



## Yardley Hastings Primary School COVID-19 Catch Up Premium Plan July 2021 (RAG Rated)

Summary information			
School	Yardley Hastings Primary School		
Academic Year	2020-21	<b>Total Catch-Up Premium</b> Provisional Allocation academic year 2020 to 2021 = <b>£8400</b> (based on 109 pupils – October 2020 census)	<b>Number of pupils</b>  105

### 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 amongst 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.

The purpose of this report is to clarify how our school intends to spend the COVID-19 premium grant and how the effect of expenditure on educational attainment will be assessed.

Use of Funds	EEF Recommendations
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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](#).

The EEF advises the following:

- Teaching and whole school strategies
  - Supporting great teaching
  - Pupil assessment and feedback

<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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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>	<ul style="list-style-type: none"> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>
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**Yardley Hastings Strategy**

**Catch up Priorities:** Every pupil will have been affected differently by Covid-19. Through the extensive assessment detailed below we have determined that our catch up priorities will be:

- To raise the attainment of all pupils to close the gap created by COVID Closures
- To address any social and emotional issues that have arisen as a result of the pandemic.

**This strategy will align with the school improvement priorities detailed in the school Development Plan and, where appropriate, our Pupil Premium Strategy**

**Our core approaches will be through:**

**Teaching and whole school strategies including assessment :** Quality First teaching will be our initial strategy to improve outcomes for our pupils. Pupil Assessment will help teachers determine how to most effectively support their pupils. Detailed, accurate feedback will ensure children are able to move on in their learning and know how to improve.

**Targeted Academic Support** There is extensive evidence supporting the impact of high quality one to one or group tuition as a catch up strategy. Based on analysis of our September Catch up, tuition delivered by qualified teachers had the biggest impact especially if this involved pre-teaching of areas identified as whole class gaps. Following extensive assessment, Individual catch up plans will be drawn up for each child based on all identified areas of need.

**Social and Emotional Support:** All teachers will assess and monitor each child’s social and emotional wellbeing. Many children’s mental wellbeing has been impacted in a variety of ways during the partial school closures. Social and emotional programmes will be drawn up on an individual basis using internal expertise or, where applicable, by seeking support from outside agencies. This will include daily monitoring through teacher observation and the use of ‘Feelings Flowers’.

**Wider Support** Our school provided extensive pastoral support to pupils and families during the pandemic. Additional support this year will focus on providing regular and supportive communications with parents to maintain good attendance and engagement with learning.

**Identified impact of lockdown**

<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Abilities in Maths been less affected than during the initial school closures. Children still have an appetite for maths and lockdown has not affected their attitudes. However, in some areas their fluency and speed of recall has decreased and recall of times tables has deteriorated. Stamina to complete tasks or motivation to even get started has been a problem with some of our older children.</li> </ul>
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	<ul style="list-style-type: none"> <li>For our youngest children, number formation has deteriorated, as has the confidence to work independently. Some areas of maths, such as multiplication and division, were moved from the remote plan and will now be covered during the Summer Term.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>For our youngest children, independence and confidence has been affected and children require a lot more reassurance when writing. Letter formation has also deteriorated.</li> <li>Grammar and punctuation specific knowledge has suffered, with basic punctuation being missed for some children.</li> <li>Writing skills focuses that would have been revisited and practised in school have slipped.</li> <li>Writing stamina has also become in an issue, particularly for those children for whom handwriting and fine motor control was already an issue.</li> <li>In some instances, lack of stamina is now also affecting their motivation to write.</li> <li>Presentation of all writing across all subjects has deteriorated.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Our youngest children have fallen slightly behind mainly due to reduced access to correctly levelled reading books.</li> <li>Stamina for younger children is also an issue. The children can read short texts and answer retrieval questions straight afterwards but struggle to read a longer text that requires them to go back and find the answers.</li> <li>During the first closure, whilst children had accessed reading during lockdown and fluency was good, they had not practised comprehension even at a literal level. This was addressed in the last lockdown and is less of an issue now. Our older children have, however, lost the opportunity to discuss texts in detail and share ideas and thoughts with their peers; they are now more reluctant to do this in class.</li> <li>Some children, especially boys, have lost the motivation or interest to read for pleasure, particularly longer narratives.</li> </ul>
<b>Non-core</b>	<ul style="list-style-type: none"> <li>Topic work was not always accessed by all children.</li> <li>For some areas of Topic teaching i.e. History there is poor recall of knowledge and facts.</li> <li>The transference of key skills in Writing and Maths to topic work has deteriorated.</li> <li>Children have also missed out on key curriculum experiences e.g. trips, external visitors and access to a range of non-fiction texts relating to topic.</li> </ul>
<b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>Many children, across all age ranges, had forgotten how to socialise and play together. The ability to work in a group has been tricky for our older children.</li> <li>Resilience levels have dropped with our older children compared to where they were pre-lockdown.</li> <li>Our youngest children had forgotten how to share and the ability of the older children to work as a team had been affected. There were some understandable anxiety issues on returning and a reluctance to share anxieties. This was also evident in an increased anxiety to return to school after the Easter break.</li> <li>The vast majority of parents were very supportive with home learning and children worked alongside or with parents or family members for a considerable amount of time. This has contributed to decreased independence amongst the children and, in some cases, separation anxiety.</li> <li>Many of our younger children need a lot of reassurance that they are on the right track with their work.</li> </ul>

**Planned Expenditure-** The headings below are grouped into the categories outline in the Education Endowment Foundation’s Coronavirus Support Guide for Schools

**i. Teaching and whole school strategies**

Desired outcome	Chosen approach and anticipated cost	Expected impact	RAG	Staff Lead
<p><u>Supporting great teaching:</u> Quality First teaching engages all children and ensures gaps in attainment due to COVID 19 are addressed.</p>	<ul style="list-style-type: none"> <li>Assessment period prior to the Easter break to enable teachers to assess pupils' wellbeing and learning needs for all areas of the curriculum.</li> <li>CPD for all teaching staff utilising Microsoft Office 365 to invigorate teaching and, in particular, to engage boys using specific apps and applications.</li> </ul>	<p>Assessments shared with SLT at Pupil Progress meeting 22/3/21. Through learning walks and subject monitoring it will be evident that whole class teaching addresses identified areas of need and is consistent across the school.</p> <p>Greater use of ICT by children across all areas of the curriculum.</p>		SLT, Core subject leads SENDco. ICT lead
<p>Areas of the core curriculum that have not been covered adequately in remote teaching have been identified and planned for.</p>	<ul style="list-style-type: none"> <li>Core subject leads to analyse coverage and ensure any missed objectives or units and planned in.</li> </ul>	<p>Core subject planning ensures that areas missed during remote learning have been addressed by July 21. All curriculum maps revised with support of SLT to reflect any gaps</p>		Core subject leads
<p>The teaching of foundation subjects builds on prior knowledge and the gaps in foundation subjects are addressed.</p>	<ul style="list-style-type: none"> <li>SLT to revise curriculum map to ensure any gaps in foundation subjects are covered.</li> <li>All future topics will be planned collaboratively with SLT to ensure support in covering gaps. Consideration will be given on how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</li> </ul>	<p>Revised topic curriculum map covers any identified gaps. Collaborative planning will ensure all teachers are aware of revisions. See above.</p>		SLT, Foundation Subject leads

<p><u>Pupil assessment and feedback</u> Knowledge gaps and specific areas for development are identified. Accurate and concise feedback ensures that misconceptions are addressed and children know how to improve.</p>	<ul style="list-style-type: none"> <li>All core subject leads to support teachers in forensically identifying the gaps for each child. They will direct teachers, where applicable, to the most appropriate standardised assessments. They will, where appropriate, carry out further more detailed diagnostic assessment.</li> <li>Teachers will have a very clear understanding of what gaps in learning remain. Where whole class teaching will not address the need, individual catch up plans to be drawn up for each child based on all identified areas of need including social and emotional.</li> </ul>	<p>Intervention plans agreed with core subject leads, documented on provision plans and shared with parents. <i>100% pupils. In reading and Maths now back to projected levels. The vast majority in Writing are back to pre-pandemic levels. Any interventions needed will now be covered under Wave 3.</i></p>		<p>Core subject leads and teachers</p>
	<ul style="list-style-type: none"> <li>Frequent low stakes testing and retrieval practise to ensure knowledge recall and alteration of long-term memory. All foundation subject leads to produce resources to support retrieval practice in foundation subjects.</li> </ul>	<p>Retrieval cards available in all classrooms and used by teaching staff to ensure retention of key subject knowledge by children.</p>		<p>Teachers, foundation Subject leads</p>
<p><u>Transition Support</u> To mitigate the absence of standardised tests and ensure children's levels and abilities are transferred to secondary schools. Secondary schools are made aware of any social and emotional needs. SEND children are given additional transition sessions as appropriate.</p>	<ul style="list-style-type: none"> <li>Additional arrangements to be made with secondary schools to ensure they have the most relevant levels and abilities. Liaise with secondary subject leads to provide detailed subject information. Liaise with secondary SENDcos to ensure and social and emotional issues are passed on.</li> <li>At the end of the academic year, transition meetings will take place for all children with parents and the class teacher for next year to ensure any ongoing needs are passed on and continue to be addressed. This session will also enable staff to inform parents of the outcomes of Catch Up sessions.</li> </ul>	<p>Children are able to confidently transition to their next group or setting and carry on learning without repeating prior teaching and with needs of all met. <i>Transition meetings took place with all secondary schools. End of academic year transition meetings took place for all year groups to discuss end of year reports and objectives for the coming year. Fully assess this are once the children have returned to school.</i></p>		<p>SLT, teachers, SENDco</p>
<p><b>Summer Term Whole School Teaching Total Budgeted Cost</b></p>				<p><b>£ 937</b></p>

ii. Targeted Approaches				
Desired outcome	Chosen action/approach	Expected Impact	RAG	Staff Lead
<u>1-to-1 online Maths Tutoring</u> Identified gaps in maths knowledge are identified and addressed.	<ul style="list-style-type: none"> <li>To increase fluency in Maths and address gaps in knowledge, identified children in Year 5 and Year 6 will have weekly sessions on Third Spaced learning. A diagnostic assessment will be completed and the children will then be tutored on identified areas of weakness.</li> </ul>	A summary of objectives taught will be available to the Maths lead. Tutors will assess all taught objectives at the end of the specified period this will be reported to the Maths lead. Identified gaps will have been addressed. <i>Attainment in Maths above NAT 2019 at Expected and Greater Depth. Year 5 Exp 50%, GDS 31% Year 6 Exp 57% GDS 29%.</i>		Maths Lead
<u>In School Targeted Interventions</u> Specific gaps in knowledge or understanding for core subjects will be addressed.	<ul style="list-style-type: none"> <li>Teachers and TAs (under the teacher's direction) will deliver one to one or small group interventions. These will be regularly time-tabled and will not impact on the delivery of the full broad and balanced curriculum or remove children from subjects they enjoy such as PE or Art. This strategy will include social and emotional interventions.</li> </ul>	Core subject leads will make termly assessments of the impact of interventions and advise on subsequent steps where necessary. Data analysis will confirm that attainment gaps have closed. <i>100% pupils. In reading and Maths now back to projected levels. The vast majority in Writing are back to pre-pandemic levels. Any interventions needed will now be covered under Wave 3.</i>		Core Subject Leads
	<ul style="list-style-type: none"> <li>To support reading comprehension, the reading lead has trained staff as 'Better Reading Partners'. This will demonstrate to TAs how to support reading and specially how to ask questions making one to one sessions more effective and purposeful.</li> </ul>	Reading comprehension skills will have improved in July standardised tests. <i>Outstanding results from July end of year testing. 100% year groups at expected and at greater depth now above national 2019 data and have returned to pre-pandemic projected levels.</i>		Reading lead

	<ul style="list-style-type: none"> <li>To increase confidence and self-esteem, teachers will pre-teach areas of the curriculum so children can access subsequent lessons with confidence and consolidate learning from intervention sessions. This was found to be particularly successful during the September to December catch up.</li> </ul>	Children who had made slow progress based on Easter assessment will have caught up based on July assessments . <i>See above</i>		Teachers
<u>Extended school time</u> The attainment of identified children improves and the effect of lockdown is negated.	<ul style="list-style-type: none"> <li>To ensure that catch up interventions do not affect children’s access to a broad and balanced curriculum and so that areas of core learning are not missed, many of the interventions take place before and after school. This will also allow core subject leads or specialists to deliver interventions across the school without affecting teaching of their classes.</li> </ul>	Children who had made slow progress based on Easter assessment will have caught up based on July assessments. <i>See above</i>		Core Subject leads, teachers
<b>Summer Term Targeted Interventions Total Budgeted Cost</b>				<b>£ 1968</b>

iii Wider Strategies				
Desired outcome	Chosen action/approach	Expected Impact	RAG	Staff lead
<u>Supporting Emotional Wellbeing</u> Children feel emotionally ready to learn They are able to seek help as they need it and are able to self-regulate when necessary.	<ul style="list-style-type: none"> <li>All staff reminded of strategies for emotional support. Daily Feelings Flowers used by all children and monitored by all staff. Teachers summarise social and emotional wellbeing for all pupils at the Pupil Progress Meeting. Appropriate interventions devised where necessary. Whole class sessions about sharing worries lead by Exec Head on return to school.</li> </ul>	Children are emotionally secure and able to access all learning. Where children do have anxieties, programmes are in place to support them and they know who they can approach for support.		All Staff

<p><u>Supporting parents and carers</u> Parents are informed of catch up areas and are able to support.</p>	<ul style="list-style-type: none"> <li>Revised provision plans for all catch up interventions shared with all parents so they are informed about their child's next steps and how to support at home. Parents' evenings arranged for week 2 of Summer Term. Remote information evenings.</li> </ul>	<p>100% attendance at extended school catch up sessions. Parents are supportive of the additional sessions and understand the identification process.</p>		<p>Class teachers</p>
<p><u>Access to technology</u> Children have greater access to technology and in school Apps to support homework, allow practise of key skills and to support remote learning. During any time that children will have to learn remotely from home, children can access effective, targeted teaching via Google Classroom.</p>	<ul style="list-style-type: none"> <li>For remote learning, we will ensure all children have access to a device. The school now has a bank of 5 D of E laptops. Microsoft Office 365 child logins will be shared with children and training in the use of the associated Apps will take place in school. (Initially this will be to all teachers and TAs).</li> </ul>	<p>Wider and more confident use of ICT by all groups. 100% ch. Have access to a PC during remote learning. Need to further develop the confident use of IT across the school.</p>		<p>ICT Lead</p>
	<ul style="list-style-type: none"> <li>Additional online learning resources will be purchased to support the learning of key number facts including times tables. (Times Table Rock Star, Numbots) Reading and spelling packages will also be purchased. (Nessy and Reading Eggs).</li> </ul>	<p>Increased fluency in maths with better number recall. Improved reading fluency and spelling for identified children. 100% KS1 and KS2 children at pre-pandemic levels.</p>		<p>Maths and Reading Leads</p>
<b>Summer Term Wider Strategies Budgeted Cost</b>				<b>£ 734</b>
<b>Summer Term Total Budgeted Cost</b>				<b>£ 3639</b>
<b>Autumn Term Costs</b>				<b>£ 4023</b>
<b>Total Catch Up Costs</b>				<b>£ 7662</b>
<b>Remaining COVID Catch-Up</b>				<b>£ 738</b>
<b>Cost paid through school budget (inc. Pupil Premium)</b>				<b>£ 0</b>