

Catch-Up Premium Plan

Hardwicke Parochial Primary Academy

Summary information					
School	Hardwicke Parochial Primary Academy				
Academic Year	2020-21	Total Catch-Up Premium	£ 34,560.00	Number of pupils	432 (based on January 2020 census)

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 Y11.

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 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 ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers

- Access to technology
- Summer support

Identified impact of lockdown

Maths	Comment: <i>Baseline assessments indicate that pupils have not only missed learning but have not secured previous learning either. Therefore, the gaps in mathematical knowledge and understanding need to be addressed. Pupils across the school lack fluency which means that when they are faced with more complex concepts, their progress is hindered. Whole school mastery approach to teaching mathematics will provide consistency in teaching</i>
Writing	Comment <i>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and opportunities to develop writing stamina. Gaps in grammar, spelling and punctuation mean that pupils are not writing at age related expectations. Pupils did not write at length during lock down and this is evident in the amount of work they are producing. Handwriting and writing fluency are also weak.</i>
Reading	Comment: <i>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, 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. Baseline data indicates vast gaps in phonic knowledge which impacts on early reading skills. Therefore, additional support and teaching of phonics is required so that pupils catch up and can access the wider curriculum</i>
Non-core	Comment: <i>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.</i>
Emotional well being	Comment: <i>Many families have struggled financially during lockdown which has also lead to an increase in family separation, higher rates of redundancy and negative impact on mental health and well- being. This in turn, impacts on pupils emotional literacy and ability to learn.</i>

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> Continued professional development so that there is a consistent approach to the teaching of mastery mathematics across the school.</p> <p>Additional resources purchased so that each bubble can use manipulatives in mathematics to support teaching and learning.</p> <p>Continued professional development so that there is a consistent approach to teaching reading across the key stages</p> <p>Continued professional development so that phonics is taught consistently across the school</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 learning for All including SEND and disadvantaged</p>	<ul style="list-style-type: none"> Steve Lomax to deliver INSET training and 'the bigger picture' around the teaching of mastery mathematics. Use of staff meetings to review current practice and impact Regular monitoring of the implementation and impact of this approach by SLT (£1000) INSET day to introduce a whole school approach to teaching whole class and guided reading. Use of staff meetings to review current practice and impact Regular monitoring of the implementation and impact of this approach by SLT (£500) Continuous CPD through staff training and meetings so that there a consistent approach is developed across the school. Use of staff meetings to review current practice and impact Regular monitoring of the implementation and impact of this approach by SLT Purchase additional manipulatives for EYFS/KS1 initially. (£500) 	<p>Evidence form QLA indicates that specific learning is 'sticking' and more 'green' objectives</p> <p>Monitoring from SLT and School Improvement Leads/Partners indicate that the whole school approach to Guided Reading is consistent, promoting high quality texts and high expectations for progress. Evidenced in Notes of Visit and SLT Monitoring documents.</p> <p>Monitoring indicates increased use of manipulatives within Mathematics during lessons, however this remains an area of development within KS1 and KS2. Evidenced in Notes of Visit and SLT Monitoring documents.</p>	<p>SLomx</p> <p>HG</p> <p>AS +WD</p> <p>AS + WD</p> <p>HG</p>	<p>December</p> <p>PSC December, February, May</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>	<ul style="list-style-type: none">Purchase and implement the NFER reading and Reading to progress mathematics assessments - Standardised Assessments suite. Complete termly tests and record assessments on QLA and Target Tracker to identify gaps.Regular monitoring by SLT and feedback that provides a focus for staff meetings <p>(£2,933)</p>	<p>Evidence from QLA indicates that pupils have made improvements in standardised scores in December compared with September, and again in improved by the end of Year.</p> <table><tr><th>READING</th><th>September NFER Baseline % at ARE</th><th>July NFER Assessments % at ARE</th></tr><tr><td>Year 1</td><td>1.8%</td><td>53%</td></tr><tr><td>Year 2</td><td>0%</td><td>76%</td></tr><tr><td>Year 3</td><td>0%</td><td>73%</td></tr><tr><td>Year 4</td><td>0%</td><td>66%</td></tr><tr><td>Year 5</td><td>0%</td><td>80%</td></tr><tr><td>Year 6</td><td>0%</td><td>85%</td></tr></table> <table><tr><th>MATHS</th><th>September Ready to Progress Baseline % at ARE</th><th>July Ready to progress Baseline % at ARE</th></tr><tr><td>Year 1</td><td>69%</td><td>83%</td></tr><tr><td>Year 2</td><td>15%</td><td>64%</td></tr><tr><td>Year 3</td><td>37%</td><td>72%</td></tr><tr><td>Year 4</td><td>33%</td><td>67%</td></tr><tr><td>Year 5</td><td>52%</td><td>82%</td></tr><tr><td>Year 6</td><td>69%</td><td>82%</td></tr></table>	READING	September NFER Baseline % at ARE	July NFER Assessments % at ARE	Year 1	1.8%	53%	Year 2	0%	76%	Year 3	0%	73%	Year 4	0%	66%	Year 5	0%	80%	Year 6	0%	85%	MATHS	September Ready to Progress Baseline % at ARE	July Ready to progress Baseline % at ARE	Year 1	69%	83%	Year 2	15%	64%	Year 3	37%	72%	Year 4	33%	67%	Year 5	52%	82%	Year 6	69%	82%	WD HG	
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<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling have an opportunity to become familiar and confident with the setting before they arrive.</p>	<ul style="list-style-type: none">A 360 interactive virtual tour of our School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident when joining.	<p>Pupil Well-being Survey conducted in April 2021. Most pupils shared they were excited and confident in returning to school. In year groups this was not the case, additional support and lessons were planned in PSHCE.</p>	WD																																											

	(£600)			
Total budgeted cost				£ 5533

ii. Targeted approaches																				
Desired outcome	Chosen action/approach	Impact (once reviewed)		Staff lead	Review date?															
<p>One to one and small group tuition:</p> <p>Early Reading</p> <p><i>Identified children will have significantly increased rates of phonics recognition. They will be able to read fluently and confidently. Books will match their reading ability. 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></p> <p>Mathematics</p> <p>Identified children will have gaps in their basic number recall which impacts on their ability to reason and deepen understanding. Recovery curriculum will identify and target these particular pupils who will be supported by an additional teacher</p>	<ul style="list-style-type: none">Additional teacher of phonics in KS1 to support the recovery phonics teaching. Additional TA time to close the gap for pupils in KS2 with phonic gapsAdditional phonics resources purchased to ensure COVID safeMDS listening to readers before lunchtime <ul style="list-style-type: none">Additional teacher (as above) to support the teaching of the recovery curriculum, using the GAP analysis to target individuals. (KS1 and KS2) <p>(£18,238)</p>	Evidence of phonics assessments indicates rapid progress with almost all pupil in YR and Y1 on track by the end of December 2020		NQT MDS WD	December March July															
		<table><tr><th colspan="2">% of pupils who received additional Maths Recovery Curriculum during the Academic year 2020-2021</th><th>% of pupils who have made in Year Progress</th></tr><tr><td>Year 1</td><td>100 %</td><td>94.7% of pupils achieved expected or better rates of in year progress</td></tr><tr><td>Year 2</td><td>100 %</td><td>89% of pupils achieved expected or better rates of in year progress</td></tr><tr><td>Year 3</td><td>100 %</td><td>93% of pupils achieved expected or better rates of in year progress</td></tr><tr><td>Year 4</td><td>100 %</td><td>90% of pupils achieved expected or better rates of in year progress</td></tr></table>				% of pupils who received additional Maths Recovery Curriculum during the Academic year 2020-2021		% of pupils who have made in Year Progress	Year 1	100 %	94.7% of pupils achieved expected or better rates of in year progress	Year 2	100 %	89% of pupils achieved expected or better rates of in year progress	Year 3	100 %	93% of pupils achieved expected or better rates of in year progress	Year 4	100 %	90% of pupils achieved expected or better rates of in year progress
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Total budgeted cost				£18,239						

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning</p> <p><i>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.</i></p>	<p><i>Fortnightly TEAMS meetings with the HT</i> <i>Regular phone contact with pastoral team/TEAMS meetings</i></p> <p><i>2-day 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></p> <p style="text-align: right;">£500</p>	<p>Parent/Carer Lockdown Support Questionnaire completed and actions implemented quickly and efficiently to overcome issues raised in feedback. For example, in Reception parents shared that the timetable on the website would benefit from more information. As a result the weekly timetable was updated, with links for each sessions. This supported parents and the day was broken down into smaller and more manageable chunks for them.</p> <p>A small percentage of parents shared concerns about a broad and balanced curriculum being offered-circle time type activities were then offered across the school to be conducted via Live teaching.</p>	<p>WD</p> <p>Admin team</p>	

		Wellbeing opportunities and resources were also shared on the school website and directly within Class Channels on MS Teams.		
<u>Pastoral support</u> Swiftly identify pupils and families that have struggled as a result of redundancy, domestic violence and family break downs. Create priority/triage approach and priorities pupils/families. Clear baseline and end of intervention outcomes to show progress Review of EHCP's and Myplan/+ by SENDCo	<ul style="list-style-type: none"> • Counselling, sand therapy and other interventions to be used. • EHCP reviews called early where needs are identified • Additional counsellor to join the team • Additional hours for family support worker and pastoral team • Additional day per week from September-December for SENDCo <p>(£602.73 + £1900.91 + £6,575+ £2253)</p>	Additional Counsellor joined in October 2021. Excellent feedback shared from parents, and improvements in behaviour at home and school observed for targeted pupils. Evidenced in Behaviour Logs and parental feedback.	BB NH RS HG	
<u>Access to technology</u> 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.	DFE allocation of 23 chrome books for home learning			
Total budgeted cost				£ 11,831.64
		Cost paid through Covid Catch-Up	34,560	
		Cost paid through charitable donations	0	
		Cost paid through school budget	£1043.64	