



Catch-Up Premium Plan

New Hartley First School



Summary information					
School	New Hartley First School				
Academic Year	2020-21	Total Catch-Up Premium	£ 10,080	Number of pupils	126

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. At New Hartley it is clear that for many children there was an inequality of “time” that parents spent with their children during lockdown. This is due to the fact that the vast majority of parents were working from home.

- Ofsted’s second report into the impact of the pandemic finds that children who were hardest hit by school closures and restrictions have regressed in some basic skills and learning

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"><input type="checkbox"/> Supporting great teaching<input type="checkbox"/> Pupil assessment and feedback<input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"><input type="checkbox"/> One to one and small group tuition<input type="checkbox"/> Intervention programmes<input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"><input type="checkbox"/> Supporting parent and carers<input type="checkbox"/> Access to technology<input type="checkbox"/> Summer support

Identified impact of lockdown

Speaking and Listening	Lack of conversation and vocabulary development is evident in some children. Lost confidence in participation in whole class discussions due to lack of socialisation with other children.
Phonics	Specific content has been missed; leading to gaps in learning also the retention and consolidation of previously taught content has suffered. Children still have an appetite for phonics and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered –some children are struggling with alternate phoneme/grapheme correspondence, some struggle with blending and segmenting.
Writing	Children have lost essential practising of writing skills. Their resilience to develop extended writing is much reduced. In Early years there is evidence of bad habits relating to pencil grip and the beginnings of letter formation. Some children have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	More children accessed reading during lockdown 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 comprehension and inference will be a key focus for all children
Maths	The disruption to basic skills and fluency in number and maths skills has in turn affected deeper mastery including reasoning and problem solving in some children.
Wellbeing	Children who have been accessing key worker provision during lockdown appear to have benefitted from the continued routine. Children are generally more emotional and in need of lots of support with SEMH. Some children are lacking resilience and stamina and have forgotten a growth mind set approach to their learning.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed) SPRING	Staff Lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Ensuring every teacher is supported and prepared for the new year, this is essential to achieving the best outcomes for pupils. Providing opportunities for professional development utilising a variety of training methods.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives and resources are accessed regularly in English and maths.</p>	<ul style="list-style-type: none"> • Subject leaders work with staff to support planning, including remote learning and subject knowledge. • Online webinars and e-learning. • The SENCO is released a day each week to support class teachers to address specific learning needs. • Quality first teaching • Purchase additional resources to support RWI 	<ul style="list-style-type: none"> • Literacy tree discussed and utilised to create better structure for KS2 including remote learning. • Remote learning template to demonstrate paper/practical tasks in place of online where needed to enhance engagement. Home school connections were improved including parental awareness and the expectation of children • Subject leads engaged with web/online learning, CPD for staff was continuous and disseminated to others. • Some benefits of the initial approach (SENDCO working on specific targets with small groups) was noted, particularly in Year 1 with phonic knowledge. However, following discussions with staff a revised SENCO timetable was implemented to maximise the impact of her time. This enables there to be more time spent with more children and can facilitate SEMH/wellbeing as needed whilst still supporting gaps across school. 	K Dowdney	Spring term
<p><u>Teaching assessment and feedback</u></p> <p>Teachers to assess pupils' wellbeing and learning needs in order to provide effective support.</p> <p>All children baselined to ascertain gaps in English & maths and to inform intervention strategies.</p>	<ul style="list-style-type: none"> • Observation, conversation and open ended tasks to ascertain pupils' wellbeing and approach to learning. • Variety of baseline assessment tasks and strategies to identify gaps in basic English and maths skills commensurate with the year group they are in. • Use of assessment and consolidation tools - Lexplore & Squiggle Whilst you Wiggle. 	<ul style="list-style-type: none"> • Initial impact of approach taken in September was that teachers then knew where to start from for planning and teaching as gaps had been identified. • Impact of Lexplore - offers intervention packages bespoke to areas of need, gives reading ages and an accurate baseline. It has enabled us to measure much tighter steps of progress, giving more accurate progress data. 	K Dowdney	Summer term
<p><u>Transition support</u></p> <p>All pupils will need support to transition back to school.</p> <p>Children who are joining school from different settings or who are</p>	<ul style="list-style-type: none"> • Wellbeing focus for the first couple of weeks back in September. • Initial contact with new starter families by phone calls and arranged visits to facilitate meetings with new starters so that the child is confident in joining 	<ul style="list-style-type: none"> • Helped to ascertain where children were at socially and emotionally. Gave them time to settle as they weren't overwhelmed by tasks. Most importantly they had the opportunity to just talk. • New starters - Children knew what to expect and were familiar with school. More time to talk to the child. 	K Dowdney	Ongoing

beginning their schooling with New Hartley First School have an opportunity to become familiar and confident with the setting before they arrive.	school.			
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Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programme</u> In order to support pupils who have fallen behind furthest, interventions will be delivered one to one or in small groups. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils.	<ul style="list-style-type: none"> Identified children, following baseline assessment, in year groups R – Y4 for small group work and/or 1:1 tuition. The SENCO is released a day each week to withdraw small groups of children to address specific needs. Use of teaching assistants to address gaps in learning during the course of a normal day. 	<ul style="list-style-type: none"> As above Due to TA not being 1:1 there were opportunities to run some form of RWI - Y1 This coupled with support from SENDCO enabled greater progress in phonics (as mentioned earlier) Use of TA knowledge of pupils helped to support teaching staff - enabling smoother transition back to school 	J Armstrong	Ongoing

Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Additional support to focus on providing regular and supportive communications with parents, especially to increase engagement with learning.	<ul style="list-style-type: none"> SLT – parent focussed support to address concerns about pupils returning to school through arranged meetings, messaging service and phone calls. Class teachers track pupil remote learning engagement and general welfare to ensure effective support mechanisms for families. 	<ul style="list-style-type: none"> Huge positive impact. Staff report having a relationship with families that they didn't expect to have. In turn this enabled teachers to prepare for the return of children who were less engaged during lockdown and focus their teaching and learning with greater effect. 	Senior Leadership Team	Ongoing

Costs

Staffing	£9265
Resources	£900
Total cost	£10,165