:35 rather than the flexible start of last year or the 8:45 start four years ago.<br>Students have few assemblies and no afternoon break. | Recovery:<br>Action Plan                                                                | £0              | £0                   | September 2020 – July 2021 |                                                            |
| C                                                                                                                  | <b>Communication</b><br>Regular and supportive communication with parents specially to increase attendance and engagement with learning.                                                                                                                                                                                                                        | Communicating Effectively with Families: EEF Guide<br><br>LWM to make use of community links to support parents                                                          | Regularity:<br>Every Friday – Close Up or Connects<br>Text messages reading/ attendance | £100            | £30                  | September 2020 – July 2021 |                                                            |

Total: £36,000