

Summary information				
School	Long Buckby Junior School			
Academic Year	2020/21	Total budget	£ 16480	
Total number of pupils	206			

Current attainment 2020/21	KS1 Prior Attainment				Year 6 Teacher	
	Year 3	Year 4	Year 5	Year 6	Assessments	Jul
					2021	
% A.R.E reading, writing and maths		60%	63%	59%	66%	
%% A.R.E reading		73%	81%	67%	78%	
% A.R.E writing		67%	75%	65%	75%	
% A.R.E maths		69%	67%	74%	73%	

Planned expenditure					
Academic year	2020/21				
i. High Quality Teaching					
Focus	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Supporting quality first teaching	Responsibility Model being used to shape learning in Literacy and Maths. Training for all staff on the development of early reading skills, developing writing and the development of key maths knowledge including multiplication facts.	Clear scaffolding and instruction of learning has been proven to accelerate learning. High quality training of staff and monitoring leads to consistent standards (sustained professional development).	Responsibility Model is already embedded. Need to monitor the impact of new physical organisation of tables in the classroom and adjust as necessary. Two afternoons allocated for training per week with Early Reading Lead out of class.	TC & LN LN, TC & JE	Dec 2020

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	Training completed for Emotional Literacy Support Assistant (ELSA). Online aspect developed to support parents should there be another enforced school closure or families self-isolating	There is a need to work with the children so they are emotionally ready to learn. There is a need to plan to support families.	Time allocated to the ELSA each week. ELSA line managed by SENCo. Further develop the use of Google Classroom which the school already uses.	AH & CA TC	
Pupil assessment and feedback	Small step assessment framework developed to work along side the reading book bands that measures the development of comprehension skills. Small unit assessments used in Maths to measure small steps and help with judging progress.	High quality assessment allows a more targeted diagnostic approach to teaching of early reading skills.	Resources purchased. Part of the monitoring process to evaluate effectiveness. Resources in place already. Part of the monitoring process to evaluate effectiveness.	JE, LN & AH TC	Dec 2020
Total budgeted cost					£794.98
ii. Targeted academic approaches					
Focus	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
One to One and targeted support	Curriculum planning changed to free up time to allow focus groups led by teacher targeting certain gaps in learning that have emerged for small groups of children. Small group and 1:1 tuition introduced after school for targeted children. Tuition provided by members of school staff.	Careful curriculum design more closely matching the needs of the children. Targeted academic support explicitly linked to the content of the daily lessons for a sustained period of time has been shown to have a positive impact.	Planning scrutiny to be completed and curriculum mapping undertaken to ensure broad coverage of the KS2 curriculum. Deputy Head and SENCo to line manage and monitor.	TC LN, AH & TC	Dec 2020

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Intervention programmes	Further developing the LBJS Reading Pathways so that it includes early phonics development aspect.	Increasing numbers of children are entering school in Year 3 with gaps in their phonics knowledge.	Two afternoons allocated for training per week with Early Reading Lead out of class.	LN & JE	Dec 2020
Total budgeted cost					£5152.98
iii. Wider strategies					
Focus	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Supporting parents and carers	<ul style="list-style-type: none"> • Clear communication with parents over changes to school routines. • Staff email addresses shared with parents. 	<p>There is a need to plan to support families and maintain parental engagement.</p> <p>Communication with parents has been shown to be of vital importance, especially as face to face contact is minimal in current circumstances.</p>	Head Teacher to lead.	TC TC	Jan 2021
Access to technology	<ul style="list-style-type: none"> • Purchase another set of Chromebooks for the school. 	Effective use of technology to support learning at a time when the sharing of technology across bubbles is challenging.	Technology allocated to specific year groups and timetabled in.	TC	Spring 2021
Total budgeted cost					£9000

1. Review of Impact			
i. High Quality Teaching			
Focus	Chosen action/approach	Estimated impact:	Lessons learned
Supporting quality first teaching	Responsibility Model being used to shape learning in Literacy and Maths. Training for all staff on the development of early reading skills, developing writing and the development of key maths knowledge including multiplication facts. Training completed for Emotional Literacy Support Assistant (ELSA). Online aspect developed to support parents should there be another enforced school closure or families self-isolating	The Responsibility Model is embedded across the school. Training for all staff on the development of Early Reading continued despite the pandemic. The reading interventions were able to continue during partial school closures due to the online resource aspect. Parents also collected books from school. The school's ELSA was able to work with a range of children.	All aspects have been maintained. The ELSA's role has been extended and is a key part of the school's approach to meeting the SEMH needs of children.
Pupil assessment and feedback	Small step assessment framework developed to work alongside the reading book bands that measures the development of comprehension skills. Small unit assessments used in Maths to measure small steps and help with judging progress.	School is using the assessment system that goes alongside the book bands. This allows for the assessment of comprehension skills as well.	This has continued. The range of assessments the school uses has been extended to include reading ages and comprehension ages.
ii. Targeted academic approaches			
Focus	Chosen action/approach	Estimated impact:	Lessons learned
One to One and targeted support	Curriculum planning changed to free up time to allow focus groups led by teacher targeting certain gaps in learning that have emerged for small groups of children. Small group and 1:1 tuition introduced after school for targeted children. Tuition provided by members of school staff.	Geography was temporarily removed from the curriculum after it was decided that the nature of the programmes of study meant that the missed learning objectives could be covered at a later date. Small groups allowed for all children to receive close support to help them make accelerated progress. Small group interventions were held after school in 202/21 during the summer term in	The geography teaching has been focused to cover gaps caused by the temporary changes made to the curriculum. Plans are in place for the small group, after school tuition to continue for the whole of the 2021/22 academic year. The

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		<p>maths and reading comprehension. So far in 2021/22 24 year 6 children have received after school tuition in Maths.</p>	<p>focus has been extended to small group teaching for Year 4 children in reading.</p>
<p>Intervention programmes</p>	<p>Further developing the LBJS Reading Pathways so that it includes early phonics development aspect.</p>	<p>The school's approach to the teaching of early reading now contains a clear phonics element. Training has been given to all class based staff and two members of support staff have been developed to deliver a phonics style intervention linked to our approach to the teaching of reading and writing.</p>	<p>A member of support staff will work for one day a week leading interventions with children who have gaps in their phonetic understanding. Phonics will continue to be integrated into the school's approach to the teaching of early reading.</p>
<p>iii. Wider strategies</p>			
<p>Focus</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>
<p>Supporting parents and carers</p>	<p>Clear communication with parents over changes to school routines. Staff email addresses shared with parents.</p>	<p>93% of parents said that their child was able to navigate their way around Google Classroom easily and 99% of them said that all of the resources needed were readily available online.</p>	<p>Parents are still able to contact teachers using staff emails. Google classroom has continued to be used for children who have been self-isolating.</p>
<p>Access to technology</p>	<p>Purchase another set of Chromebooks for the school.</p>	<p>24 families have benefitted from a chromebook loan so that their children could continue to access the curriculum during a partial school closure or a period of self-isolation.</p>	<p>The chromebooks have continued to be used for children to access online learning packages such as Nessy Learning, Read Theory and Rapide Readers.</p>