

Summary information

School	Hewens Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 30 400	Number of pupils	380

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

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.

EEF Recommendations

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	
Mathematics	Spring 2 and Summer Term contents from the previous year have been missed, leading to gaps in learning. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age with significant gaps in understanding. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation and problem solving strategies. This is reflected in arithmetic assessments and reasoning assessments through the poor application of knowledge to problem solving and reasoning across Key Stage 1 and 2.
Writing	Children have lost essential of producing legible handwriting, grammatically correct sentences and the stamina for writing. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age. Analysis of writing highlighted a lack of fluency and poor writing stamina, with understanding of punctuation, spelling and grammar rules forgotten by a significant number of pupils. EYFS baselines have shown that children's physical development skills have been significantly impacted on and this will have an impact on fine motor skills, handwriting and writing skills in general. This is relatable to pupils in KS1, and possibly KS2 pupils, as this would indicate that children have spent less time moving during lockdown.
Reading	There has been a decrease in attainment but it is not as significant as seen in Writing and Maths, perhaps because more children were able to access reading during lockdown through Active Learn/Bug Club. This is something that was more accessible for families and required less teacher input. EYFS & KS1 Phonics - specific content not taught due to lockdown meaning an interrupted programme. Pupils were engaged in a catch-up phonics programme to close the gaps that were created due to the first lockdown. Baseline data and progress thus far has been significantly lower than previous years.
Non-core	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 that were planned from March 2020 to present. Virtual experiences are not as effective and engaging to create the vicarious experience that pupils would have had on trips and visits to places.

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>Access to technology</u></p> <p>To use technology to support teaching & learning and enhance pupil progress: Activities and work set so that pupils have meaningful and ambitious work each day. Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.</p> <p>To ensure continuous provision in the event of a year group/class closure due to Covid: Progress of the most vulnerable pupils supported through access to IT so barriers to learning are reduced.</p> <p>Teachers are able to plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers through live lessons on Microsoft Teams.</p> <p>Activities and work set so that pupils have meaningful and ambitious work each day. Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.</p> <p>Vulnerable pupils who may struggle to access remote education whilst not attending school are supported with their learning so that all pupils have access to high-quality education when remote working.</p>	<p>Training for staff to deliver high-quality lessons through Microsoft Teams.</p> <p>£2500 - training and ICT gadgets</p> <p>Additional laptops and internet devices, purchased through this funding, will be used in two classes to support teaching & learning and enhance pupil progress.</p> <p>Each teaching staff (Teachers and Teaching Partners) will be provided with extra laptop provision will become a model of good practice creating exemplar models of blended learning.</p> <p>The intention is that each class will embed laptop use as an integral and essential daily resource. Each model class will work to becoming 'experts' and will be exemplars of a blended curriculum for roll out across the rest of the school.</p> <p>SLT will lead initiative with laptop provision allocated to their class, so that they become an expert and will deliver training to staff in their key stage where necessary.</p> <p>In the event of a class/year group closure pupils will switch seamlessly to remote learning thus ensuring continuity of education and medium term planning.</p> <p>If a local lockdown is implemented, we will distribute devices supplied for use by the DFE and use additional devices. We will offer immediate access to remote education for pupils who are required to remain at home. By allocating laptops to pupils working remotely from home, in the event of a year</p>		<p>COO- Operations & Standards SLT</p>	<p>July 2021</p>

	group/school closure, priority catch-up programmes will continue (as per planning) in order to support progress of the most vulnerable pupils.			
Total budgeted cost				£ 8500

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>Extended school time for all Year groups.</p> <p>Identified pupils are able to access a weekly catch-up lessons through our After School Boosters (2 hours weekly).</p> <p>Parents are supportive of the booster club and understand the identification process and importance of attendance.</p> <p>The attainment of those identified children improves: Baseline gap analysis - assessment at end of Autumn 2 shows targeted Maths focus areas (as identified from Autumn 1 baseline) are understood with pupil demonstrating confidence in tutored concepts/skills. Weekly tutor evaluations and pupil work demonstrate secure understanding.</p> <p>Autumn 2 data drop shows pupils on-track to meet KS1 result and moved +1 step on Insight tracking. Individual pupils to meet academic target as set on Insight.</p> <p>Pupils moved from after school boosters if caught-up with new pupils identified as needs emerge.</p> <p>Spring term will focus on December gap analysis with individual support planned and subject/areas chosen based on greatest need.</p> <p>Summer Term likewise based on April data drop and analysis.</p>	<p>Reception – Year 6 identified as Autumn Term priority for catch-up support in Mathematics and English.</p> <p>Weekly interventions catch-up sessions with experienced staff on key concepts for targeted children who will need additional time and support to catch up.</p> <p>Identify children and invite to participate in English & Maths boosters every Wednesday and Thursday after school from 3:30- 4.30 starting October 2020.</p> <p>30 weeks x 28 staff = £20 000</p> <p>Focus for Spring Term will be based on December data analysis.</p>		SLT & Teaching Staff	July 2021

<p>Funding for specific resources (CGP books and photocopied resources) to support pupils to catch up for lost teaching over the previous months.</p> <p>Resources will aid teaching & learning thus contributing to improved attainment as seen at December, April and July data drops.</p>	<p>Resources to be purchased to support teaching & learning. To be used throughout school day and in extended school time.</p> <p>Funding to support the cost of ‘emergency learning packs’ – CGP books and high-quality printed materials for English, Mathematics and Foundation Subjects where access to technology is limited for EYFS, KS1 and KS2.</p> <p>£10 300 – CGP books and high quality printing</p>			
Total budgeted cost				£30 300

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Pupil engagement and appreciation for knowledge pertaining to world knowledge and building cultural capital of the School.	Whole school competitions and activities planned each term for engagement and motivation: Children In Need, Safer Internet Day, World Book Day poster competitions, British Science Week debates, poster competitions, School’s Challenge Quiz and Spelling Bee competitions etc. Cost for medals, certificates and trophies - £345			July 2021
Promoting good behaviour, mental health and well-being across the school.	Weekly Physical Education Challenges in collaboration with the London Youth Games Award Certificates for first, second and third places - £250 Weekly 6Rs (recognising pupils who are respectful, rational, resourceful, resilient, respectful, reflective) certificates for pupils in each class: £140			July 2021
<u>Summer Support</u> NA				
Total budgeted cost				£39 535
		Cost paid through Covid Catch-Up	£30 400	
		Cost paid through school budget	£9 135	