



Hester's Way Primary School - Catch-Up Premium Plan

Summary information					
School	Hester's Way Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 13,760	Number of pupils	172 Oct' 2020 Census
Financial Year 2020-21 school received £8,030; Financial Year 2021-22 school received £5,730.					

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
<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 – general summary statements	
Phonics	Children who usually attend pre-school and nursery did not attend as much, due the Covid pandemic lockdown. Subsequently, the early letters and sounds work through music, rhyme and environment did not take place or was limited. Children in Reception class did not complete the full initial code in the "Sounds Write" scheme, as they would do so normally. Children in Y1 did not complete the extended code. Y1 did not complete the National Phonics Screening Tests. Children in Y2 did not take the Phonics Screening Test who had not previously achieved in Y1. There was no published data for the end of year 2020. 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.
Reading	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 who read widely and those children who did not, is now increasing and in some instances children's reading ages regressed on return to school.
Writing	The systematic teaching and learning, as well as practising skills in handwriting, phonics, GPS and extended writing, was limited over lockdown. Children's confidence and ability to see themselves as "writers" regressed. As children were restricted to their home and many living without outdoor spaces, children's physical development was affected. On return to school, children are having to work hard on gross and fine motor skills, building up their physical and writing stamina again, to improve their handwriting and fluency in their writing. Vocabulary and listening skills have declined.
Maths	Specific maths curriculum content and teaching of some methods have been missed, leading to gaps in conceptual knowledge, understanding and skills. These building blocks in the learning journey sequence are needed to acquire further learning. Children still have 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.
Non-core	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, face to face. 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.

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>KS2 teachers and English Curriculum Lead to be trained in Sounds Write vocabulary development, morphology and etymology. This will be a continuum from the phonics programme in Rec and KS1 through to the end of KS2.</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 leadership time.</i> (£1,000)</p> <p><i>Sounds Write phonics training for 4 members of staff</i> (£450 x 4 = £1,800)</p> <p><i>Sounds Write KS2 training – Autumn Term 2021.</i> (5x £295 = £1475)</p> <p><i>Time costs.</i> (£675)</p>	<p>Recovery Curriculum planning has been reviewed and adjusted to "catch up" against lost learning from lockdown, where home learning was not completed as it would have been in school. Curriculum Leads have planned prior learning and the current learning onto Knowledge Organisers.</p> <p>Impact of Phonics overall:</p> <ul style="list-style-type: none"> The teaching of phonics has improved with all teachers Rec-Y3 now trained in the Sounds Write systematic, synthetic phonics scheme, as well as TAs in Rec, Y1 and Y2. Progress is being made, using regular assessments using the Sounds Write diagnostic tools and the Phonics Screening Tests. The scheme has been adapted for the current pupil's needs within groups, informed from the regular assessment outcomes. Pupils benefit from both teachers and TAs rotating, to get quality first teaching provision. Phonics outcomes have consistently improved, in the last 3 (published data) years, and are broadly in line with National outcomes. In recent years, the gap has decreased with PP attainment, more in line with national PP outcomes; similarly in boy's attainment we have seen improvement. We have seen a slight dip this year (Y2 AT2 2020) in boys and pupil premium groups, however interventions were put in place. The gap closed between PP and non-PP and boy's attainment is improving. Interventions will continue diminish the difference in these groups. SEND attainment has improved against last year, due to regular assessments and data analysis informing plans and interventions. The SEND cumulative phonics outcomes at the end of Y3 have significantly improved. 	<p>SLT/CLs</p> <p>Phonics CL CTs/TAs</p>	<p>Feb 21</p> <p>Termly and July 21</p>

<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and 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>Assessment and moderation leadership time. (£300)</i></p> <p><i>Purchase Summer term NFER tests. (£720)</i></p>	<p>Assessment:</p> <ul style="list-style-type: none"> • NFER tests have been purchased, administered and compared to teacher judgement to triangulate and align assessment outcomes. (Barrier: some children were absent due to Covid self-isolation during the summer term). • The English and Maths Curriculum Leads completed extensive moderation of children's work against the Insight Tracking objectives and compared to test outcomes, to ensure accurate assessment. • Randomly selected tests were monitored for correct marking and results, with feedback to teachers. • End of unit Maths tests have been used to ensure that children have learnt concepts and inform Insight Tracking. • Teachers use "cold" and "hot" write pupil's outcomes to inform what need to be taught against independent final assessment outcomes. • NFER reading assessments, as well as Salford, are used to provide accurate baselines and next steps for pupil's learning. • Assessment continues to inform planning. 	<p>HT</p> <p>English CL Maths CL CTs</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>Reception Class Transition and Induction:</p> <ul style="list-style-type: none"> • Parents/carers were invited to virtual tours in the summer term. • Reception teachers called all parents/carers for induction conversations, to prepare for the start of school. Historically, staff have completed home visits which have been vital in forging relationships and sharing information (medical, pre-school learning, SEND, home circumstances). • Pre-school settings were contacted in the Spring term by the SENDCO to assess SEND needs before the children started school (2 children identified with high needs with an additional child joining in the Autumn term). • Reception teachers liaised with pre-school settings, EYFS profiles were shared. Staff were able to plan and prepare effectively for pupil needs for their induction to school. • Pastoral records were updated by teachers for SLT and PST to be aware of Reception Class pupil needs on entry to school. 	<p>Rec CTs HT SENDCo</p>	<p>End of July 21</p>
<p>Total budgeted cost</p>				<p>£6,470</p>

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>1xsession per week; 6 weeks a term.</i></p> <p style="text-align: right;"><i>(£1,080)</i></p>	<p>Reading intervention outcomes AT1:</p> <ul style="list-style-type: none"> The strengths identified in the TA intervention learning walk included open-ended and effective questioning, modelling verbal use of sentence starters and written task outcome – previously shared in QFT “in house” training. This triangulates and agrees the English CLs judgement. VIPERS TA SEND/LA intervention progress outcomes: Children were baselined with questions and tested on outcomes following the interventions - KS1 average progress 82%; KS2 average progress 73%, with Y3 scoring the highest at 90%. 2/3 classes (Y4-Y6) achieved 100% and 1/3 classes achieved 67% in “Catch-up” reading comprehension intervention targets. Years 1-4 have improved their reading comprehension skills; 1 pupil in Y5 referred to ATS; 1 in Y6 EAL-intervention changed. Reception Class 100% who attended phonics and reading after school intervention achieved their targets. 	English CL CTs/TAS SENDCo	Termly End of July 21
	<p><i>Hertfordshire Fluency Reading Project CPD 1CT and 1TA, including cover.</i></p> <p style="text-align: right;"><i>(£500)</i></p> <p><i>Internal teaching staff CPD: AHT shared the intervention with all teaching staff</i> <i>(TAs paid for 2 hours on Inset Day £200)</i></p>	<p>Herts Fluency Project:</p> <ul style="list-style-type: none"> Y2 Teacher/Assistant HT/English Curriculum Lead and a KS2 TA have completed the full Hertfordshire Reading Fluency training, which has informed their further knowledge of how to improve pupil reading skills, using an effective, research evidence-based intervention. In Y2 in 3 children have made progress from “below” to “just below” age-related expectation and 4 from “just below” to “on track”. In just 3 weeks, pupils have made between 2 months and a year’s progress. All teaching staff now trained in the intervention to be used for future intervention; proven research based accelerated learning outcomes. 	English CL KS2 TA All teaching staff	Summer T6 and Autumn T1 2021
<p><u>Intervention programme</u></p> <p>Identified children will develop their vocabulary, listening, narrative skills,</p>	<p><i>NELI programme subscribed too. CT & TA is trained and they are able to deliver the intervention</i></p>	<p>NELI Intervention:</p> <ul style="list-style-type: none"> This intervention has been continued into Y1, due to the Spring term lockdown. Children were not able to complete this 	Rec CTs Rec TA	Dec 2021

phonological awareness and early letter-sound knowledge as foundations for early literacy.	<i>confidently (inclusive of entry and exit data).</i> <i>(£500)</i>	<p>program in Reception Class. Subsequently, the Y1 TA was trained as a national CPD government initiative.</p> <ul style="list-style-type: none"> Reception Class teachers will assess future cohorts and use the intervention as needed. 	Y1 TA	
Total budgeted cost				£2, 280

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> <i>(£300)</i></p> <p><i>Continue Rock Stars timetables (RSTT) and Numbots- for Reception and KS1 pupils – Maths.</i> <i>(£200)</i></p> <p><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> <i>(£1K per 2-week block for whole school)</i></p>	<p>Spelling Shed:</p> <ul style="list-style-type: none"> This provided a systematic approach to spellings, resources and games to use online during partial school closures. Children need to be trained in how to use this resource. RSTT is a very popular program where children can challenge each other. Staff set up competitions “Battles between year groups”. RSTT and Numbots autumn term response has been positive with half of Y1 and Y2 on Numbots; Y3 – 17/30 57%; Y4 -21/24 88%; Y5 – 22/22 100% and Y6 – 20/21 95% engaging on Timestables Rock Stars (TTRS). Certificates celebrated in assembly. Parents/carers responded positively to the Home Learning paper work packs. See Covid page on website for feedback. Many parents/carers have expressed that their limited technology skills prevented their child getting online, even when guidance and support was given. 	<p>ECL</p> <p>MCL</p> <p>SLT</p>	<p>Feb 21</p> <p>July 21</p>
<u>Access to technology</u>	<i>Online system to communicate with parents – School Cloud.</i>	SEND Reviews on School Cloud:	SENDCo	



<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>Class TAs have laptops to plan and work with children for interventions, assessment and communication.</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 style="text-align: right;">(£360)</p> <p><i>6x Laptops for class work and interventions.</i></p> <p style="text-align: right;">(£3150)</p>	<p>Majority of parents/carers attended online and the response was far more positive than face to face meetings. Phone calls were also used where parents/carers could not get online. Successful SEND Review round.</p> <p>Parent/Carers meetings on School Cloud: Approximately 50% of parent/carers attended online. The initial meetings arranged were higher. Despite email reminders, some parent/carers forgot about the meeting or they could not get online if they did not attend.</p> <p>Laptop and device set up: All teaching staff now have a laptop that can be used in class to support pupils learning, as a class, group or 1:1. EAL pupils are supported through Google translate and access to other software and online tools.</p> <p>DfE issued laptops to the school by the end of Spring Term 3.</p>	<p>SLT</p>	<p>Feb 21</p> <p>Feb 21</p>
Total budgeted cost				£5,010
				Cost paid through Covid Catch-Up
				£13760
				Cost paid through school budget
				£0