

Catch-Up Premium Plan

Hampton Dene Primary School

Summary information					
School	Hampton Dene Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£20,800	Number of pupils	260

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
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	
Mental Health and Well-Being	Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown.
Physical	Decrease in physical speed, strength and agility due to lockdown circumstances and increase in the number of children who are overweight. Whilst many of our children have done physical exercise during lockdown, many have missed their team sports and extra-curricular activities and are struggling to regain fitness.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of teaching and learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – many children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Teaching in autumn term has focussed upon number and place value in particular. The school is continuing to embed the mastery approach across the school and is in the second year “embedding mastery” with the Shaw Maths Hub.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown as well as reading regularly are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Parents fed back that it was hard to motivate their children to write for sustained periods of time. On return in the Autumn term, teachers observed that the quality of children's writing had deteriorated and they were not including GPS skills previously taught and there was a lack of cohesion.
Reading	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 in each cohort have been identified and are being given support to close the gaps with their peers. It has also become evident that whilst some children were reading regularly at home, they were not necessarily reading a text suitable for their ability to challenge and stretch them.
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.

At Hampton Dene, our priorities are:

1. Ensure all children are attending school regularly.
2. Ensure children are emotionally ready for returning to formal learning.
3. Ensure consistent high-quality teaching and learning across the school.
4. Ensure identified children have access to necessary 'catch-up' interventions.
5. Ensure all children have an increase in physical exercise.
6. Ensure children's home learning is not inhibited due to the lack of technology available to them at home.

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?
<u>Supporting great teaching:</u> We believe that quality first teaching is the best way of narrowing gaps in children's learning. Ensuring effective class teaching will be a priority but we will also spend the funding in the following ways: Accelerated Reader has been purchased to support reading which can be accessed both at school and at home. This will identify the correct level text for children and support parents in choosing the correct books for their children. It will also identify areas of weakness which can then be targeted through intervention and group support. This will be of great benefit whilst we are working in class bubbles and are not able to have volunteers in school listening to readers. 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 the TFM approach the school is adopting through the Maths Hub Training. White Rose resources will be used.	<i>All KS2 children will be screened using Accelerated Reader.</i> <i>Library will be re-organised and new books purchased where there are gaps.</i> <i>Staff Training will be conducted</i> <i>Parent Workshops will be conducted so children can access successfully at home</i> (£3540) <i>Purchase additional manipulatives for Maths so each class has its own set to restrict sharing of manipulatives</i> <i>White Rose Premium resources purchased</i> <i>RN/EB/AL to continue second year of TFM and be released for training</i> (£1000)		RL RN	Summer 2021 April 21
Maximise use of outdoor grounds to support children's progress in all areas. Staff will focus learning aims around mental health and well-being.	<i>LM to share resources for supporting children with their mental health.</i> <i>KB will lead additional forest school sessions for our KS1 children.</i> (£2000)		LM	Termly
Introduce NELI programme in Early Years once EB/KB have completed it. <i>(The Department for Education is working with the EEF and other partners to scale up delivery of the Nuffield Early Language Intervention (NELI). NELI is a high-quality, evidence-based, 20-week intervention</i>	<i>EB/KB to complete course – funded by DFE</i>		EB	Summer 21

<i>designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.</i> <i>A member of our school staff has been trained in the delivery of NELI, and this training will be delivered to other members of staff in the Early Years team. We have also purchased additional resources to support the delivery of the NELI programme).</i> The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<i>Subject Leaders will attend online CPD to support the delivery of their subject areas.</i> <i>(£750)</i>		Subject Leaders	Spring 21
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning	<i>Purchased Accelerated Reader and White Rose Premium Resources so that staff can use these to measure accurately children's understanding. Ready to Progress resources also used to inform assessment.</i> <i>(Cost is above)</i>		SLT RL/RN	July 21
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Hampton Dene have an opportunity to become familiar and confident with the setting before they arrive. Parents able to access a phonics evening remotely so they can support their children	<i>Virtual tour video of the school and all staff introduced and shared with new starters and Reception intake 2020.</i> <i>(£100)</i> <i>Reception Class Teacher released to do virtual meetings with nurseries and parents.</i> <i>Work with cluster to provide a phonics evening with Stephanie Auswick for new Reception intake parents.</i> <i>(£80)</i>		EK/EB/KP	Ongoing
Budgeted cost				£7470

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have focussed intervention support delivered by a qualified teacher. This will be measured on entry and exit to the intervention.	Teaching Assistant to work in Y6 to release the highly experienced Level 3 TA in there to do targeted intervention work with Y5 and Y6. (£6000)		SLT	Spring 21
<u>Mental Health and Well-Being</u> Ensure children are emotionally ready for returning to formal learning. Children will have access to a school counsellor for three days a week.	<i>School counsellor x 3 days</i> <i>Staff will identify children who need support with their mental health and wellbeing. The safeguarding team will refer children who need support identified through CPP and CIN plans but also children who parents and staff have identified before any social care input. Prevention is key.</i> (£8250)	1 ½ terms completed.	RN/CQ	Summer 21
School will adopt the thrive approach and Thrive Practitioner will be available for three days a week to pupils.	<i>Thrive Practitioner x 3 days</i> <i>All children to be screened on return to school and identified who needs additional group or individual support.</i> (£6000)	Summer term x 5 days planned.	RN/NM	Summer 21
Staff well-being will be prioritised so they can subsequently support pupils and the wider community. Mental Health lead will oversee pupils and staff well-being.	<i>Mental health lead will attend Mental Health First Aid Course and MHFA at work course.</i> (£375) <i>Staff Health Check to be offered to all staff</i>		LM SG	Spring 21
Children to access daily exercise activities for physical and mental well-being.	<i>Equipment for each class – LM/SD to work together to ensure delivery of physical and mental well-being resources</i> (£880)		SD	Autumn 20

<u>Intervention programme</u> Speech and Language support in EYFS/KS1. Children missed out on nursery experiences and opportunities to interact with their peers and a range of adults during the Lockdown period. They also missed out on the usual transition and induction days between nursery and starting school.	<i>All children to be assessed on return to school in the core subjects to identify gaps in learning.</i> <i>Ensure wave 2 interventions happen:</i> • <i>Targeted intervention within the classroom by the class teacher or the support assistant</i> • <i>Effective differentiation in all classes</i> <i>LJ to complete ELKLAN training.</i> (£350)		All Staff LJ	Spring 21
<u>Extended school time</u> Breakfast and After-School club moved to onsite to provide wrap around care for parents.	<i>Hall provided free of charge.</i>			Ongoing
Budgeted cost				£21,855

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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. 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>Accelerated Reader</i> <i>Sumdog</i> <i>Busy Things</i> (see above for cost) <i>Home-learning paper packs are prepared for children who need them. Stationery packs are to be purchased and set aside for children who need them to take home when home-learning occurs.</i> (£50)		KP/RL/RN/ EK	Spring 21

<u>Access to technology</u> All children to have access to technology to access Seesaw – the online platform adopted by Hampton Dene. Teachers have ipads that are equipped to allow access to school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children using Seesaw.	<i>Parent questionnaire completed to elicit children who do not have access to electronic equipment.</i> <i>Dfe Laptops applied for and distributed to families who need them.</i> <i>Hereford Schools Laptop Scheme – Computing Lead to access and distribute to families identified by teaching staff who have found children are not accessing home learning due to a lack of electronic equipment.</i> <i>Teachers upload sequential learning on the Seesaw platform and give regular feedback if schools are closed again.</i> <i>Weekly live interaction between pupils co-ordinated.</i> <i>Webcams purchased for staff to use in classrooms.</i> <i>(£100)</i>		EK/KP	Autumn 20
<u>Summer Support</u> NA				
Budgeted cost				£150
Total budgeted cost				£29,475
Cost paid through Covid Catch-Up				£20,800
Cost paid through school budget				£8675