**Catch-Up Premium Plan – Hope Brook C of E Primary School** 

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| **Summary information** | | | | | |
| **School** | Hope Brook C of E Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £9,440 | **Number of pupils** | 118 |

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| **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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 |

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| **Identified impact of lockdown** | |
| **General Learning skills** | As well as subject specific learning, we are aware that some of the more general learning behaviours have been significantly impacted by lockdown. The children’s independence has certainly been affected. Observations demonstrated that children were asking for a lot more help – particularly in the transition from instruction to independent activity. Pupils appear to be distracted more easily – which has affected some pupils more than others. Teachers have expressed concerns about the pace of learning – feeling that this has slowed. Some of the features we have seen are common features at the start of a school year and are usually fairly quick to address. |
| **Maths** | Specific content has been missed, leading to gaps in learning.    Recall of basic skills has suffered – children are not able to recall number facts and times tables, and have forgotten once taught calculation strategies. It has also become evident that children have been taught strategies that differ from strategies used in school – which has required some unpicking. |
| **Writing** | Children have completed less sustained writing during lockdown and the writing they have undertaken has lacked structure and application of grammatical knowledge. It has been obvious that presentation and stamina in undertaking writing tasks has suffered. Children have expressed aching/tiredness of hands when required to complete writing tasks.  Having focused so much on the development of Early Reading, we knew that our Y1 children had only just started developing their writing skills prior to lockdown. |
| **Reading** | The area that has been affected most during lockdown is KS2 reading. Our children are keen readers but they have not received the challenge of group discussion and comprehension that is our usual practice. We were surprised by the results of the assessments completed in September. The children really struggled with sustaining concentration in reading tasks. This led to us raising questions about the (age) appropriateness of material that was read at home. |
| **Foundation subjects** | There are now significant gaps in knowledge – whole topics 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 and visitors. We have tracked topics that have been missed and have looked at how we can ensure crucial elements of the topics can be covered. (In some ways, the timing of lockdown had less of an impact on some of our curriculum areas because we had been going through the process of reviewing our curriculum and introducing a 5th class into our curriculum planning and some of the topics we were due to cover were new topics.)  An area of significant concern for us has been physical education. We are proud of our sporting achievements and we have worked hard at establishing an impressive level of fitness in our pupils. On their return to school, it was clear that our children’s level of fitness had deteriorated. |
| **Year groups** | When school re-opened in June, we were able to accommodate most of the children in Y1 and Y2 and all our Y5’s were able to return for part of the school week. We had made the decision to bring back as many Y5’s as possible as they were the year group with the most challenges. We were aware that the year groups we had least contact with were the Y3 and Y4 group (our current Y4 and Y5). |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Resources** | **Impact** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Ensure the teaching of Early Reading is secure and that areas missed during lockdown are addressed  Focus on the teaching of comprehension skills and developing stamina in reading texts  Re-establish basic number skills and rapid recall skills | Split Robins and Woodpeckers into year groups for the teaching of phonics, and introduce an additional phonics session in the afternoons.  Additional TA hours to support = £2900  Additional reading slots established in KS2  Autumn term focus on basic skills and re-establishing calculation strategies |  | VS  SJ  IH | Dec 20  Dec 20  Dec 20 |
| Curriculum development  Establish skills of working together and using talk for learning through our ‘Recovery Curriculum’ focusing on a theme of colour  Ensure curriculum is adapted to incorporate missed areas of learning from last year  Proactively decide which areas of the curriculum will be ‘trimmed’ to enable catch-up work to happen  Support pupils well-being through the use of the Boxall Profile and utilising training opportunities offered by the Trailblazer project  Ensure pupils well-being is supported by continuing mindfulness work and introducing new strategies – such as yoga | Plan a whole school theme – focusing on practical learning, group activities, using talk for learning strategies  Use of staff meeting time to identify missed areas of learning, where those areas could be addressed, which parts of curriculum will be trimmed – and consider impact on future learning  Monitor all children’s well-being through the Boxall Profile. Address any emerging needs for groups/individual staff and pupils. (Funded by the Trailblazer Project)  Continue to ensure mindfulness activities are used daily – and identify opportunities to introduce new skills |  | SS  IH  IH  VS  VS | Dec 20  Dec 20  Dec 20  Dec 20  Dec 20 |
| **Teaching total budgeted cost** | | | | **£ 2,900** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  KS2 catch-up sessions to address gaps in learning – focus areas will be identified through termly assessments  Resources allocated to children who missed the most amount of schooling / have been impacted most by lockdown  Lowest 20% identified in KS1 | After school catch up slots established in KS2 classes (3 X 13 sessions = £975). Initial focus area – Reading  Additional TA time to be allocated to small group / 1:1 teaching as catch-up (Ta X 2 – based in Y6, Y1 and Y3/4 = £5,565)  Needs to be addressed during the school day – with the support of additional TA time (as above) |  | SS  SS | Dec 20  Dec 20 |
| **Targeted academic support total budgeted cost** | | | | **£6,540** |

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| 1. **Wider Strategies** | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **Impact (once reviewed)** | **Staff lead** | **Review date** |
| Supporting parents and carers  Introduce a more effective strategy for Home Learning by utilising the homework facility available through eschools. (This would be good preparation for any potential future lockdown and fits in with DfE focus on strategies for remote learning).  Review communication systems to ensure a more cohesive approach is established  Set up Parent Group – as a strategy to incorporate the views of parents more easily | Inset time used to explore the use of the homework pages – all classes to ensure parents have login details for children and use this location for homework tasks  Weekly letter home to parents – sent via eschools to keep parents informed  Invite parents to express an interest in representing their year group, hold elections if necessary and arrange 1st meeting – to look at RSE Policy and reflect on our approach to lockdown. | |  | SS  SS  SS | Dec 20  Dec 20  Dec 20 |
| **Wider strategies total budgeted cost** | | | | | **£0** |
|  | | **Total budgeted cost for all aspects of the tiered approach** | | | **£9,440** |
|  | | **Cost paid through COVID Catch-Up** | | | **£9,440** |