

# Catch-Up Premium Plan

## Harewood Primary School

Summary information					
School	Harewood Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£31,200	Number of pupils	390

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	Specific content has been missed, leading to some gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they have missed having concepts taught and finding concentrating for long periods difficult. Recall of basic skills has suffered – children are not able to recall addition facts, times tables at the same speed and have forgotten once taught calculation strategies. This is reflected in arithmetic sessions in class
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS 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. Handwriting has also deteriorated over the lockdown period.
<b>Reading</b>	Children continued to access reading during lockdown, particularly through Lexia and Reading Plus. This is something that was more accessible for families and required less teacher input.
<b>Non-core</b>	Home learning included the blocked topic units which has enabled those children who completed home learning to continue to be able to make links between topics and subjects. Teachers are mindful of making any explicit links between topics in their current teaching.

**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 the cpa approach in the White Rose Maths scheme. White Rose Maths scheme has produced a recovery scheme which staff are following.</p> <p>To aid sequential teaching of the Grammar curriculum to support topics that would have been taught during the lockdown period.</p> <p>Additional staff employed to ensure that each bubble has at least two members of staff to enable specific support during lessons and bubble sizes are small.</p>	<p><b>Staff are aware of topics covered during lockdown and references will be made to them when subsequent units of work link.</b></p> <p><b>Purchase additional manipulatives for the whole school to enable each bubble to have their own resources. (£1000)</b></p> <p><b>Classroom Secrets subscription provides a very structured differentiated resource to support the teaching of Grammar. (£570)</b></p> <p><b>September 2020 - April 2020</b>  <b>Teaching assistants</b>  <b>1 £10,782.00</b>  <b>2 £10,782.00</b>  <b>3 £8,859.00</b></p> <p><b>Teachers</b>  <b>1 £18,838.00</b>  <b>2 (£220) (until Xmas) £9,240.00</b></p> <p><b>Admin</b>  <b>1 (4hrs) £1,317.00</b>  <b>( £59,818.00)</b></p>	<p>References are being made to previous units of learning. Children are receiving a well rounded curriculum being taught all subjects.</p> <p>White Rose Scheme is being taught across school. Children are accessing manipulatives where necessary. Spring PUMA scores show good levels of progress with the majority of children at expected levels. (April 21)</p> <p>Grammar teaching is more focussed in year groups. Reference is made regularly to topics from previous years.</p> <p>All bubbles have at least 2 adults with them allowing focussed teaching opportunities and few adults crossing bubbles. Only a few class bubbles have burst since September.</p>	<p>CH/JC</p>	<p>Feb 21</p> <p>Feb 21</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,</p>	<p><b>Purchase and implement the Rising Stars New Pira and Puma test. Complete termly tests and record assessments on MARK to identify strengths and areas of</b></p>	<p>Pira and Puma scores have been reviewed on Insight. Children who haven't made the required</p>	<p>CH</p>	<p>July 21</p>

giving a greater degree in confidence and accuracy of assessments.	<b>development. Scores are recorded on Insight to track performance.</b>  <b>(£2500)</b>	progress have been identified and interventions put in place.		
<u>Transition support</u>  Children who are joining school from different settings or who are beginning their schooling with Harewood Primary have an opportunity to become familiar and confident with the setting before they arrive via a socially distanced parents meeting in September. Staff all sent information to their new classes introducing themselves.	<b>Children settle into school well.</b>	Children settled back into school well in September. Following the second lockdown similar routines were put into place. Younger children have found it more difficult to settle back into school – staff have worked hard re-establishing routines but also amending the school day to reflect this. They have used more outside learning to help with this transition.	JC	Ongoing
<b>Total budgeted cost</b>				<b>£ 63838</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of reading fluency. 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.	<b>Appoint 2 Learning Mentors (Numeracy and English) provided by Teach First. (Cost funded by DFE – school to pay on costs. Work with small groups of identified children across school using resources from Shine.</b>  <b>(£3800)</b>	Academic mentors have started after February half term. The literacy mentor has targeted Year 5 children and the maths mentor is working with the Year 4 children. The children have responded well and work has been targeted using guidance from teaching staff and the Shine resources.  Tutoring provided by FFT Lightning squad is due to start after the Easter holidays – this will target the Year 4 children.	CH/JC	Feb 21  Feb 21
<u>Intervention programme</u>  An appropriate intervention, such as Shine from Rising stars, supports identified children in reinforcing areas of development from Pira and Puma tests. Phonics programme, Nuffield Early Language Intervention (NELI) will be targeted at specific children in Reception	<b>Shine purchased. Staff are able to deliver the intervention confidently. Reception staff receive on-line training on NELI, screen children using Language screen and deliver the sessions to identified children. Children will be retested using Language Screen in the Summer term.</b>	Staff have familiarised themselves with the Shine resources. Children have been identified and interventions put into place. Reception staff will deliver NELI in the Summer term.	CH	July 21

following a screening late in the Autumn term. This will improve the children's oral language and early literacy skills	(£500)			
<b>Total budgeted cost</b>				<b>£4300</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<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>Children have access to an age appropriate learning platform (EY and Year One – Seesaw, Year Two upwards Microsoft Teams and Classkick (Y6)) to ensure daily tasks and feedback. Teams will allow children self-isolating to receive live lessons (where appropriate).</p>	<p><b><i>Additional online learning resources will be purchased, Spelling Shed and Maths Shed will be purchased so that children can practise spellings at home to support websites already subscribed.</i></b></p> <p style="text-align: right;"><b>£300</b></p> <p><b><i>2 week home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></b></p> <p><b><i>Training is provided for online- platforms and children become familiar with them during lessons. Homework tasks are set using the platforms.</i></b></p> <p style="text-align: right;"><b>£500</b></p>	<p>Children were familiar with online resources before lockdown in January. Children engaged well with these activities prior to home learning and during the lockdown period.</p> <p>Staff had learning packs ready in case their bubble burst – this enabled home learning to start immediately. Packs were put together that reflected the learning in the classroom – these packs were integral to the teaching within the classroom.</p> <p>Staff received training on the online platforms. Children were familiar with them through the use in the classroom and homework. All children could access the appropriate learning platform during the lockdown from January.</p>	<p>CH/JC</p> <p>CH/JC</p>	<p>Feb 21</p> <p>Feb 21</p>

Parents are supported with expectations of home learning with guides to Seesaw or Microsoft Teams and a guide to home learning. Timetables are provided by each year group.	<b><i>Each Year group produces a home learning timetable. Parents are contacted at the beginning of self-isolation to check ICT access and share home learning protocols.</i></b>	All information was emailed to parents and available on the website. Staff maintained excellent communication with parents during the home learning period. Parents were able to contact school if they had difficulties accessing the learning platform.		
<u>Access to technology</u>  When self-isolating children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.  Children have access to headphones with microphones to use at home to access live lessons on Microsoft Teams.  Teachers have access to school 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.	<b><i>Access to 60 IPADS from the DFE scheme. Home Learning IPADS are identified and set up for home learning with appropriate filtering. A loan agreement form is written for parents who loan ICT equipment.</i></b>  <b><i>Headphones with microphones purchased to enable children to access live learning when self isolating.</i></b> <b><i>£100</i></b>  <b><i>Laptops are set up by ONEIT to work remotely for staff to use at home</i></b>	Another 30 IPADS were accessed from the DFE in March. Any child who required access to technology was provided with it. We lent out 75 IPADS and numerous dongles and headphones. We also arranged extra data for mobile phones for any parent that requested it.  Any staff who required a school laptop was able to access one. Home learning was taught extremely effectively either from the classroom or from the home of staff.	CH  CH	Feb 21  Feb 21
<u>Summer Support</u> NA				
			<b>Total budgeted cost</b>	<b>£ 900</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£69038</b>
			<b>Cost paid through school budget</b>	<b>£37838</b>