



Summary information

School	Hunters Hall Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£46,320	Number of pupils	580

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 (DfE Guidance)

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

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Supporting remote learning

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils’ social, emotional and behavioural needs
- Supporting parent and carers
- Access to technology



Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 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 – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown 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.
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. Initial phonics assessment at the start of year 2 showed 33% at expected end of year attainment.
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 enrichment experiences e.g. trips, visitors and memorable curriculum moments.

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Hunters Hall 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 table below outlines our intentional spend with a rationale accompanying each decision.

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				
EEF recommended strategy	EEF Rationale	Specific implementation at Hunters Hall Primary School	Cost	Expected impact



<p>Supporting great teaching</p>	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</p> <p>Improving the quality of learning by employing additional staff within particular year groups, especially the transition years.</p>	<p>All 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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to support understanding.</p> <p>Focusing on reception, year 2 and year 6, employ an apprentice for EYFS, additional teacher in years 2 and 6.</p>	<p>No additional cost for planning. However, additional resources may be required in order to provide necessary manipulative apparatus.</p> <p>Purchase additional resources identified for each year group (R-Y6) @£300 £2100</p> <p>25% of salary focused on Covid catch up</p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the curriculum is maintained and pupils attain in line with national expectations.</p> <p>The use of manipulatives in maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of COVID-19 and evidence of outcomes continue to improve across the school.</p> <p>Accelerated progress for as many children as possible to reach national expectation. Transition to the next stage of education is smooth.</p>
<p>Teaching assessment and feedback</p>	<p>Teachers have a 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.</p>	<p>PiXL transition checklist system used in September to ascertain a baseline and identify gaps from the previous year's curriculum. Formal assessment, delayed until November began the annual cycle.</p> <p>Gap analysis will inform specific, future planning.</p>	<p>25% of PiXL cost, £900</p>	<p>Data shows that gaps have been plugged and children's attainment is moving towards national expectations.</p>



<p>Supporting remote learning</p>	<p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include:</p> <p>Teaching quality is more important than how lessons are delivered.</p> <p>Ensuring access to technology is key, particularly for disadvantaged pupils.</p> <p>Peer interactions can provide motivation and improve learning outcomes.</p> <p>Supporting pupils to work independently can improve learning outcomes.</p> <p>Different approaches to remote learning suit different tasks and types of content.</p>	<p>Year group teams produce differentiated learning activities which children access through the safe school website. Access and engagement is closely monitored and meaningful individual feedback given to move the learning on.</p>	<p>In-school CPD (Continuing Professional Development) led by Deputy Head. No additional cost.</p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that children are moving towards national expected standards.</p>
--	--	--	--	---

ii. Targeted approaches

EEF recommended strategy	EEF Rationale	Specific implementation at Hunters Hall Primary School	Cost	Expected impact
<p>One to one and small group tuition</p>	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	<p>Personalised learning for individual pupils, in response to need.</p> <p>List other Maths Breakfast Maths +1 Homework Club Thrive 1:2:1 sessions</p>	<p>25% of extra staff salary £41,047.32</p>	<p>By increasing targeted time spent supporting 1:1, data shows that gaps have been plugged and children's attainment is moving towards national expectations.</p>



<p>Intervention programmes</p>	<p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>15 Minutes a Day Sound Training PiXL therapy groups (maths, grammar, writing, reading -fluency, comprehension etc) Daily 1:1 reading with targeted children Thrive interventions Pre-teaching</p>	<p>Part of everyday costs.</p>	<p>By providing catch-up interventions for identified children in the afternoons, data shows that gaps have been plugged and children's attainment is moving towards national expectations.</p>
---------------------------------------	--	---	--------------------------------	---

iii. Wider approaches

EEF recommended strategy	EEF Rationale	Specific implementation at Hunters Hall Primary School	Cost	Expected impact
--------------------------	---------------	--	------	-----------------



<p>Supporting pupils’ social, emotional and behavioural needs</p>	<p>A large and often unrecognised part of teachers’ work has always involved providing support for pupils’ social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils’ social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>The main school focus for the first 3 weeks was on SEMH, settling the children back into the school community, acknowledging their different experiences, supporting them to deal with the new regime and getting them to a place where they were ready to learn.</p> <p>There is a big focus on embedding the language of Thrive throughout the whole school community. The Zones of regulation were introduced and implemented in every class and the children were taught explicit strategies to identify, talk about and manage their emotions.</p> <p>Well-being will continue to be a focus for our SLT. We will ensure a shared language and actively plan daily check-ins with our dedicated and enhanced pastoral team. Increased presence on gate – additional members of the Pastoral team will be on hand each morning to support any pupils with emotional need.</p> <p>Whole school Thrive screening.</p> <p>Increased number of staff thrive trained.</p> <p>Thrive Lead training to be a trainer.</p>	<p>£1,962</p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Visual cues in the classroom, such as feelings vocabulary, self-regulation strategy posters linked to the Zones of Regulation offer handy reminders for pupils and staff. Our explicit approach means that we are well-placed to manage pupils’ return to school in the coming academic year.</p> <p>Data analysis will indicate pupils generally behave positively.</p>
<p>Access to technology</p>	<p>‘Pupil’s access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’</p>	<p>Allocation of devices to pupils in need, both through government supplied laptops and school-purchased Chromebooks.</p>	<p>£850</p>	<p>All children have the opportunity to access remote learning. The school will be able to monitor engagement, performance and give individual feedback to move the learning on, towards the national expectation.</p>



<p>Supporting parents and carers</p>	<p>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</p>	<p>Parents have the opportunity to email all class-based teachers to communicate concerns. This communication can take place outside of the working day to meet their needs. It is agreed, however, teachers will respond within their working day.</p> <p>In addition to offering pupil SEMH support, parents will also be offered support. Pastoral team will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed. The pastoral team will also host informal coffee mornings once restrictions are removed and parent workshops. In the interim, parents will be invited to attend online workshops delivered in house/by specialist support agencies?</p> <p>The purchase of additional sets of reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book ‘quarantine’ rules.</p> <p>Provision of resource packages/activities to support practical activities where online learning is not appropriate.</p> <p>Provide struggling families with food/toiletries parcels.</p>	<p>Publications Refreshments Workshop resources £1000</p>	<p>Positive communications between home and school, ensuring parents and children feel supported and able to access the learning to support their child’s education.</p> <p>Evidence that children have continued to practise reading at home is reflected in their engagement with books.</p>
<p>Total spending</p>		<p>£47859.32</p>		
<p>Total funding</p>		<p>£46,320</p>		
<p>Schools main budget contribution</p>		<p>£1539.32</p>		