

Summary information					
School	Hartsbourne Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16160	Number of pupils	203

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
<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</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

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<p>Extended school time</p> <p>Wider strategies</p> <p>Supporting parent and carers</p> <p>Access to technology</p> <p>Summer support</p>
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Identified impact of lockdown	
EYFS	<p>Phase 3 digraphs learnt but not applied to writing; recapped in final three weeks of Spring term. Coverage should not be affected. As there has been limited social interaction for the children during lockdown there has been an impact on the PSED element of Reception. Planning will ensure plenty of opportunities for co-operative play and supported games.</p>
Maths	<p>Following the reopening of our school, each class teacher conducted assessments of the children's arithmetic and reasoning. Our conclusions from this data, along with teacher assessments, are that there has still been expected progress throughout the term. Despite this, the data does suggest a lack of accelerated progress across the year groups, particularly with lower ability children. While we are confident that the vast majority of children were completing maths work (+4 times a week) our belief is that with lower ability children in particular, this work was heavily supported by parents; often to the point where children were completing tasks far beyond what would be expected of them by class teachers. We feel the biggest impact of lockdown has been on the children's lack of independence when completing maths tasks. Now reopened, we have observed that some children are struggling to work unsupported. Going forward - interventions will be based around working to remove maths anxiety as well as recapping the lesson objectives from the Spring term. We aim to give all children the opportunity to make accelerated progress in the summer term.</p>
Writing	<p>Owing to the nature of remote learning, many children were required to complete the majority of written work at home on laptops or iPads, meaning that the quality of their handwriting and technical writing skills have not made the progress we would normally expect, and in some cases has regressed. As well as this, the supportive nature of word processing software has led to children submitting work with automatically corrected errors in spelling, punctuation and grammar; knowledge which they do not 'truly' possess and have not been able to replicate on their return to school. Finally, in some cases a lack of practice in handwriting and presentation has led to a decline in expected standards in multiple year groups.</p>
Reading	<p>Many younger children received much more 1:1 support with their phonics work than they would normally receive in school, and whilst this was helpful to fill in the 'teaching gap' caused by remote learning, the children lacked the ability to replicate their phonics knowledge on their return.</p>

	Guided reading was also very difficult to achieve remotely and as a result, though many teachers shared stories with their classes, the opportunity to discuss the texts and answer questions about them was lost. Sadly, some reluctant readers did not read anything independently during the lockdown period and have missed valuable opportunities to be exposed to high-quality texts and use them as inspiration for written work.
Science & Non-core	Children have completed light touch activities during remote learning and have not had access to the depth of learning in non-core subjects. There are now significant gaps in knowledge, whole units have been missed across the curriculum and this means that children will be missing some prerequisite knowledge when learning concepts. In Science they will be less likely to build on previous knowledge and to make the links to themes and concepts across the subject. Certain year groups have missed out on key experiences or statutory teaching, for example sex education.

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>Writing has been identified as an area of learning where lockdown has had the most negative impact. Work with the Centre for Literacy in Primary Education (CLPE) to develop the teaching of writing and writing progression across the school.</p> <p>CLPE offers training and resources that are all based on credible research and on the principles of effective continuing professional development.</p> <p>Main Focus</p> <ul style="list-style-type: none"> • A child's right to be literate and to enjoy literature. • The importance of texts that engage children 	<p>Buy into the Centre for Literacy in Primary Education (CLPE) training to improve the teaching of writing by taking a high-quality literature based approach to teaching across the school.</p> <p>Power of Reading Training – Literacy Lead Power of Reading Resources – All Understanding The writing Journey EYFS Understanding the Writing Journey KS1 Understanding the Writing Journey LKS2 Understanding the Writing Journey UKS2</p> <p>£1155</p>		GH	Dec 21

<p>and support developing literacy.</p> <ul style="list-style-type: none"> Practice that is underpinned and supported by robust classroom-based research. <p>Phonic awareness has fallen as children have been accessing remote phonics sessions with inconsistent levels of support.</p> <p>Gaps in spelling teaching have meant that the children have had to overlearn key word families.</p>	<p>Jolly phonics resources purchased and training run in house to ensure a consistent approach to phonics teaching in EY- Yr 2</p> <p>£628.20</p> <p>Purchase No Nonsense spelling program to be used as a teaching frame in class from Years 2-6.</p> <p>£290</p>		<p>JDP</p> <p>GH</p>	<p>Dec 21</p> <p>Dec 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers need to 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 SANDWELL maths assessment for key children. - £375</i></p>		<p>RP/JDP</p>	<p>Dec 21</p>
<p><u>Transition support</u></p> <p>Current Reception class have isolated for a total of 24 days on top of the lockdown so will not be ready for a KS1 curriculum. CIL will need to be purposefully</p>	<p><i>Online training by EY Consultant Alastair Bryce Clegg focusing on continuous provision in Year 1 - £30</i></p>		<p>EPB</p>	<p>Dec 21</p>

<p>managed into Year 1 to ensure that the children are ready for learning as soon as possible.</p> <p>Reception need further curriculum development to support narrowing the gap and developing opportunities for PSED. EY leader to plan for new intake with extra support.</p>	<p>Accompanying Manual -Year One in Action: A Month-by Month Guide to Taking Early Years Pedagogy into KS1 -</p> <p>£25</p> <p>HFL EYFS Curriculum guide</p> <p>£50</p>		JDP	Dec 21
Total budgeted cost				£ 2513

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>Our data analysis has shown that our Year 5 cohort have shown a significant slowing of progress after the lockdown. This can also be seen in our children with SEN across the school.</p>	<p>Small group work in Year 5, 3 mornings a week with a qualified teacher.</p> <p>Afternoon teacher interventions with identified children across the school.</p> <p>£5430</p>		PA/JDP/G H/AF	July 21

<p><u>Intervention programme</u></p> <p>First Class at Number is an Edge Hill university evidence based intervention that supports identified children in reinforcing their understanding of basic maths skills and application of number. Children will be identified across Year 4 & 5.</p> <p>Teaching assistants to work with small groups identified by the class teachers on specific skills gaps.</p> <p>Enhanced catch up through blended learning for those identified as having SEN.</p> <p>Better Reading Partner evidence based Edge Hill university reading intervention. BRSP is a TA-run programme, with a teacher or senior leader taking on the role of the 'link teacher' to maintain an overview of the intervention and its impact on pupil progress. The link teacher attends the first morning of the training so that they gain the necessary information to select pupils for the programme, support TAs in its delivery and assess the impact on children's learning.</p>	<p>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). £990</p> <p>Comprehension and fine motor skills interventions. £588</p> <p>Purchase of 10 licenses from Nessy for children with difficulties with spelling. Online home learning to tie in with in school interventions from teachers and support staff. £200</p> <p>BRPS training for 2 TA's and a link teacher. £655</p>		<p>RP/JDP/D H</p> <p>JDP</p> <p>JDP</p> <p>GH</p>	<p>Dec 2021</p>
Total budgeted cost				£ 7863

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Reading Eggs 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>R-Yr 6 2 year subscription to Reading Eggs £1927</p>		GH	Dec 21
<p><u>Wellbeing and Mental health</u></p> <p>A whole school approach to wellbeing and mental health with cross key stage themes to rebuild the sense of community despite still being in bubbles.</p> <p>Curriculum developed to include more opportunities for outdoor learning and weekly forest school sessions for all children across the academic year 2021 – 2022. An outdoor learning curriculum study peer reviewed and published by PLOS One found that;</p>	<p><i>Purchase of Jigsaw PSHE scheme.</i> £995</p> <p>Forest School Leader Level 3 Training £897</p>		SB DH	Dec 21 Dec 21

<p><i>'Outdoor learning has the ability to enthuse, engage and support children of all learning abilities in reaching curricular aims alongside positive improvements to health and wellbeing. With the relationship between education and health well documented throughout the life course, this study supports outdoor learning as a method of facilitating pupils in achieving their academic potential, improving educational experiences and attainment and ultimately improving future health outcomes and employment pathways.'</i></p>			
			<p>Total budgeted cost £ 3819</p>
		<p>Cost paid through Covid Catch-Up</p>	<p>£ 14195</p>
		<p>Carried to next year</p>	<p>£ 1965</p>