

Holywell C of E Primary School Catch up funding – January 2021

In June 2020, a £1 billion fund for education was announced by the government. Further guidance (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) shows that the money is split between a catch-up premium and a national tutoring scheme.

The mental, physical, and economic impacts of Covid-19 have affected families in many different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges for children. Many children—particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—will have been adversely affected by extended time away from school.

The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. As a school we need to identify where additional catch-up support may be required by carrying out rigorous and robust assessment of all our children's emotional resilience, attitude and readiness to learn, physical wellbeing and their academic attainment. Once teachers know the starting points for each child, they can then effectively modify the curriculum to address gaps in knowledge and target individual children who require additional support. Particular focus will be on disadvantaged, SEND and vulnerable children, because research has shown that children in those groups have been the most adversely affected.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census, meaning Holywell will be in receipt of £8,240 (103 x £80).

Our teachers and many of our families have provided wonderful support to help children learn at home during Covid19. However, for some children, the disruption caused by learning from home has had a negative impact on learning and wellbeing

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.

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

Catch-Up Plan

School name:	Holywell C of E Primary School
Academic year:	2020 – 2021
Total number of pupils on roll:	104
Total catch-up budget:	£8,240 with £5,150 left to spend in school
Date of review:	July 2021

1. TEACHING AND WHOLE-SCHOOL STRATEGIES

Supporting great teaching

We worked hard to ensure every teacher is supported and prepared to achieve the best outcomes for pupils. We provided opportunities for professional development—for example, training on the effective use of Microsoft Teams.

Pupil assessment and feedback

Staff assess pupils work in school and online to see how to most effectively support them. Every pupil will have been affected differently by Covid-19. By assessing pupils' wellbeing and learning needs we decide what effective support to provide. For example, after lockdown and all pupils returned into school, assessments in maths and English were used to identify particular areas where pupils have forgotten or misunderstood key concepts and used to identify pupils who would benefit from additional catch-up support. Staff provide pupils with quality feedback.

Transition support

All pupils after each lockdown were supported to transition back to school. There were particular challenges for pupils starting a new school either transiting to secondary school or coming into reception class. Planning and providing transition support, mainly online but occasionally face-to-face as restrictions allowed, was an effective way to ensure pupils started the new year ready to learn.

Action	Intended Outcome	Estimated Impact	Cost	Staff Lead	Comments
<p>Develop remote education via Microsoft Teams as a key component in the delivery of the school curriculum.</p> <p>For all staff to be familiar and confident with Microsoft Teams to provide a clear pathway between school-based and remote-based education</p>	<p>Following the successful introduction of Teams, all staff, children and families will be able to have access to this high quality learning platform - enhancing teaching and learning in school and at home further.</p> <p>Technology is made available and distributed to families who don't have access to laptops. (See below for addition details.)</p> <p>Pupils confident to access and navigate Teams either off or onsite</p>	<p>Children will be able to effectively continue to engage with home learning with increased support from their families and teachers.</p> <p>Staff to monitor and develop the provision. Subsequently, progress and outcomes will be accelerated and improved.</p>	<p>See costings below for Microsoft Surface Go and Ipads</p>	<p>Sue Denham</p>	<p>Inset Training delivered to support staff</p>
<p>Provide training in Microsoft Teams for teachers and teaching assistants across the school through using Microsoft education package and training with Ventrus staff.</p>	<p>Following training, all staff will feel more confident using Microsoft Teams. Teachers will be able to set assignments and offer a wider range of learning opportunities.</p>	<p>Staff will be able to use Microsoft Teams effectively to provide high quality teaching and children will be able to access a rich curriculum.</p>	<p>No cost</p>	<p>Sue Denham</p>	

<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. Regular monitoring by head</p>	<p>Systems and processes to provide pupils feedback on their remote learning support progress and minimise impact of not being in school.</p> <p>SLT and feedback that provides a focus for staff meetings</p>	<p>High-quality feedback will be given to support and extend pupils' learning. Pupils continue to make progress as feedback allows for formative assessment to inform the work set at home.</p> <p>By assessing pupils' wellbeing and learning needs, teachers can decide what effective support to provide, such as one-to-one catch-up calls and small group interventions.</p>	<p>No cost</p>	<p>SD, SH, TC, CC, KH, CB</p>	
<p>Planned transition support across the school provided. Video tour of the school provided on website</p>	<p>Children are supported through a range of transitions (through home learning, coming back into school, starting reception, changing year group, and transitioning to secondary school).</p>	<p>Children will be socially, emotionally and mentally ready to cope with transitions.</p> <p>Transitions will not have a detrimental impact of children's learning and attainment.</p>	<p>No cost</p>	<p>SD, CC</p>	
<p>Focusing on professional development.</p>	<p>Every teacher is supported and prepared by providing opportunities for professional development.</p> <p>All staff are up to date with new guidance, legislation and research.</p> <p>Teachers and staff (support, office and site) are given the necessary training to adjust to</p>	<p>Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.</p> <p>CPD impacts on curriculum planning – it ensures that teachers are confident and proficient in delivering a curriculum which is tailored to meet the needs of pupils in their care.</p>	<p>Cover any training in house</p>	<p>All staff</p>	

	the new logistical and organisational aspects.	Professional development on the effective use of Microsoft Teams.			
Total spend:			£0		

2. TARGETED SUPPORT

Effective support to be provided for certain pupils after assessments made identifying need. Support to be well-targeted and used to monitor pupil progress. Teachers to have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.

One to one and small group tuition

We provided one to one and small group tuition as a catch-up strategy. This tuition was delivered by class teachers as this is shown to have the highest impact. Class cover was provided by a PE specialist, a music specialist and TA's

Tuition was also delivered by TA's and on occasion teacher volunteers. On these occasions, specific content was delivered

Intervention programmes

In order to support pupils who had fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, were necessary. A particular focus for interventions was literacy and numeracy, where regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery were most effective.

Interventions also focused on other aspects of learning, including behaviour, pupils' social and emotional needs, and particular groups of pupils with identified SEND.

Action	Intended Outcome	Estimated Impact	Cost	Staff Lead	Comments
Teaching staff to provide one to one and small group tuition with class cover being provided by a PE	One to one and group support delivered by teachers as this is shown to have the highest impact. Expectation that learning behaviour (including	Accelerated progress in line with children's expected outcomes in Maths and English.	Music specialist = £648	SD	

specialist, music specialist and TAs.	stamina for learning) will be at least pre-Covid standards		PE specialist salary already covered		
Tuition to be delivered by TAs and on occasion, teacher volunteers.	TAs and volunteer teachers to provide tuition covering specific content such as key skills.	Accelerated progress in line with children's expected outcomes – especially in Maths and English.	No cost	SD	
Regular structured interventions to be delivered on a one-to-one or small group basis.	Interventions to be carefully timetabled to enable consistent delivery. All interventions will have clear focuses which target gaps in learning. These interventions will primarily focus on gaps in Maths and English.	Improved progress and outcomes specifically in areas where children lacked knowledge/had misconceptions.	No cost	All staff	
Well-being, therapies and specialist support for identified children.	Availability of targeted therapies and specialist support for identified children in need – including vulnerable children, those with behavioural needs, SEMH and those with SEND.	Improved well-being, access to learning and progress for children with identified needs.	£200	SD, SH	
Reading and phonics – purchase Read Write Inc to support children to significantly increase their rates of phonics understanding. Books will match their reading ability. Additional TA support for 2 x sessions per week	Children will be able to read fluently and confidently.	Evidence of phonics assessments indicates rapid progress with almost all pupil in YR and Y1 on track by July 20212 Children will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	£998 from catch up (£7000 from English Hub) £320 for TA	SD, SH, TC	

Total spend:	£2,166		
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3. WIDER STRATEGIES

Supporting parents and carers

Our parents and carers played a key role in supporting their children to learn at home and we know it is essential that school and our families work together when pupils return back to school after periods of lockdown. We have provided extensive support for pupils well being throughout each lockdown. Part of this has been regular and supportive communications with parents, especially to increase attendance and engagement with learning. We have made weekly phone calls and Teams meetings for pupils working from home.

Access to technology

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 appropriate technology and sharing technology with siblings has been a barrier for many children. As all pupils return to schools, having access to quality technology in school proved to be very valuable, by facilitating access to online tuition or support.

We are trying to invest in more technology, either providing pupils with devices for home or improving the facilities available in school.

To support blended learning, we try to ensure that the elements of effective teaching are present, including clear explanations, scaffolding, practice and feedback.

Action	Intended Outcome	Estimated Impact	Cost	Staff Lead	Comments
Support for parents and carers.	Regular supportive communications with parents will take place each week through telephone calls and Teams meetings.	Parents will feel supported, will find home learning more manageable and will feel more confident at supporting their children at home. This will lead to increased attendance.	No Cost	SD, all staff	
Children to be provided with home learning resource packs as needed.	Enhance home learning accessibility and engagement. Increased opportunities for children to practice and reinforce their learning at home.	Seamless support between home and school to improve progress and outcomes for children. Improved progress and outcomes.	No cost	All staff	

Purchase of ICT devices to support children's learning at home and in school on their return.	All children to have access to technology and the school's online learning platform – Microsoft Teams.	Improved access to home learning, higher levels of engagement and improved outcomes.	3 x Surface Go = £1,140 3 x ipads = £1,200	SD	
Pastoral support for vulnerable pupils and families struggling as a result of eg redundancy, domestic violence and family break downs. Create priority pupils and families. Review of EHCP's by SENDCo	Children and their families supported through eg TAF meetings, Children Centre involvements. Counselling provide where needed. After school sessions to support the welfare of pupils and their families	Children and parents will feel supported and will receive access to relevant networks, therapies, support.	10 afters school sessions x £8 = £80 10 counselling x £40 =£400	SD, SH	
			Total spend:	£2,820	

Summary Report (to be completed at review)

What is the overall impact of spending?	
Final spend:	
£4,986	