

Catch-Up Premium Plan

Hallbrook Primary School



Summary information					
School	Hallbrook Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£17,121	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 for some, 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
<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.</p> <p>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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <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

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning which may impact on progress in subsequent years as previous learning is not embedded. Children still have a positive attitude and enthusiasm for maths and lockdown has not affected this, They were 'behind' at the beginning of the Autumn Term. Baselining, identifying gaps and reviewing planning accordingly has meant that gaps are being addressed and progress is being made. The long-term plan for White Rose has been adapted to include 'Recovery Units' and this has impacted positively on teaching and learning in Maths. Ready to Progress criteria has been introduced to ensure all the key skills are taught and secure in children's mathematical understanding.</p> <p>Recall of basic skills is an issue for a small group of children who have not accessed home learning – these children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children have missed units of learning focusing on the writing process and this has impacted on children accessing teacher modelling of writing and scaffolded support. Grammar, punctuation and spelling specific knowledge has suffered particularly, and has impacted on their recall and understanding of grammatical terms etc which is a concern for GPS Test at the end of Year 6. Children are limited in their use of complex sentences. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to put additional effort into developing writing stamina and improving their motivation due to the lack of fluency in their ability to write. Whilst most children can still generate ideas they have become less able to develop and expand on their basic ideas.</p>
Reading	<p>Many of our children didn't access the quality and range of texts that match their ability in reading and as a result reading stamina and fluency has been significantly affected. Comprehension skills are not as strong as we would have expected, particularly in the younger year groups. Children are less fluent in their reading and the gap between those children who read widely and those who don't has increased. The bottom 20% of readers have been disproportionately affected due to lack of reading experience.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught, meaning 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 wider curriculum experiences e.g. trips, visitors and memorable experiences.</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> The foundation subject knowledge missed will be analysed by subject leaders and a recovery plan put in place for each subject, considering how pre-requisite knowledge that has been missed will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for subject leaders to research and support planning in non-core subjects. Release time.</p> <p style="text-align: right;">(£1,500)</p>		TW	April 21
<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 through Maths toolkits. We need to add to these as previous shared resources can no longer be shared.</p>	<p>Purchase additional manipulatives with an emphasis on EYFS/KS1 and SEND children in KS2.</p> <p style="text-align: right;">(£1500)</p>		HN	Dec 20
<p>All children to access high quality reading texts throughout the school</p>	<p>Additional books purchased, including high interest low reading ability sets, to enhance the supply of books and negate the impact of resources not being able to be shared across bubbles.</p> <p style="text-align: right;">(£1,500)</p>		TOB	Dec 20
<p>All children have access to their own personal toolkit rather than shared resources in order to reduce the risk of transmission of the virus.</p>	<p>Purchase additional supplies for toolkits</p> <p style="text-align: right;">(£300)</p>		TOB	April 21
<p>Early Years Provision that equips children with the social, emotional and physical skills that enables them to effectively access KS1 curriculum.</p>	<p>Identified from baseline assessments very low PSED and PD.</p> <ul style="list-style-type: none"> - Improvements to the physical environment - Purchase of additional resources to facilitate outdoor learning and social interaction - Additional LSA time to support identified social, emotional and behavioural needs. <p style="text-align: right;">(£11,000)</p>		TOB	Dec 20
<p>Year 1 provision that accelerates progress for children who were affected by an incomplete reception year.</p>	<p>Amended Year 1 provision to facilitate early years gap filling through continuous provision.</p> <p>Additional teacher input for coaching and mentoring</p> <p>Additional LSA time to support identified social, emotional and behavioural needs.</p> <p style="text-align: right;">(£7000)</p>		TOB	Dec 20

<u>Teaching assessment and feedback</u> 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.	Rising Stars Assessment materials purchased. (£1400)		TW	July 21
<u>Transition support</u> Children/parents/carers who are joining school from different settings or who are beginning their schooling at Hallbrook have an opportunity to become familiar and confident with the setting before they arrive.	<i>Additional time is made to cover the teacher so that they can have a transition meeting with parent and child so that the child is confident in joining.</i> (£400)		TW	
Total budgeted cost				£ 24,600

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	Individual and small group reading and phonics interventions established to address the gaps for identified children/groups. Reading interventions being used include: <ul style="list-style-type: none"> - Additional teacher to facilitate small groups - KS2 reading comprehension - Year 1 focus groups (£16,000)		TOB	Feb 21
<u>Intervention programmes</u> An appropriate numeracy/reading intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>Use of Shine Interventions linked directly to outcomes from test analysis. Purchase of materials, training of staff, use of LSAs to deliver relevant interventions</i> (£500)		TW	Dec 20
Nuffield Early Language Intervention (NELI) introduced	10 minutes per child to screen – LSA time. Teachers and LSA to complete 10 hours training. 2 hours per week to deliver the intervention. (£4500)		AD	From Jan 21
Children’s gross motor skills gaps are addressed by the time they move to Year 1	Big Moves intervention (£2000)		AD	Nov 20
Total budgeted cost				£23000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	<i>Additional online learning resources will be purchased, such as TT Rockstars, Numbots, Read Theory to support children at home.</i> (£370)		TW	Sept 2020 As required
<u>Supporting children with anxiety related issues that is preventing access to learning</u> All children who are identified with anxiety related issues that have been heightened as a consequence of COVID-19 are supported to be able to attend school and access learning	2 trained staff to deliver programmes such as: Sensory circuits/funtime/ELSA (£6500)		AD	Dec 20
<u>Access to technology</u> Access to technology at home for all parents and children as and when required.. Teachers have tablets and desktops that are equipped with webcams and allow the teachers to access school-based resources from home and improve home-school communication. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Participation in national donation scheme to acquire additional laptops/tablets which pupils can use at home if and when required.</i> <i>Set up and training to facilitate remote learning via Teams</i> (£2000) Purchase webcams with built in microphones for each class that uses desktop computers to enable delivery of online lessons. Purchase tablets for staff use to facilitate communication and preparation of video lessons (£2000)		PB	Feb 21 Dec 20 Dec 20
			Total budgeted cost	£10,870
			Cost paid through Covid Catch-Up	£17, 121
			Cost paid through charitable donations	£laptops
			Cost paid through school budget	£41,349