



Catch-Up Premium Plan Hedon Primary School

Summary information					
School	Hedon Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15 680	Number of pupils	175

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

Wider strategies
Supporting parent and carers
Access to technology

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 however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in assessments.</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. Grammar, punctuation and spelling 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. Presentation has also been affected.</p>
Reading	<p>Many of our children did not access reading during lockdown. Whilst, this is something that was more accessible for families and required less teacher input, our pupils did not always use the online packages available to support reading during lockdown. Phonics Youtube lessons were accessed but their impact was limited possibly as pupils did not complete the activities set by the teacher during the session and simply watched the YouTube clip. As a result, 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. The bottom 20% of readers have been disproportionately affected. In the younger years, pupils have forgotten many of the basic phonic sounds and are finding blending problematic.</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 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.</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. Staff meeting time will also be dedicated to this work.</i></p> <p><i>Coordinator time spent plotting gaps in curriculum coverage and sharing details with class teachers for upcoming year groups for Sept 2021.</i></p> <p style="text-align: right;">(£1000)</p>	<p>Staff are able to ensure prior knowledge is checked before new learning takes place. This has led to good progress evidenced in books and gains in test scores evidenced by NFER testing.</p> <p>Further checks will continue into the academic year 2021-22 to ensure pupils continue to make accelerated progress.</p>	<p>ABar</p> <p>Aak</p>	<p>Jul 21</p> <p>Further review Jan 2022.</p> <p>Jul 21</p> <p>Further review Jan 2022.</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 Standardised Assessments suite. Complete termly tests and record assessments to identify gaps and on Insight to track performance.</i></p> <p><i>Pilot research project all agreed with NFER – Y1 and 2. COVID Impact</i></p> <p style="text-align: right;">(£2000 – cost met from the school budget)</p>	<p>NFER tests have ensured staff track pupils progress and most importantly use the analysis tool to ensure gaps or weaknesses in pupil knowledge is identified and addressed swiftly.</p> <p>Results show that this regular tracking has led to progress for all.</p> <p>This testing regime will continue into the academic year 2021 -2022.</p>	<p>ABak</p>	<p>Jul 21</p> <p>Further review Jan 2022.</p>
<p>Total budgeted cost</p>	<p style="text-align: right;">£3000</p>			

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 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><i>A full time additional teaching assistant (or equivalent) will be appointed to enable current highly trained staff to undertake intervention work with children. This will include a release time for Success at Arithmetic and the TA supporting class activities to allow teachers to teach interventions or undertake 1 to 1 support.</i></p> <p><i>(£16 175 – part funded by the school budget.)</i></p> <p><i>Further catchup will be undertaken by class based TAs and teachers linked to the schools rigorous intervention plans through pupil progress meetings.</i></p> <p><i>(Cost funded by the school budget)</i></p>	<p>The TA appointed was highly skilled and had QTS. This allows online 1 to 1 catch upwork to take place with pupils at home during lockdown and in school on their return.</p> <p>Support was focussed in Y5 as this year group had been significantly affected by lockdown. Results show:</p> <p>Average score for the cohort</p> <p>91 - 98 = Reading 94 - 104 = Maths</p> <p>Numbers meeting ARE moved much closer to national expectations and there were equal gains in those achieving Greater depth.</p> <p>This class is now best placed for their final primary school year.</p>	<p>ABar/ABAK</p>	<p>Jul 21</p> <p>Interventions will be reviewed termly through pupil progress meetings and coordinator/SLT monitoring.</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>		<p>Total budgeted cost</p>		<p>£16 175</p>

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 and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional online learning resources will be purchased, such as Read theory, Spelling Shed and TTRockstars will be purchased so that children can practise spellings, reading and Times tables at home.</i> <i>(£1500 cost from the school budget)</i></p> <p><i>7/14-day home-learning paper packs are printed and ready to distribute for children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> <i>(£250 cost from the school budget)</i></p> <p><i>Following a successful trial of the Good2 Learn package, the school has extended its use into the Autumn Term 2021 for further catch up.</i> <i>(Cost £300 from the school budget)</i></p>	<p>Online resources are well used by pupils. Multiplication test results were higher than published online by researchers (211 school sample) = Average score in research is 18.4. Our average score is 23. This puts us in the top 10% of schools according to this research.</p> <p>Spelling tests results using spelling shed to practice also showed improvement across the school.</p> <p>Good 2 Learn analytics show improvements in pupil knowledge after they have completed a module. Further work looking at application of this knowledge will be completed in the Autumn Term 2021.</p> <p>Read theory has been used in Y5/6 to focus on gaps in pupils knowledge/skill application.</p> <p>We will continue to use these packages into the academic year 2021-2022 to support teaching and catch up activities.</p>	ABar	<p>Feb 21</p> <p>Further review Jan 2022.</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p><i>The school has purchased 30 new Chrome books, storage trolley and licences. These will be used to support interventions.</i> <i>(Cost already met from the school budget)</i></p>	<p>Use of in school and at home through our loans system of the packages and teaching as above, has led to progress for pupils from their starting points.</p>	ABar	Feb 21

<p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>All staff have a new Chromebook purchased this year alongside an IPad Mini. This is to be supplemented with high quality visualisers to support online teaching.</i></p> <p><i>(Cost already met from the school budget for laptops. Visualisers £120)</i></p>	<p>The school will continue to loan laptops as needed and maintain regular use in school.</p> <p>Visualisers were seen to have an direct impact on pupil outcomes during lesson observations in the Summer Term 2021.</p>	<p>ABar</p>	<p>Feb 21</p>
Total budgeted cost				£ 1820
			Cost paid through Covid Catch-Up	£15 680
			Cost paid through school budget	£5315 plus Chromebook costs.