

Catch-Up Premium Plan 2020 -2021

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 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 <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology

Identified impact of lockdown	
Maths	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
Writing	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.
Reading	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.
Non-core	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	How will be the impact be measured?	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><i>Staff are aware of topics covered during lockdown and references will be made to them when subsequent units of work link.</i></p> <p><i>Purchase additional manipulatives for the whole school to enable each bubble to have their own resources. (£1000)</i></p> <p><i>Classroom Secrets subscription provides a very structured differentiated resource to support the teaching of Grammar. (£570)</i></p> <p><i>September 2020 - April 2020 Teaching assistants</i> <i>1 £10,782.00</i> <i>2 £10,782.00</i> <i>3 £8,859.00</i></p> <p><i>Teachers</i> <i>1 £18,838.00</i> <i>2 (£220) (until Xmas)</i> <i>£9,240.00</i></p>	<p>Children are able to make the links to previous knowledge through oral and written work.</p> <p>Children regularly have access to manipulatives in lessons. This will be evidenced through teaching and via observations.</p> <p>Children have access to a well taught differentiated curriculum. Children have a greater understanding of grammatical terms evidenced in specific grammar work and through their writing.</p> <p>Through the number of bubbles that have to self isolate. Extra staffing should allow only class bubbles to have to isolate.</p>	<p>All foundation subjects taught Staff made reference to previous topics to ensure continuity.</p> <p>All children were able to access their own resources – outcomes at the end of KS1 and KS2 were broadly in line with national average.</p> <p>Grammar has been well taught across the school in a sequential manner. This is evident in specific grammar work and through the children's writing.</p> <p>Isolation has only ever been class bubbles – minimising the number of children and staff having to self isolate.</p>	<p>CH/JC</p> <p>CH/JC</p> <p>CS</p> <p>CH/JC</p>	<p>July 21</p> <p>July 21</p> <p>July 21</p> <p>July 21</p>

	Admin 1	£1,317.00			
		(£59,818.00)			
<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.	<i>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 development. Scores are recorded on Insight to track performance.</i>		Through PUMA and PIRA standardised scores and ages.	PUMA and PIRA tests completed termly. Analysis was used to inform interventions required. Children achieved well on both tests.	CH July 21
		(£2500)			
<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.	<i>Children settle into school well.</i>		Children are settled in school without issues. Parental contact.	Children settled well in September – children have become very independent upon entering school.	JC Ongoing
Total budgeted cost					£ 63838

ii. Targeted approaches					
Desired outcome	Chosen action/approach	How will be the impact be measured?	Impact (once reviewed)	Staff lead	Review date?
<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.	<i>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.</i>		Through PIRA and PUMA assessments, multiplication test results and Reading Plus data.	CH/JC	July 21
		(£3800)			

<p><u>Intervention programme</u></p> <p>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 following a screening late in the Autumn term. This will improve the children's oral language and early literacy skills</p>	<p>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.</p> <p style="text-align: right;">(£500)</p>	<p>Through PIRA and PUMA assessments. Summer term outcomes of Language Screen.</p>	<p>Neli will be completed in Year one due to the lockdown period. Shine interventions were implemented after Spring assessments. Summer outcomes were good.</p>	<p>CH</p>	<p>July 21</p>
Total budgeted cost					£4300

iii. Wider Strategies					
Desired outcome	Chosen action/approach	How will be the impact be measured?	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>Children have access to an age appropriate learning platform (EY and Year One – Seesaw, Year Two upwards</p>	<p>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.</p> <p style="text-align: right;">£300</p> <p>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.</p> <p>Training is provided for online- platforms and children become familiar with them</p>	<p>Through usage of online resources and impact on Spelling scores and Maths outcomes.</p> <p>All children able to access home learning if necessary</p> <p>All children have access to remote</p>	<p>All children had access to online resources during the lockdown period. Children engaged well</p>	<p>CH/JC</p> <p>CH/JC</p> <p>CH/JC</p>	<p>July 21</p> <p>July 21</p> <p>July 21</p>

<p>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>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.</p>	<p>during lessons. Homework tasks are set using the platforms.</p> <p style="text-align: right;">£500</p> <p>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.</p>	<p>learning that provides feedback.</p> <p>Through parental questionnaire</p>		<p>CH/JC</p>	<p>July 21</p>
<p><u>Access to technology</u></p> <p>When self-isolating children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Children have access to headphones with microphones to use at home to access live lessons on Microsoft Teams.</p> <p>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.</p>	<p>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.</p> <p>Headphones with microphones purchased to enable children to access live learning when self isolating.</p> <p style="text-align: right;">£100</p> <p>Laptops are set up by ONEIT to work remotely for staff to use at home</p>	<p>All children are able to access home learning via ICT.</p> <p>All staff have access to appropriate ICT</p>		<p>CH</p> <p>CH</p>	<p>July 21</p> <p>July 21</p>
<p><u>Summer Support</u> NA</p>					
Total budgeted cost					£ 900
Cost paid through Covid Catch-Up					£69038
Cost paid through school budget					£37838