



COVID 19 Catch-up Premium Report

SUMMARY INFORMATION

Total number of pupils:	467	Total catch-up premium budget:	£37,830.00
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STRATEGY STATEMENT

Covid-19 has impacted on all our lives throughout 2020. As a school, we have had to tackle many challenges throughout this period and there were many successes throughout the lockdown period in terms of learning and pupils and staff adapting. However as we now return to schools and classrooms, we also need to be mindful that many pupils have not been in school since March and the impact that this will have had on their education, emotional wellbeing and readiness to learn.

During lockdown, our children received home schooling and the school provided lessons through paper packs (where needed), Seesaw, Purple Mash and Century Tech (free during lockdown). However, it is important to remember that children, due to a range of different home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time. It is very likely that our disadvantaged and vulnerable groups will have been most affected by this. Some families struggled to engage with the home learning especially as the weeks of lockdown continued. Anxieties about catching the virus is an on-going worry and supporting families with this remains a focus.

From March to June 1st, school was open to key worker, EHCP and vulnerable children only and for this period 1% of the school population attended. However, as our successes were shared and parent confidence grew, as well as lockdown restrictions being relaxed these numbers increased. When Reception, Year 1 and Year 6 pupils were invited back from 1st June, we had the following attendance–

Reception = 63% **33% (3 out of 9)**

Year 1 = 73% **76% (11 out of 14)**

Year 6 = 86% **74% (14 out of 19)**

However, due to size restrictions placed on ‘bubbles’ of pupils many of these children would have only received a maximum of 4 weeks direct teaching within school during that term. The percentages in red show the numbers of disadvantaged children who attended during this term and you can see from that the numbers were significantly down in Reception. This could impact these pupils significantly as they move into year 1. Pupils from the remaining year groups, unless they were key worker or EHCP children, didn’t manage to return to school despite our best efforts to have them return. This will have a significant impact on our current Key Stage 2 classes as many of these pupils never returned to school from March.

We now have to address this disruption to our children’s education in order that it does not impact on their lives in the future. During the lockdown, the school spent time developing every area of the curriculum. Even though we acknowledge that Reading, Writing and Maths need to be a focus to help the children to ‘catch up’ on their missed learning, our intention is to still offer a broad and balanced curriculum for all of the children. In line with our latest risk assessment we will further adjust the delivery of the curriculum to make sure that it is Covid safe and focuses on the pupil’s well-being and mental health. We are also mindful and prepared for a second lockdown, whether it is national or local. There is a Remote Learning Protocol in place and we are continually looking at increasing the provision we can provide if required to.



STRATEGY STATEMENT

As part of the government’s response to the lockdown, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Hadleigh Community Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions.

The overall aims of the catch-up premium strategy at Hadleigh Community Primary School are: :

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between our disadvantaged pupils and their peers

Planned Actions and expenditure – Funded from Catch up Budget and with interventions to our normal Pupil Premium provision

Tier 1: High Quality Teaching for All				
Area	Issue/Rational	Actions	Success Criteria	Budget and/or Who
Assessment	<p><i>Assessment helps teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid 19.-EFFCovid 19 Support Guide</i></p> <p>Assessment levels will be taken in November as research shows little information will be gained from summative assessment taken whilst the pupils are adjusting to a new environment. This will provide a starting point and will ensure we correctly identify pupils for support.</p>	<p>Three data points will be maintained to ensure a workload balance for staff.</p> <p>Additional summative assessment in Autumn and Summer terms to support teachers with judging progress.</p> <p>Papers to be analysed to discover common themes which are explored by all staff.</p> <p>Complete the Baseline assessments for all EYFS pupils.</p> <p>PPM adapted to ensure identifying pupils who have slipped back due to Covid, are the focus for support.</p>	<ul style="list-style-type: none"> • PITA spreadsheets can continue to be updated once a term to show pupil progress. • Staff will be able to carefully select those pupils that require targeted support. • Ensure that EYFS pupils have a starting point for their journey with us. 	<p>DH to source and buy summative NFER assessment papers.</p> <p>£1946</p>



<p>CPD</p>	<p>High quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>Investigate and implement CPD opportunities with a particular focus on Maths/English/Wellbeing of pupils.</p> <p>Provide opportunities for staff to share tips and good practise in staff meetings.</p> <p>Set up research sharing platform for staff to share research they have read or implemented within their classrooms.</p>	<ul style="list-style-type: none"> • Progress is clear for the majority of pupils across all classes using schools internal data. • Staff are given the chance to work alongside each other despite the difficulties of social distancing etc, • Research forum set up and staff are given the chance to look at current educational research and apply this to their own teaching as well as sharing with colleagues. 	<p>Money held each term for possible training opportunities.</p> <p>Staff meeting time given to sharing good practise.</p> <p>HT/DH to set up research sharing platform</p>
<p>Early Career Teachers</p>	<p>Due to lockdown, any current NQTs unfortunately were not able to complete a full placement in the Summer term. Therefore they will require additional support as they begin their teaching journey.</p>	<p>Ensuring our NQT teacher is given the correct support and access to training opportunities from the local providers.</p> <p>Provide time for the NQT mentor and Phase leader to support with all elements of teaching.</p> <p>Ensure observations and the full NQT induction is completed.</p> <p>Support student teachers as they have placements with us.</p>	<ul style="list-style-type: none"> • NQT and Student teachers successfully complete their first year of teaching. 	<p>NQT training included in main budget.</p> <p>NQT/LC</p>
<p>Safeguarding</p>	<p>During lockdown and the Summer term there was a significant increase in the amount of disclosures from pupils. We anticipate this will continue throughout the upcoming year. Dealing with these as a priority is crucial, giving the DSLs the time and space to address all existing and new safeguarding needs.</p>	<p>Encourage children to talk about, write about or draw their lockdown experiences to gain an understanding of how this was for our pupils.</p> <p>Robust, swift and accurate support given to deal with new existing safeguarding concerns and liaison with outside agencies if required.</p>	<ul style="list-style-type: none"> • All Children are safe. • Support given by staff in school or external agencies if required. • Referrals made swiftly where there is cause for concern. • Communication with parents timely and effective. 	<p>Full time DSL included in main budget.</p>



<p>Mental Health</p>	<p>Mental Health and Well-being issues can impact a pupil's ability to learn. In this difficult times it is vital we give pupils time to talk through their worries and concerns.</p>	<p>A recovery curriculum needs to have PSHE at its core. All Year groups to ensure that PSHE is timetabled and therefore pupils have the opportunity to air any concerns they currently have. PSHE curriculum adjusted if pupils require time to discuss anxieties around Covid.</p> <p>Explore purchasing PSHE resources to support the further development the curriculum.</p> <p>Continue to provide ELSA sessions on a one to one bases as well as develop ways for group sessions to be held.</p> <p>ELSA to lead a staff meeting to empower staff to carry out some ELSA themed activities within PSHE.</p>	<ul style="list-style-type: none"> • PSHE taught in all classes across all year groups. • RSE curriculum introduced to staff • Pupils feel listened to and supported. • ELSA given to those with significant need. • Staff have the knowledge to deliver ELSA themed PHSE sessions. • Further resource our PSHE in line with the current breadth and knowledge maps. 	<p>Resources for PSHE £2000</p>
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Tier 2: Targeted support				
Area	Issue/Rational	Actions	Success Criteria	Budget and/or Who
<p>Tutoring</p>	<p><i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i> EFF Covid Guide</p> <p>For those pupils that have been identified as requiring support in a certain area then 1-2-1 or small group tutoring offered to plug gaps.</p>	<p>Assess pupils across Reading/Writing and Maths and gap analysis completed by DH/Teachers.</p> <p>Trends spotted and small groups established for tutoring.</p> <p>Individual pupils identified and offered 1-2-1 sessions either in afternoons or after school.</p> <p>National Tutoring program used to support pupils via video tuition.</p>	<ul style="list-style-type: none"> • Pupils will have the chance to focus on certain areas of learning with the support of a teacher, closing gaps • Staff have a detailed analysis of their class's gaps. • The impact of lockdown is reduced as gaps are filled. • Tutoring sessions will be completed for those pupils requiring it. 	<p>MP6 £39.21ph</p> <p>A programme of tutoring across reading, writing and maths will be established depending on need.</p> <p>Approx. budget £10000</p>



		Establish a team of tutors to run boosters and after school sessions.		
Phonics	Children will have missed 6 months of Phonics teaching and all phases of Letters and Sounds will not have been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.	<p>Programme of phonics interventions in all KS1 to continue but supplemented by additional ones to ensure catch up.</p> <p>Testing for Year 1 phonics screening to begin in October and monthly screening checks to monitor progress.</p> <p>Year 2 to sit screening check in Autumn Term after completing a Phonics recovery programme. Any pupils who do not meet the required standard will need support for July retest.</p>	<ul style="list-style-type: none"> • Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020. • Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum. • Children will feel confident with familiar staff to help, not only with transition into new year group but also with assessing the children at the start of this unique term. • Baseline Phonics assessments in early October will establish individual pupil's knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children. 	<p>Reception, Year 1 and 2 staff</p> <p>No cost as part of salaried hours.</p>
Reading	Independence & Fluency Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence and competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning.	<p>Use of NFER tests over a two-day period to gain an accurate baseline in core subjects.</p> <p>Staff to work with DH to analyse data and identify gaps. Planning will then address these gaps.</p> <p>Individual reading opportunities for all children across the school.</p> <p>Opportunities to read in as many lessons as possible during a day in order to develop fluency and independence in reading.</p>	<ul style="list-style-type: none"> • Assessments in reading in Autumn will give baseline assessment for Reading on which interventions can be based and children will receive and develop their reading accordingly and gaps in learning, knowledge and understanding will be narrowed. • More access to individual reading will take place both in school for all pupils as well as after school for pupils who require extra support. • Focus on reading in lessons will develop vocabulary opportunities for all pupils. 	<p>English Interventions Reading Group Teacher MP6 5 PMs a week 7 Weeks £2800</p> <p>Century Tech £1950.00</p> <p>Learning by Questions-DH to investigate cost to be sourced.</p>



		<p>Group reading sessions for selected groups as an afternoon school intervention to work on the reading domains. Y2 – Y6 delivered by a teacher</p> <p>Century Tech to support Reading Comprehension for pupils in Years 5-6</p> <p>Learning by Questions purchased for Years 4, 5 and 6. The English sets will develop student understanding, engagement and critical analysis of non-fiction and fiction texts. This will be used within class and for at home support</p>	<ul style="list-style-type: none"> Vocabulary and meaning of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing understanding of texts in all subjects to improve. 	
Writing	<p>Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purposes for writing. They will need the opportunity to build up their stamina.</p> <p>Basic Skills knowledge and understanding is not age related due to missed learning throughout lockdown. Presentation is not at the expected standard.</p>	<p>Autumn term baseline writing task completed and moderated across year group to ensure pupils identified consistently across year group.</p> <p>Training development allows staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils.</p> <p>Writing small group intervention in the afternoons for Y2 – 6 children to supplement class writing opportunities.</p> <p>Staff continue to find ways to include tasks that encourage pupils to write at length in subjects other than English, to ensure as much practice as possible</p> <p>Century Tech To support with SPaG (Years 3-6)</p>	<ul style="list-style-type: none"> Quality of writing improves across the school with more pupils achieving age related expectations in writing. Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects. Confidence of the pupils increases in writing. Children are able to write at length, across subjects Gaps in knowledge and understanding of punctuation, grammar and spelling are narrowed for Year 6 pupils. More pupils achieve age related or above expectations in SPaG. Improved presentation across the school. 	<p>English Interventions Writing Group Teacher MP6 5 PMs a week-2 Hours 7 Weeks £2800</p> <p>Spelling Shed-To be investigated</p> <p>Learning by Questions?-To be investigated</p>



<p>Maths</p>	<p>Accurate understanding of all pupils' maths ability not known due to 6 months out of school for majority of pupils.</p> <p>Basic Skills knowledge and understanding is not age related due to missed learning throughout lockdown.</p>	<p>Use of NFER tests or similar over a two-day period to gain an accurate baseline in core subjects.</p> <p>Staff to work with AHT/DH to analyse data and identify gaps. Planning will then address these gaps.</p> <p>Staff will use the planning and resources created by White Rose Maths Hub to supplement training and interventions. This has a focus on Manipulatives as well as ensuring deep understanding of topics.</p> <p>Century Tech to support pupils in Years 3-6</p> <p>Purchase NumBots for Reception, Year 1 and Year 2 to develop recall and understanding of number bonds and addition and subtraction facts. These are critical foundations in maths. The children in Year 1 and 2 missed the opportunity to secure their understanding in this due to the lockdown. Children will be able to access this both at school and home.</p>	<ul style="list-style-type: none"> • Work for all pupils pitched at an appropriate level with challenge for all in maths lessons evident based on accurate assessment of ability. • Number bonds and addition and subtraction facts embedded across EYFS and KS1. • Manipulatives will be at the core of pupils learning to ensure knowledge is embedded. As will a focus of fluency and retrieval practice. 	<p>Maths Mentor Teacher MP6 5 PMs a week-2 Hours 7 Weeks £2800</p> <p>Numbots to be purchased £100</p>
<p>Times Tables</p>	<p>Times tables progressions has been halted due to lockdown and children's knowledge and understanding of the times tables for their year group not known or understood. Particularly vital for Year 4 with tables screening introduced this year.</p>	<p>Tables assessment carried out in year 4 during Autumn 2 to judge levels and throughout till screening check.</p> <p>Use of Times Tables Rockstars or similar software/app to assist in teaching of tables and practice at home.</p> <p>Year 3 to complete NCTEM Tables lessons to strengthen understanding.</p>	<ul style="list-style-type: none"> • Pupils perform to the best of their ability for Year 4 Tables Screening check. • Times tables learnt for each year group and used in daily maths lessons to assist in the development of fluency and reasoning in maths. • Pupils more confident with times tables. • Year group competitions actively played at school and at home. 	<p>TimeTables Rockstars purchased for Years 3-6 £100</p>



<p>EYFS</p>	<p>Children showing weakness in their oral language skills</p> <p>Many of the Reception children have not attended nursery since March 2020 and as a result have weaknesses in their oral language skills which will impact on their reading.</p>	<p>Apply to become part of the Nuffield Early Language Intervention. The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading (EEF recommended). Key staff to attend training. TAs to deliver over 20 weeks in groups of three to four children.</p>	<ul style="list-style-type: none"> Improved oral language skills. Improved outcomes in reading for Reception children. 	<p>Free through EEF</p> <p>Reception team, SENDCO and SLT</p>
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Tier 3: Wider Strategies to Support all				
Area	Issue/Rational	Actions	Success Criteria	Budget and/or Who
<p>Parents</p>	<p>Lack of face to face contact with parents</p> <p>Due to Covid-19 restrictions and social distancing safety measures in place, face to face contact with parents in school will not occur in the autumn term in the first instance. School needs to maintain contact with all parents and actively seek out new ways to engage and communicate effectively with them.</p>	<p>Continue to provide updates on learning and in class progress via Seesaw or Tapestry</p> <p>Regular school newsletters.</p> <p>Website kept up to date.</p> <p>Ensure that all families are signed up to School gateway/Seesaw/Tapestry so the school can keep them up to date.</p>	<ul style="list-style-type: none"> Progress of pupils is communicated with parents Parent can engage in learning with pupils based on communications given. 	<p>Teachers/DH/HT</p>



<p>Parents</p>	<p>Support Pupils at home</p> <p>Parents could supplement our work in school by supporting their children at home.</p>	<p>Have a 'launch event' for all home learning. Packs to be sent to parents explaining what's on offer and how they could support their child.</p> <p>Introduce small projects for parents to complete at home and share via Seesaw. Similar to Tic Tac Toe but with a clear learning focus. Actively encourage parents to do these with their child.</p> <p>Support for disadvantaged pupils by supplying additional books and educational resources to take home.</p>	<ul style="list-style-type: none"> Parents engage in learning with their children and feel more involved. Disadvantaged pupils have access to materials-Books/Educational Toys 	<p>Educational Toys/Books fund</p> <p>£2000</p>
<p>Technology</p>	<p><i>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In Particular, lack of access to technology has been a barrier for many disadvantaged pupils. EFF Covid Guide.</i></p>	<p>Buy a set of tablets and kindles to help disadvantaged pupils access reading materials and learning support materials. Ensure tablets have educational games and activities pre-loaded onto them.</p> <p>Explore purchasing another set of tablets to use within school.</p>	<ul style="list-style-type: none"> Disadvantaged pupils have the opportunity to access books and learning resources at home. 	<p>£5000 Technology purchase fund to include tablets to support new apps.</p>

ADDITIONAL INFORMATION

- Current Spend £31,496
- Contingency £6334