



Summary information					
School	Hester's Way Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 13,760	Number of pupils	172 Oct'20 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 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
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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](#).

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](#) 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

Identified impact of lockdown – general summary statements

Phonics	<p>Children usually in pre-school and nursery did not attend as much and the early letters and sounds work through music, rhyme and environment did not take place.</p> <p>Children in Reception class did not complete their initial code in the “Sounds Write” scheme.</p> <p>Children in Y1 did not complete the extended code. Y1 did not complete the National Phonics Screening Tests.</p> <p>Children in Y2 did not take the Phonics Screening Test who had not previously achieved in Y1.</p> <p>There are gaps in early phonics and speaking and listening skills. More children have entered Reception class needing speech and language referrals 4/21 19% of the class.</p>
Reading	<p>Children are less fluent in their reading, as some may not have had regular reading practise. We suggested online books but technology at home was limited for some pupils as well as a variety of books for “reading for pleasure” and for their reading age. The gap between those children that read widely and those children who didn’t is now increasing and in some instances children’s reading ages have gone back.</p>
Writing	<p>Children did not regularly practise their handwriting skills, phonics, GPS and extended writing, regularly over lockdown. Children’s confidence and ability to see themselves as “writers” regressed. Children are having to work hard on gross and fine motor skills, building up their writing stamina again, to improve their handwriting and fluency in their writing. Vocabulary and listening skills have declined.</p>
Maths	<p>Specific maths curriculum content and teaching of methods has been missed, leading to gaps in conceptual knowledge, understanding and skills. These building blocks in the learning journey sequence are needing to acquire further learning. Children still have and positive attitudes towards maths. Lockdown has meant that they are ‘behind’. The EEF previously reported “Overall, homework in primary schools does not appear to lead to large increasing in learning.” Children had access to “Rock Star Timetables” online but without regular access to devices they were not able to practise. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and need reminding of previously taught calculation strategies. This is reflected in baseline assessments.</p>
Non-core	<p>Despite the home-learning matching the school’s summer term curriculum, there are now significant gaps in knowledge where whole units of work have not been taught. This means 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.</p>

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 (QFT):</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite and prior knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Teachers/TAs will be fully trained in the phonics "Sound Write" programme, including Y3 teacher to be able to ensure the children 'catch up' with their phonics.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Leadership time for Curriculum Leads to design the curriculum and guide colleagues.</i></p> <p><i>Additional cover will be required to facilitate the additional PPA. (£1,000)</i></p> <p><i>Sounds Write training for 4 members of staff (£450 x 4 = £1,800)</i></p>		<p>SLT/CLs</p> <p>Phonics CL</p>	<p>Feb 21</p> <p>Dec 21/ May 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, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Complete termly tests and record assessments on Insight to track performance.</i></p> <p><i>Use the NFER online analysis tool – TAs to input data and claim additional time (£700)</i></p>		<p>HT</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Hester's Way Primary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual tour of Hester's Way Primary School is shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting/ phone calls with their new starters so that the child is confident in joining HWPS. Additional time for the SENDCO to liaise with pre-school settings to assess and work in collaboration on child's needs. (£500)</i></p>		<p>Rec teacher</p> <p>SENDCo</p>	<p>Ongoing</p>
Total budgeted cost				£ 4,000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group tuition- extended school time</u></p> <p>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. Parents are supportive of the club and understand the identification process.</p>	<p><i>Teacher's identify pupils with need.</i></p> <p><i>Teacher's and TAs read and extend the VIPERs class work in additional time after school. Also. additional reading practise.</i></p> <p><i>After- school "Catch up " session impact measures will be reported to the SENDCo for analysis.</i></p> <p><i>1xCT 1XTA session per week; 6 weeks a term.</i></p> <p><i>(£1,050 per term = £3,150)</i></p>		<p>English CL</p> <p>SENDCo</p>	<p>Termly</p> <p>End of July 21</p>
<p><u>Intervention programme</u></p> <p>Identified children will develop their vocabulary, listening, narrative skills, phonological awareness and early letter-sound knowledge as foundations for early literacy.</p>	<p><i>NELI programme subscribed too. CT & TA is trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>(£500)</i></p>		<p>Rec teacher</p> <p>Rec TA</p>	<p>July 21</p>
<p><u>SATs Booster Club</u></p> <p>Identified children are able to access a weekly SATs booster club. The attainment of those identified children improves and effect of lockdown is becoming negated.</p>	<p><i>Y6 teachers will identify children within their year group that require additional intervention. The cost of a teacher and TAs per club (once a week).</i></p> <p><i>(£600)</i></p>		<p>MR</p>	<p>Ongoing</p>
Total budgeted cost				£4,250

iii. Wider Strategies				
Desired outcome	Chosen action/approach	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. Promote retention of basic skills through practise.</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. Paper learning packs will be produced by the staff so that children who cannot access online learning will be able to use their learning packs (based on parental feedback)</p>	<p><i>Additional online learning resources will be purchased, such as Spelling Shed to support children reading at home.</i> (£300)</p> <p><i>Continue Rock Stars timetables – Maths.</i> (£200)</p> <p><i>Mathletics – online maths resource for home-learning.</i> (£500)</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> (£1K per 2-week block for whole school)</p>		AR	Feb 21
<p><u>Access to technology</u></p> <p>Class TAs have laptops to plan and work with children for interventions, assessment and communication.</p> <p>Parents need face to face meetings with teachers to find out about their child's progress and how school and home can work together.</p> <p>Children are able to learn more independently, when they have access to technology.</p> <p>EAL pupils need access to translating devices.</p>	<p><i>Online system to communicate with parents – School Cloud.</i> (£360)</p> <p><i>6x Laptops for class work and interventions.</i> (£3150)</p> <p><i>Or iPads for class use.</i></p>		SLT	Feb 21 Feb 21
<p><u>Summer Support</u> NA</p>				

	Total budgeted cost	£5,510
	Cost paid through Covid Catch-Up	£13760
	Cost paid through school budget	£0