




Kilburn Junior School

1 Teaching

- New Curriculum – Sequential & Relevant-authentic outcomes.
- Review of planning-develop consistency to ensure planning is efficient
- Curriculum links to Trailblazer.
- Diagnostic Assessments- NFER
- Timetabling Change (2 x group phonics sessions per day).
- Use of LBQ to target individuals, provide staff with additional time (see implementation plan)
- Update and implement the KJS Assessment Brochure to provide accurate diagnostic assessment.
- High-quality small group tuition.
- Use of flexible groupings to target individuals and maximise use of adults.
- Deliberately reduce workload (eg. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.
- Weekly homework set on Google Classroom and using specific CGP materials used to target aspects of SPAG



2 Targeted Academic Support

- Early morning reading groups 
- Focussed reading comprehension
- Additional 'Launchpad' sessions delivered to pupils 3x afternoons/week
- LBQ to close target groups and individuals
- Early morning targeted guided reading with lowest 10 and 20% of pupils
- Use of guided Group maths problem-solving tasks.
- Use of Reading Explorer and Total Comprehension to target specific areas of reading comprehension
- Use EEFs Making Best Use of Teaching Assistants document to target groups and individuals
- MW to support English in Team Courage,

3 Wider Strategies

- Weekly Social reconnect sessions for pupils and teachers.
- Targeted nurture sessions for pupils
- Weekly Trailblazer sessions to engage and reconnect pupils with the outdoors.
- Family Trail challenges
- RSE Curriculum- catch up
- Weekly praise postcards to celebrate success
- LBQ to reduce teacher preparation and marking time. **See Appendix 3**
- Resumption of extra-curricular after school clubs
- Weekly fitness sessions to target staff health and well-being.
- School Camp-out
- Staff outdoor social event
- Weekly check-ins between FLW and individuals/families





Kilburn Junior School

COVID-19 Catch-up Premium Plan



Year	2020-2021	Number of Pupils	180	Total Catch up-Premium	£14560
GUIDANCE					
Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Pupils from the most vulnerable and disadvantaged backgrounds are likely to be among those hardest hit. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 6. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.					

Use of Funds	Education Endowment Foundation (EEF) Recommendations-
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published Coronavirus (covid19) Support Guide for schools, with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. They have also published The EEF Guide to Supporting School Planning and a Teaching and Learning Toolkit from which the school selected the most effective recommendations to develop the catch-up strategy.</p> <p>See Appendix 4</p>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Making Best use of Teaching Assistants</p> <ul style="list-style-type: none"> • TAs should not be used as an informal teaching resource for low attaining pupils • Use TAs to add value to what teachers do, not replace them • Use TAs to help pupils develop independent learning skills and manage their own learning • Ensure TAs are fully prepared for their role • in the classroom • Use TAs to deliver high quality one-to-one and small group support using structured interventions • Adopt evidence-based Interventions to support TAs in their small group and one to- one instruction • Ensure explicit connections are made between learning from everyday classroom teaching structured interventions <p>Using Digital Technology to Improve Learning</p> <ul style="list-style-type: none"> • Technology can be used to improve the quality of explanations and modelling • Technology offers ways to improve the impact of pupil practice • Technology can play a role in improving assessment and feedback

		<p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support
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Identified Impact of Lockdown

<p>Gaps in knowledge within specific subjects</p> <p>A decline in skills such as reading/ presentation of work</p> <p>Lack of experiences and opportunities for pupils to engage and excel in including clubs, competitions and outdoor activities</p> <p>Lack of routine and structure conducive to effective learning</p> <p>Lower confidence and self-esteem in pupils</p> <p>A decline in concentration and motivation and an increased apathy</p> <p>A decline in social skills and the ability to get on with peers</p> <p>A decline in fitness and increased weight gain</p>

Planned Expenditure

Academic Year	2020-2021
	The three headings below are grouped into categories outlined in the 'Education Endowment Foundation's coronavirus support guide for schools' and are taken from the Kilburn Junior School Tiered Model

1. Teaching and Whole School Strategies

Rationale & Baseline	Desired Outcome	Who	Provision	Time frame	Cost	Impact (Exit Data & Small Steps)	Staff Lead & review
<p>Staff conduct NFER assessments and use LBQ, iTrack and NFER data to identify areas within the curriculum for specific whole-school and individual class development</p> <p>Staff use RAG Rating of question level analysis to</p>	For NFER data to match/ exceed December data baselines by 20%	Whole School	Staff given time to collate and scrutinise data for their class.	May HT 2021	NFER tests £900	<p>See Data Comparison - Appendix 1</p> <p>See iTrack tracking data- Appendix 2</p>	AB/RH

highlight areas for development within their class- <20% correct- Red, 20-40% correct Amber 40%+- Green							
Coordinator and headteacher work scrutinies highlight inconsistencies in teaching and approaches across the school.	Staff follow most recent, research-based methods within their teaching to accelerate progress	Subject coordinators/ Headteacher	Staff use EEF and other research-based studies to produce a Subject Implementation Plan - (see appendix 3) for their subject area. This is then summarised and presented to staff to develop best practice across the school	May half-term	nil	Accelerated progress made by pupils.	

Total Budget cost –£900

2. Targeted Academic Support

Mathematics

Compare NFER data from Dec and March and Data generated from LBQ to identify specific areas within each class. Use data collected from the tests to look for patterns emerging across the school.	For NFER data to show a 20% improvement on December Data	All classes	Staff training and discussion around analysis of tests. Time assigned in staff meetings for analysis of data.	Summer Term 2021	£9000 LBQ NFER tests	Staff have a clear picture of gaps in knowledge and understanding within their classes and specific groups and individuals to target.	AB/RG
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<p>Calculation identified through Question-level analysis as a focus for whole-school improvement</p>	<p>For teachers to be confident in a range of strategies for teaching number and calculation</p> <p>For pupils to be able to apply confidently calculations across all four operations including fractions.</p>	<p>All classes</p>	<p>Whole school CPD on developing fluency in calculation</p> <p>Whole school CPD on developing the use of written methods</p> <p>Additional calculation lessons taught through the week during the afternoon I 'Launchpad curriculum'.</p>	<p>Summer Term 2021</p> <p>Easter-May HT 2021</p>	<p>nil</p>	<p>NFER Calculation scores, to exceed December NFER results by May HT</p> <p>Calculation questions improve from 43% to 70% correct across the school by July 2021</p> <p>Pupils more able and willing to use manipulatives during calculation sessions- including Dienes and Cuisenaire.</p> <p>Teachers confident in using a range of strategies to teach calculation</p>	<p>AB/RH/RG</p>
<p>Lack of speed and accuracy in the recall of tables and division facts</p>	<p>For pupils to develop speed and recall of table and division facts so that they can apply them across different aspects of mathematics.</p>	<p>All classes</p>	<p>Daily tables practice using Hit the Button and Table Rock Star including pre-school groups at 8.45 (Resilience)</p> <p>Battle of the Bands Y3 competition. (Courage).</p> <p>Daily practice for the Y4 Tables Check test- including additional homework tasks (Discovery).</p>	<p>Easter-July 2021</p>	<p>nil</p>	<p>Pupils more able to apply their knowledge of tables facts to mathematical problems .</p>	<p>RH/HR/AB</p>

<p>Geometry and Properties of Shape identified through Question-level analysis as a focus for whole-school improvement</p> <p>Staff felt that this was a subject area that required greater coverage as they felt the focus during the lockdown had been on aspects of number and problem-solving.</p>	<p>For pupils to be able to answer confidently questions relating to shape and geometry</p>	<p>All classes</p>	<p>Whole school focus on ensuring aspects of shape and geometry had been taught.</p> <p>Teachers to ensure use a practical approach to teaching aspects of shape and geometry curriculum.</p> <p>Additional discreet shape and geometry sessions taught to pupils as part of the Launchpad afternoon curriculum</p> <p>Additional homework set for pupils on Google Classroom</p>	<p>Summer Term 2021</p> <p>July 2021</p>	<p>nil</p>	<p>Analysis of LBQ scores and shows improved attainment in geometry and shape work</p> <p>Work scrutiny and lesson observations show improvement in knowledge and understanding and confidence to solve geometry and shape problems.</p> <p>Shape and geometry questions improve from 32% to 70% correct across the school by July 2021</p>	<p>AB/RH/RG</p>
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Reading

<p>Recent analysis of NFER and SAT test indicate gaps in the ability of pupils to answer a range of different comprehension questions.</p>	<p>For pupils to develop the stamina for reading in order to engage with a text and be able to answer a range of questions with confidence and accuracy.</p> <p>For children to develop a deeper understanding of</p>	<p>All classes</p>	<p>Whole school focus on reading comprehension through the targeted use of LBQ Reading Explorer, Total Comprehension and CGP (Y6).</p> <p>Pupils within the lowest 10% will read with a TA each morning before school</p> <p>Pupils within the lowest 10-20% will be listened to 3x/week</p>	<p>12 weeks up to end of the summer term</p>	<p>nil</p>	<p>Pupils showing greater reading stamina.</p> <p>Improvement in pupil engagement and a willingness to answer questions more thoroughly and with greater accuracy.</p> <p>Specific improvement in following questions by July 2021:</p> <p>Word meaning 62%-80% Retrieval 61%-80%</p>	<p>HR</p>
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	a text and develop a reading for pleasure.		Additional, weekly reading comprehension sessions during the afternoon as part of the Launchpad Curriculum.			Summarising main ideas 51%-70% Inference 45%-65%	
Phonics							
Some pupils have gaps and misconceptions in their grasp of phonics due learning loss. This is resulting in a lack of fluency in reading and a lack of confidence in writing.	For pupils to develop their understanding of Phonics and	Y3- Team Courage Y3/4 Team Resilience	Pupils receive additional small group phase 4 phonics sessions 3x/week during the afternoon. Staff training delivered through DCC supporting teachers to plan the next phase of learning to secure phonics skills and knowledge, building on an accurate understanding of what pupils already know and can do.	March 2021- July 2021	£500 Additional TA hours	improve fluency and understanding in reading. Improved confidence and independence in writing	
		All staff		June 2021	£800		
SPAG							
Recent analysis of NFER and SAT test data indicate gaps in knowledge and understanding in SPAG	For accelerated coverage of areas missed during the lockdown.	All classes	Pupils set weekly homework in areas of SPAG not covered or areas requiring further development. Use of CGP books for homework at home to support pupils and parents. Weekly follow up and extension in class to	Easter- July 2021	£600	Children cover all areas of SPAG and develop a greater understanding of the areas covered and can apply areas within their sleep	

			SPAG homework using LBQ. Additional discreet SPAG session taught weekly as part of the school Launchpad Afternoon Curriculum.				
Writing							
Moderation of writing and iTrack tracking data indicated some pupils were no longer secure in meeting writing objectives.	For children to be secure in their age-related writing objectives.	Year 3 Team Courage and Resilience.	Explicit activities linking Trailblazer to the topics in lower and upper school provide rich experiences for pupils. Re-deployment of staff used to support groups Afternoon additional Launchpad curriculum provides opportunities for pupils to produce writing from experiences earlier in the week/day.	10 weeks	nil	Children are secure in meeting objectives in writing.	EJ/HR
Some vulnerable/pupil premium pupils were not engaging with remote learning during the lock down and at risk of slipping back academically	All pupils engage with work set by teachers as part of the remote curriculum. Children continue to make progress.	Children not completing online tasks set by class teachers	Individual pupils provided with a Chromebooks to access remote learning at home. Work packs provided or some pupils and delivered to home	10 weeks	nil		RHull
	All pupils and parents engage with the school's Remote Learning Strategy and continue to make progress	Vulnerable individuals and groups	Vulnerable groups and Pupil Premium Pupils targeted to return to school during the lockdown in order to engage in face to face learning.	6 weeks	nil	Vulnerable groups and Pupil Premium Pupils continue to make progress specifically in phonics, reading and mathematics.	RHull

	specifically in phonics, reading and mathematics and close the gap on peers within their year group.						
							Total Budget cost – 12,000

3. Wider Strategies

Rationale & Baseline	Desired Outcome	Who	Provision	Time frame	Cost	Impact (Exit Data & Small Steps)	Staff Lead & review
Pupils struggling to engage with peers due to bubble system in school and being away from peers during the lock down	Pupils develop the skills to interact with peers.	All pupils	Pupils in all classes engage with social reconnection activities each week, playing games and solving challenges	1 afternoon/ week/ 6 weeks		Children more able to engage with each other and have developed the necessary social skills	RH/AB
Due to a lack of personal experiences, pupils have difficulty engaging with tasks such as writing	Pupils are able to engage with a range of tasks that relate to different experiences.	All pupils	Weekly Trailblazer sessions linked directly to the school curriculum. Specific curriculum areas such as topic delivered through Trailblazer to free up time in the afternoons for the Launchpad Curriculum	End of summer term.	£200	Children are more willing and able to engage with tasks e.g. written reports about Egyptian mummification/ aspects of Viking life.	PG
Due to long periods of inactivity as a result of the lockdown, weather and increased screen time, the health and fitness of pupils has decreased and weight gain and obesity levels have increased	Pupils are physically fitter and as a result more motivated to engage with all aspects of life at school and home	All pupils and staff	Additional resources purchased for use at playtime Mini-leader programme to engage pupils Increased extra-curricular activities such as sports clubs Intra-school competitions Staff fitness classes	Summer term	£300 £500	Children and staff are more active, resulting in increased fitness, motivation, engagement and health. Absence rates decrease.	MW

							Total cost-£1000
Some pupils are extremely anxious about their move to secondary school due to the disruption of the previous year.	For smooth transition to secondary school by pupils in year 6. For pupils for be excited and confident about their move to Key Stage 3.	Year 6 pupils	Survey of pupils and parents to establish children requiring additional support with transition. Liaison with secondary schools to establish transition programme. Additional transition sessions for pupils attending HGSC Liaison with secondary school around summer school for pupils requiring additional support	By May HT	£100 transport costs to HGSC	An decrease in pupil anxiety as indicated in survey results (yet to be captured).	AB/RH
	Total Budget cost – £1100						



Whole School Gap Analysis: March NFER/\$AT Tests

	Breakdown of Mathematics Content Domains						Breakdown of Reading Programme of Study						Breakdown of \$AT \$PAG Test						Breakdown of NFER \$PAG										
Courage	63%	27%	21%	28%	17%	N/A	60%	N/A	N/A	68%	61%	80%	52%	N/A	39%	41%	N/A							57%	36%	45%	38%	42%	
Resilience (Year 3)	94%	81%	71%	76%	62%	N/A	85%	N/A	N/A	93%	96%	88%	83%	N/A	100%	96%	N/A							77%	60%	83%	88%	83%	
Resilience (Year 4)	42%	22%	30%	25%	40%	13%	38%	N/A	N/A	66%	61%	32%	38%	N/A	69%	47%	N/A							48%	26%	38%	33%	38%	
Discovery	47%	38%	33%	33%	37%	23%	40%	N/A	N/A	42%	45%	25%	39%	N/A	26%	30%	N/A							39%	32%	35%	35%	29%	
Endeavour (Y4 Paper)	32%	29%	19%	15%	33%	33%	17%	N/A	N/A	50%	64%	19%	25%	N/A	67%	17%	N/A												
Endeavour (Y5 Paper)	38%	41%	22%	91%	28%	46%	70%	N/A	N/A	73%	63%	45%	49%	N/A	45%	67%	N/A							39%	31%	36%	29%	30%	
Equality (Year 5)	57%	49%	41%	100%	33%	50%	65%	N/A	N/A	76%	64%	36%	45%	N/A	39%	55%	N/A							72%	67%	65%	44%	58%	
Equality (Year 6)	67%	40%	32%	23%	13%	40%	30%	13%	42%	28%	27%	49%	23%	N/A	N/A	28%	23%	32%	57%	19%	27%	47%	44%	52%					
Endurance	81%	57%	56%	45%	27%	40%	53%	48%	54%	65%	66%	100%	49%	N/A	N/A	67%	100%	45%	58%	28%	38%	68%	60%	66%					
Average correct	58%	43%	36%	48%	32%	35%	51%	##	48%	62%	61%	53%	45%	N/A	55%	50%	61%	39%	57%	24%	32%	58%	52%	59%	55%	42%	50%	44%	47%

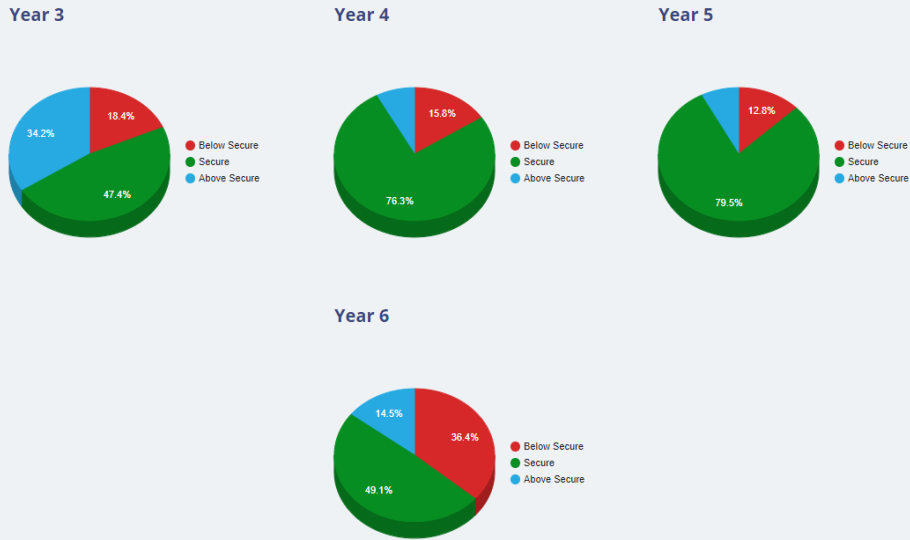
NFER Data Comparison Dec to March

	Mathematics					Reading					Grammar and Punctuation					Spelling				
	Below Av	Low Av	Average	High Av	Above Av	Below Av	Low Av	Average	High Av	Above Av	Below Av	Low Av	Average	High Av	Above Av	Below Av	Low Av	Average	High Av	Above Av
Courage NFER Dec	12%	15%	23%	38%	12%	19%	15%	23%	30%	12%	27%	27%	27%	15%	4%	23%	31%	38%	8%	
Courage NFER March	28%	41%	23%	4%	4%	19%	30%	38%	4%	8%	15%	23%	38%	15%	8%	23%	23%	31%	19%	4%
Resilience Y3 NFER Dec					100%				42%	58%				42%	58%			25%	42%	33%
Resilience Y3 NFER March				33%	67%				7%	93%				7%	93%				41%	58%
Resilience Y4 NFER Dec	100%					50%	36%	5%	5%		43%	21%	21%	7%		71%	21%	7%		
Resilience Y4 NFER March	57%	29%	7%	7%		50%	36%	5%	5%		36%	43%	7%	14%		57%	29%	7%	7%	
Discovery NFER Dec	3%	7%	21%	38%	31%	7%	14%	45%	21%	14%	14%	10%	34%	14%	28%	7%	17%	28%	41%	7%
Discovery NFER March	3%	10%	31%	48%	7%	3%	17%	27%	44%	7%	3%	17%	34%	31%	14%	7%	27%	24%	27%	14%
Endeavour NFER Dec	26%	10%	39%	26%		26%	10%	35%	19%	10%	26%	6%	39%	23%	3%	26%	16%	35%	23%	3%
Endeavour NFER March	23%	17%	47%	13%		23%	23%	37%	10%	7%	23%	23%	27%	10%	17%	30%		43%	17%	10%
Equality Y5 NFER Dec			40%	30%	30%			30%	50%	20%			10%	30%	60%			50%	30%	20%
Equality Y5 NFER March			36%	46%	18%		18%	27%	46%	9%			27%	46%	27%		9%	36%	27%	27%
Equality Y6 NFER Dec	59%	18%	18%	5%		36%	36%	23%			36%	32%	18%	14%		31%	27%	40%		
Equality Y6 SAT March inc Spell	79%	5%	16%			79%	5%	5%	10%		68%	32%		5%						
Endurance NFER Dec																				
Endurance SAT March inc sp	55%	15%	27%	3%	0%	24%	33%	9%	12%	3%	15%	24%	36%	21%	3%					

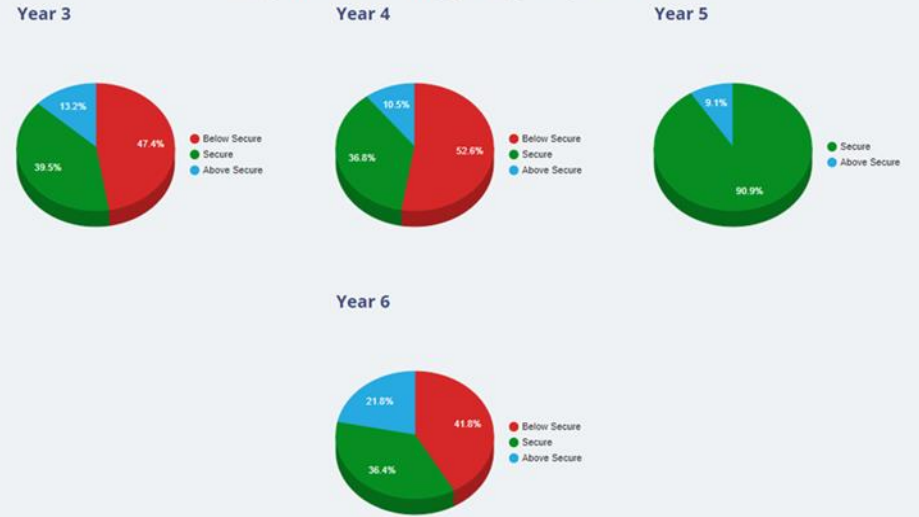


iTrack data at assessment Point 2 based of prediction, of end of year

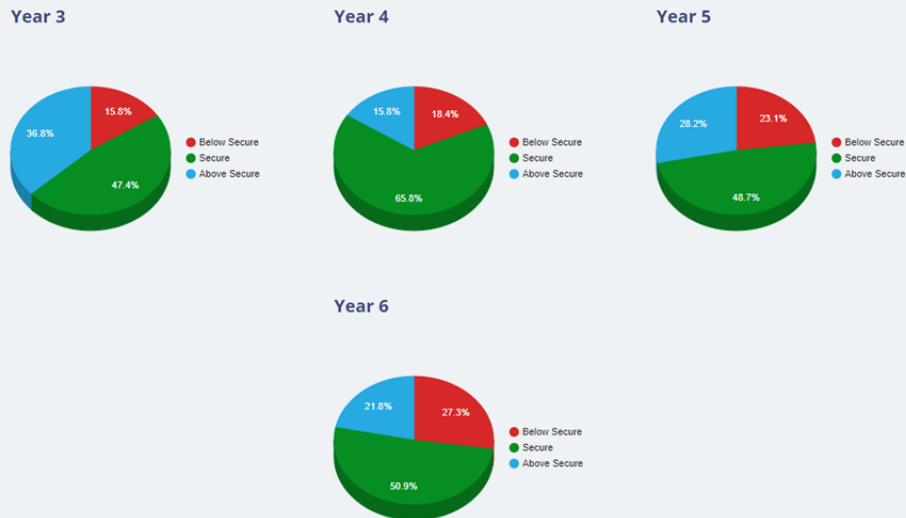
Expanded Reading year group charts



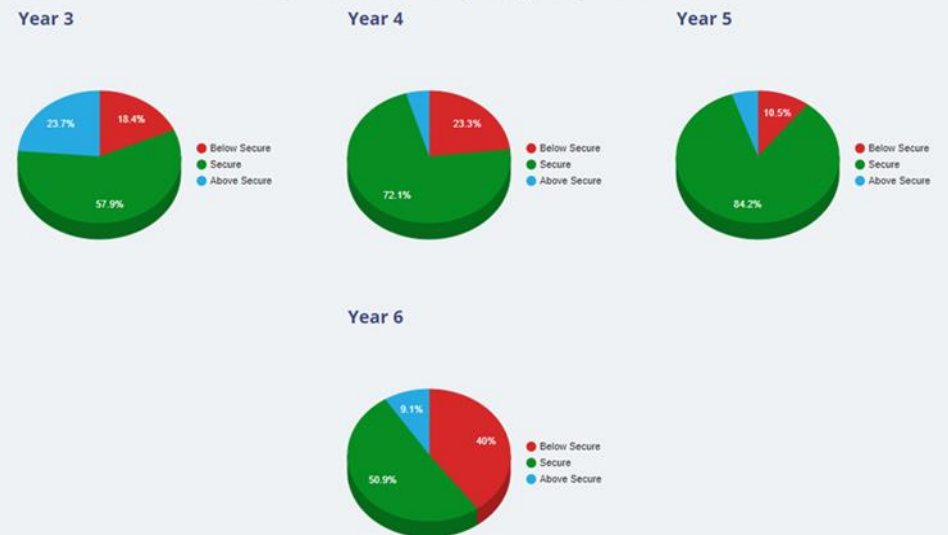
Expanded Writing year group charts



Expanded SPAG year group charts



Expanded Maths year group charts



Kilburn Junior School LBQ Activity Report

Name	Maths tasks	English tasks	Science tasks	Total tasks	Ave number of pupils/ task	Correct	Incorrect	Total
Activity Report for week to Friday 23/04/2021								
Team Endeavour/Team Resilience	8	10	0	18	22.0	5515	4871	10386
Team Courage/Team Discovery	2	5	2	9	24.0	2665	2405	5070
Team Endurance/Team Equality	8	2	0	10	24.0	3385	1583	4968
Activity Report for week to Friday 02/04/2021								
Team Endeavour/Team Resilience	13	3	2	18	18.0	4871	3797	8668
Team Endurance/Team Equality	8	0	0	8	26.0	2207	829	3036
Team Courage/Team Discovery	8	3	0	11	10.0	1416	859	2275
Activity Report for week to Friday 26/03/2021								
Team Endurance/Team Equality	11	0	0	11	15.0	2021	451	2472
Team Courage/Team Discovery	1	2	0	3	18.0	927	565	1492
Team Endeavour/Team Resilience	4	0	0	4	17.0	612	637	1249
Activity Report for week to Friday 19/03/2021								
Team Endurance/Team Equality	10	1	0	11	30.0	3898	1502	5400
Team Endeavour/Team Resilience	10	3	0	13	14.0	2638	2019	4657
Team Courage/Team Discovery	6	2	0	8	20.0	1953	1856	3809



EEF Teaching and Learning Toolkit

The Education Endowment Foundation's (EEF) Teaching and Learning Toolkit is an accessible summary of education research.

The Toolkit is designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people.

The Toolkit presents over 40 approaches to improving teaching and learning, each summarised in terms of:

1. its average impact on attainment;
2. its cost;
3. the strength of the evidence supporting it.

The Toolkit does not make definitive claims as to what *will* work to improve outcomes in a given school. Rather it provides high quality information about what is *likely to be beneficial* based on existing evidence.

The Toolkit is a live resource that is updated on a regular basis as new findings from high-quality research, including EEF-funded projects, become available.

At Kilburn Junior School we attempt to use the most up to date research to guide our practice, particularly around the design and implementation of our catch-up strategy.

The following evidence-based research has been scrutinised in order to maximise the time and resources available and ensure best practice and value for money.

Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds



Social and emotional learning

Moderate impact for moderate cost, based on extensive evidence.



+4

Outdoor adventure learning

Moderate impact for moderate cost, based on moderate evidence.



+4

Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



+7

Digital technology

Moderate impact for moderate cost, based on extensive evidence.



+4

Phonics

Moderate impact for very low cost, based on very extensive evidence.



+4

Reading comprehension strategies

High impact for very low cost, based on extensive evidence.



+6