

Catch-Up Premium Plan

Hampton Hargate Primary School



Summary information

School	Hampton Hargate Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£50,400	Number of pupils on roll	630
		Number of disadvantaged pupils	85	Percentage of disadvantaged pupils	13.4%

Guidance

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes:

- a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning
- an oral language intervention programme for [reception-aged children](#) (NELI)

School allocations will be calculated on a per pupil basis.

Mainstream schools will get £80 for each pupil from reception to year 11 inclusive.

Schools will receive funding in 3 tranches.

1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per pupil or £100 per place.

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.

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.

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 (inc. whole school strategies)</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Social skill support <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they still need to close the gaps in their learning. Recall of basic skills has been impacted for some children. Recall of addition/subtraction facts, times tables etc and some have forgotten or only partly remembered some calculation strategies. This is reflected in arithmetic assessments for some pupils.</p>
Writing	<p>Children have not necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. This is identified across both KS1 & KS2. Grammar and punctuation specific knowledge has lacked practice, leading to reduced fluency in their writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not 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. Quality and quantity have both been impacted negatively.</p>
Reading	<p>Children were able to access reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input, partially supported by book swap opportunities offered by school. However, children are less fluent in their reading and the gap between those children that read widely and those children who did not is now wider.</p>
Non-core	<p>The offer provided for pupil learning during lockdown remained as planned for all areas of the curriculum and children were, generally, able to remain on schedule with the planned curriculum delivery and week by week learning/lessons. There are some gaps in knowledge – whole units of work may not have been fully taught meaning that children are less able to access pre-requisite knowledge when learning something new. This is likely to result in some pupils not making 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, including Wow Days, special themed days and themed weeks.</p>

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

Quality of teaching strategies

Desired outcome	Chosen approach	Impact (once reviewed)	Estimated cost
<p><u>Supporting great teaching:</u></p> <p>Additional targeted teaching support will be provided for each year group from Year 1 to Years 6 inclusive.</p> <p>This support will provide pupils with specific input to address and support the areas of learning identified as being in need of additional focus. This will help to reduce gaps in skill and knowledge to then enable faster progress to be made and therefore narrow gaps in learning to their peers.</p>	<p>Each year group in Yr1 to 6 gains an additional teacher for one day each week. This teacher will use the day to work with identified groups of pupils from that year group to ensure the gaps in learning are addressed with additional support/teaching. This is monitored by class teachers, working with the additional teacher, to ensure impact and progress is appropriate and beneficial. The pupil groups are fluid to allow children to move in and out based upon their gaps/need for support.</p>		
<p><u>Teaching assessment and feedback</u></p> <p>Pupils will receive and benefit from more individualised teaching and feedback to ensure they are clear on their successes and also their next steps.</p> <p>Confidence and self esteem will increase and allow children to improve engagement and benefit in all areas of school life and learning.</p> <p>Teachers have a very clear understanding of what gaps in learning remain for pupils and then use this to inform assessments of learning that are aligned with standardised norms. This will give a greater degree in confidence and accuracy of assessments.</p>	<p>The teacher working with these smaller groups will be able to provide specific feedback, allowing increased time to explain next steps as well as recognise and reward the positive progress within their learning.</p> <p>This will be communicated and shared with the class teacher to ensure that the impact and benefit of these sessions and the pupil's progress is then continued within the whole class sessions and extended further.</p>		£19.513

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Est cost
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency, writing stamina and basic English skills.</p> <p>Identified children will have significantly increased rates of mathematics basic skills, reasoning and fluency and additional teaching input will reinforce their application of number.</p> <p>Self-esteem and confidence will increased and have benefit of impacting across other aspects of learning.</p>	<p><i>TA/HLTA booster groups will be used to work with targeted children throughout school in Years 1 to 6.</i></p> <p><i>2 experienced teachers will provide targeted support in Autumn term 2021 for identified pupil groups across school.</i></p> <p><i>Total of 3 days per week will be provided.</i></p>		<p>£1,620</p> <p>£10,594</p>
<p><u>Intervention programme</u></p> <p>The Nuffield Early Language Intervention is a 20-week programme for EYFS to help children overcome language difficulties.</p> <ul style="list-style-type: none"> • improve the spoken language ability of children in reception classrooms. • targeted at children with relatively poor spoken language skills. • TA trained in how to develop children’s language skills. • Children also attend an additional two 15-minute individual sessions per week. • All sessions focus on listening, narrative and vocabulary skills. • Work on phonological awareness is introduced in the final ten weeks. 	<p>Combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p> <ul style="list-style-type: none"> • The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of children in reception classrooms. • Teaching Assistants are trained in how to develop children’s language skills. • Clear lesson plans are provided to save preparation time. • Materials for children are bright and accessible. • Three 30-minute sessions per week are delivered to groups of five children during the Spring and Summer terms (20 weeks). 		<p>£14,875</p>

<u>Social Skill Support</u>			
<p>To reduce the number and frequency of incidents of poor and/or inappropriate pupil behaviour choices. This then benefits classroom learning time and opportunities, reducing adult time lost resolving incidents and creating/promoting a positive learning environment.</p>	<p>Identified children are supported during lunchtime sessions with structured opportunities to encourage and promote positive social interaction with peers.</p> <p>1 TA provides structured play activities, demonstrating how to play and interact appropriately and safely, and promote the impact of transition into classrooms following lunch times.</p>		

Wider strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed)	
<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.</p> <p>Teachers have PCs/Ipads/Laptops to allow them to deliver online learning and facilitate online meetings/training. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Regular engagement with parents/carers via phone or online Zoom/Teams calls.</p> <p>Additional opportunities to engage with Family Support Worker to identify strategies, resources and opportunities to support homelife and direct parents to appropriate help as required.</p>		<p>No specific new cost as incorporated into school budget planning.</p>

<p><u>Resources</u></p> <p>Additional resources to support targeted children/groups and provide additional opportunity to identify and address gaps in learning.</p> <p>New resources and opportunity will positively impact pupils by enhancing engagement in learning, enthusiasm in learning and, in turn, build confidence and enthusiasm within classroom learning activities.</p>	<p>Identified resources/activities for targeted pupils to support their learning and help narrow gaps which have been identified as result of lockdown and school absence.</p> <p>Includes: Prime Ed EPSO Will Mabbit (Author) Harper Collins</p>		<p>£3,789</p>
---	---	--	---------------

	<p>Total budgeted cost</p> <p>£50,391</p>
	<p>Remaining</p> <p>£9</p>