

Catch-Up Premium Plan

Hallbrook Primary School



Summary information					
School	Hallbrook Primary School				
Academic Year	2021-22	Total Catch-Up Premium School led tutoring grant	£2,465 £2,025	Number of pupils	200

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 did not 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 do not 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, or have been accessed remotely, 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>Teachers to have an enhanced understanding and implementation of pedagogical techniques that will improve the quality of teaching and thereby improve pupil outcomes</p> <p>Effective provision that accelerates progress for children in cohorts identified as significantly affected by a disrupted year.</p>	<p><i>Additional time for subject leaders to research and support planning in non-core subjects. Release time.</i> <i>(£1,500)</i></p> <p><i>Staff meeting time directed to CPD Research based approach to implementation including release time for peer observations</i> <i>(£3,500)</i></p> <p><i>Amended Year 1 provision to facilitate early years gap filling through continuous provision. Additional teacher input for coaching and mentoring Additional LSA time to support identified social, emotional and behavioural needs.</i> <i>(£7,000)</i></p>			
<p><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.</p>	<p><i>Assessment materials purchased. Training for staff Release time for development and implementation of improved assessment procedures in core and non-core subjects</i> <i>(£1,500)</i></p>			
Total budgeted cost				£13,500

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> 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.</p> <p>Identified children have significantly increased rates of mental maths recall and fluency</p>	<p>Individual and small group reading and phonics interventions established to address the gaps for identified children/groups. Reading interventions being used include:</p> <ul style="list-style-type: none"> - Additional teacher to facilitate small groups - Additional teacher for phonics groups - Year 2 and Y3 focus groups <p>Individual and small group maths interventions established to address the gaps for identified children in Year 6</p> <p style="text-align: right;">(£7,610)</p>			
<p><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.</p> <p>Nuffield Early Language Intervention (NELI) improves spoken language and vocabulary of identified pupils in EY</p> <p>Children’s gross motor skills gaps are addressed by the time they move to Year 1</p> <p>Progress of disadvantaged children is accelerated in order to promote recovery</p>	<p><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> <p style="text-align: right;">(£500)</p> <p>10 minutes per child to screen – LSA time. Teachers and LSA to complete 10 hours training. 2 hours per week to deliver the intervention. <p style="text-align: right;">(£1,500)</p> <p>Big Moves intervention <p style="text-align: right;">(£2,000)</p> <p>School – led tutoring for identified pupils <p style="text-align: right;">(£2,700)</p> </p></p></p></p>			
Total budgeted cost				£14,310

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have continued 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 continue to be purchased, such as TT Rockstars, Numbots, Read Theory to support children at home.</i> (£370)			
<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	Full time non-contact ELSA to deliver programmes such as sensory circuits, social communication and nurture provision (£17,800)			
<u>Access to technology</u> All families have access to appropriate technology to support home learning	<i>Provision of devices to families as and when required</i>			
			Total budgeted cost	£ 18,170
		Cost paid through Covid Recovery Grant		£ 2465
		Cost paid through Tutoring Grant		£ 2075
		Cost paid through school budget		£ 41,440