

Catch-Up Premium Plan

Halewood C of E Primary Academy School



Summary information					
School	Halewood C of E Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,800	Number of pupils	210

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate 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 years reception through to 11.

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	EEF Recommendations
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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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) 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.

The EEF advises the following:

- Teaching and whole school strategies
- Supporting great teaching
 - Pupil assessment and feedback
 - Transition support

- Targeted approaches
- One to one and small group tuition
 - Intervention programmes
 - Extended school time

- Wider strategies
- Supporting parent and carers
 - Access to technology
 - Summer support

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes towards learning.</p> <p>Basic skills was consistently taught through Lockdown however the loss of face to face teaching has had some impact on recall for retention and depth of learning.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and pace for writing. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown regularly as this is something that is more accessible for families and independent learning. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</p>
	<p>There are some gaps in knowledge through certain units of work not being able to be taught. This means that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£1000)</p>	<p>Time given ensured that Recovery Curriculum for each year group was carefully planned and targeted to specific areas.</p> <p>Additional resources enabled increased focus on concrete learning.</p>	<p>TC</p> <p>SD</p>	<p>March 21</p> <p>March 21</p>
<p><u>Additional Support in the classroom</u></p> <p>In class teaching and learning will be further supported.</p>	<p><i>An additional teaching member of staff will be employed, whilst the class teacher teaches remotely from home due to self-isolation.</i></p> <p style="text-align: right;">(£5720)</p>	<p>Quality first teacher was maximised through the delivery of online teaching whilst maintaining teacher support in class.</p>		
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement the NFER National Test-style Standardised Assessments suite. Complete termly tests and record assessments on ASK EDDI to identify gaps and focus for further teaching.</i></p> <p style="text-align: right;">(£1000)</p>	<p>Completion of standardised tests and use of question level analysis, enables staff to specifically target areas of need, both for quality first teaching and small intervention work.</p>	<p>OC</p>	<p>July 21</p>
Subsection cost				£ 8720

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have made accelerated progress in reading/maths.</p>	<p>1:1/ 1:3 face-to-face tutoring sessions for Year 1-6 targeted children delivered through NTP.</p> <p>(£750)</p>	<p>Year 6 Summer Data:</p> <ul style="list-style-type: none"> In Reading, 93% achieved >WA and 33% achieved GDS In writing, 90% achieved >WA and 40% achieved GDS In Maths, 90% achieved >WA and 33% achieved GDS Combined, 83% achieved >WA and 23% achieved GDS 	DS/OC	March 21
<p><u>Intervention programme</u></p> <p>An appropriate maths intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>Identified children will have made accelerated progress in maths.</p>	<p>Early Morning Groups (8.20 – 9.00am) will take place for selected children. Programmes run may include:</p> <p>First Class @ Number 1</p> <p>First Class @ Number 2</p> <p>Number Counts 1 & 2</p>	<p>Individual data and discussion through Pupil Progress Meetings, evidenced accelerated progress from most children accessing specific intervention programmes. Early morning groups proved to be highly effective for pre-learning to boost confidence and support engagement within lessons.</p>	DS/SC	July 21
<p><u>Intervention programme</u></p> <p>An appropriate reading intervention supports those identified children in reinforcing their phonics and comprehension development: building confidence, developing vocabulary, challenging children and deepening comprehension.</p> <p>Identified children will have made accelerated progress in reading.</p>	<p>Success @ Arithmetic – Number Sense</p> <p>Success @ Arithmetic – Calculations</p> <p>Power of 2</p> <p>Project X Code</p> <p>Read Write Inc</p> <p>(£7687)</p>			
			Subsection cost	£8437

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home learning.</p> <p>Children have access to appropriate stationery resources for successful home-learning to take place</p>	<p>Additional online learning resources will be purchased, such as Seesaw, TT Rockstars, Tapestry to support children at home.</p> <p style="text-align: right;">£1200</p>	<p>Resources provided ensured that all children could access all aspects of blended learning.</p> <p>The average weekly whole school engagement with live online learning was 95% (Year 1 – Year 6).</p>	KS/MT	March 21
	<p>Stationery packs are to be purchased and set aside for children to take home when home learning occurs.</p> <p style="text-align: right;">£300</p>		OC/KS	March 21
<p><u>Access to technology</u></p> <p>During the catch-up provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p>3 new IPADs have been purchased. They are to be used to further support teaching and learning and intervention.</p> <p style="text-align: right;">£777</p>		KS/AC	March 21
<p><u>Wellbeing and Mental Health Support</u></p> <p>Children feel safe, secure and comfortable – both in school and at home.</p> <p>Children have key members of staff that they can speak to if they are struggling.</p> <p>There is a curriculum in place that supports the teaching of mental health and emotional wellbeing.</p>	<p>Additional Learning Mentor Support</p> <p style="text-align: right;">(TBA)</p>	<p>Two members of staff were available during all live sessions for safeguarding reasons and to ensure maximum engagement and support.</p> <p>87% of parents said that the school demonstrated positive awareness about their child's mental health and wellbeing during the coronavirus pandemic.</p>	DS/SD	March 21
	<p>PSHE Association Materials</p> <p style="text-align: right;">£81.60</p>		DS/LS	March 21
	<p>Postcards to be sent home to praise, support and encourage</p> <p style="text-align: right;">£125.40</p>		DS/LS	March 21
			Subsection cost	£2484
			Total cost	£19,641

	Cost paid through Covid Catch-Up	£16,800
	Cost paid through school budget	£2,841