



Hemswell Cliff Primary School Catch-up Premium Plan 2020-2021

Summary Information					
Academic Year	2020-21	Total catch-up Premium		Number of pupils	51
Guidance					
<p>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.</p> <p>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.</p> <p>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.</p>					
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> <ul style="list-style-type: none"> Teaching and whole school strategies Supporting great teaching <ul style="list-style-type: none"> Pupil assessment and feedback Transition support Targeted approaches <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time Wider strategies <ul style="list-style-type: none"> Supporting parent and carers Access to technology Summer support 		
Identified impact of lockdown					
Emotional Wellbeing	Pupils and staff have suffered anxieties caused by the extended break in schooling and the Covid-19 pandemic.				
Maths	Recall of basic skills has suffered – children are not able to recall addition facts, times tables, place value is less secure and they have forgotten once taught calculation strategies. Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys.				
Writing	Children have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to a lack of accuracy in writing. Spelling and handwriting have also suffered in addition to a lack of writing stamina				
Reading	Children are less fluent in their reading and, for some groups of pupils, comprehension is lacking. For those in the lower years, there is an evident lack of phonic knowledge, requiring intervention to close the gaps in knowledge				



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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 experiences e.g. trips, visitors				
Planned expenditure- (the headings below are grouped into categories outlined in EEF coronavirus support guide for school					
i. Teaching and whole school strategies					
Intention	Chosen approach and anticipated additional cost	Impact	Evaluation	Staff lead	Start/review date
Supporting great teaching: All pupils settle in school and to resume learning.	<p>On-line Staff training with a focus on the 5 levers identified in the Barry Carpenter Recovery Curriculum research. Sept 2020</p> <p>Health Mentor and ELSA mentor in place – targeted and drop-in sessions available: Sept 2020</p> <p>Enhanced whole class PSHE provision to support pupils' social, emotional and behavioural needs following lockdown and the long break in education. Reflection books available at all times; RHSE to begin: Sept 2020</p> <p>Assessment activities undertaken to identify pupils requiring bespoke small group or 1:1 social, emotional and behavioural support. Interventions in place and reviewed every 6 weeks 22 Oct 2020</p> <p>H/T, PSHE lead and SENDCo to ensure that support staff are well prepared to deliver small group or 1:1 social, emotional and behavioural support. Sept 2020</p>	<p>Pupils are settled and demonstrate positive learning behaviours.</p> <p>Pupils are safe and comply with all covid-19 regulations are followed by pupils.</p> <p>All pupils are able to learn and make progress.</p>		AW/AWx/TD	<p>Start Sept 2020</p> <p>Review Jan 2021</p>
<p>Teaching assessment and feedback:</p> <p>Teachers accurately identify gaps in learning.</p> <p>The curriculum provision is adapted so that gaps are addressed.</p>	<p>Undertake a range of teacher assessment activities across all curriculum areas 22 Oct 2020</p> <p>Administer diagnostic assessment tests in reading, GAPS and maths. 22 Oct 2020</p> <p>Eng SL and Maths SL to advise teams about testing materials and ensure a consistent approach Sept 2020</p> <p>Eng SL and Maths SL to advise teams about the catch up curriculum resources available Sept 2020</p>	<p>Pupils' knowledge is coherent and progressive.</p> <p>Gaps in knowledge no longer present.</p> <p>The quality of teaching is consistently high in all classes and all pupils, including those who are disadvantaged and have</p>		HD, JK, AWx	<p>Start Sept 2020</p> <p>Review Jan 2021, April 2021, July 2021</p>



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	<p>Teachers' long, medium and short-term term planning adapted to address the gaps in learning Sept 2020</p> <p>Key knowledge and skills are identified across the curriculum for each year group. Jan 2021</p> <p>Knowledge organisers and cognitive theory strategies are being used to improve the long-term memory of all pupils. Nov 2020</p>	SEND, make expected progress across the curriculum.			
ii. Targeted approaches					
Intention	Chosen approach and anticipated additional cost	Impact	Evaluation	Staff lead	Start/Review date
<p>1-to-1 and small group tuition Identified pupils have improved emotional wellbeing.</p> <p>Identified pupils will be able to form digits, recall addition facts, times tables, place value and calculation strategies as appropriate for their age group.</p> <p>Identified pupils will have improved handwriting and letter formation, improved GAPS knowledge and writing skills will improve.</p> <p>Pupils in the lower years will close the gaps in phonics knowledge, reading will have increased fluency and comprehension skills</p>	<p>Compass Well-being survey, SDQ's used to Identify children needing emotional well-being support. Children will receive 1:1 or small group support form ELSA mentor and Health Mentor depending on the need. End of Sept 2020.</p> <p>Support staff in each class to deliver intervention programmes to close the gaps in learning. They will work under the close supervision and support of class teachers. End of Sept 2020</p> <p>Daily phonics lessons for YR and KS1. Phonics interventions in place for children who need it. Daily guided reading lessons for Y2-6. Sept 2020</p> <p>Employment of a teacher for one afternoon per week to deliver booster 1:1 or small group session to Y5/6 children in English and Maths. Feb. 2021 – Cost £4,000</p>	Identified pupils have improved wellbeing. Gaps in knowledge no longer exist.		AW, AWx, TD, HJ	<p>Sept 2020</p> <p>Review date: Jan 2021, April 2021, Jull 2021</p>



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iii. Wider strategies					
Intention	Chosen approach and anticipated additional cost	Impact	Evaluation	Staff lead	Start/Review date
Sustaining ties with our parents/ carers will help them feel re-connected to school and supported.	Compile register of e-mail addresses Sept 2020 Re-establish (remote) lines of communication with all families- ensure that all have access to information coming from school. Sept 2020 Continue weekly contact to vulnerable/EHCP parents until we are able to offer face to face meetings in school. Sept 2020 Signpost support via website. Sept 2020	Parents feel confident to return their children to school. Parents are using school as a stepping stone for other services that offer support and reconnection.		HJU, AW, AWx	Start - Sept-review July 2021
Total budgeted cost				£4,000	
Total cost					
Money from existing budget					