

Hamilton Academy COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	207 (October 2019 Census)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,560		

STRATEGY STATEMENT

As a result of Covid 19 and partial school closures, we aim to ensure no child is disadvantaged, particularly in their language development and phonics knowledge. To support this and to ensure children catch up with missed learning, staff across the school will provide additional opportunities for all children as well as targeted interventions for specific children who are identified as performing below their expected standard.

In doing so we aim to:

- Raise the attainment of all pupils to close the gap created by COVID-19 school closures
- Reduce the attainment gap between disadvantaged pupils and their peers

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	IDSRS data shows that in 2019 the proportion of pupils who met the expected standard in Phonics in year 1 was significantly below national and in the lowest 20% of all schools. EYFS attainment in the reading early learning goal was also identified as significantly below national and in the lowest 20% of all schools.
B	IDSRS data shows that in 2019 Hamilton Academy was identified as quintile 2 (high) for the percentage of pupils attending school who had English as an additional language and that the school is identified as more deprived in terms of deprivation.
C	IDSRS data in 2019 identified that the highest SEND need in school is speech, language and communication needs.

ADDITIONAL BARRIERS

External barriers:	
D	Due to the prevalence of Coronavirus in the UK and our local community, remote provision must be implemented in the case of bubble closures or pupil self-isolation. Children's multiple periods of time away from school are impacting on children's attainment and progress.
E	A parental questionnaire and ongoing wellbeing calls identified additional barriers for children home learning. These included limited access to ICT resources and parents limited capacity to support children working at home due to multi-sibling families, working families or because a families are hard to reach.
F	Pupil's attendance (particularly PP/EAL) and their engagement when working remotely is impacting upon children's attainment and progress.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure there is a consistent approach to the delivery of RWI across the whole school	Rapid progress is made so children catch up on lost learning as a result of partial school closures	The DFE identified specific requirements for schools in relation to education within their 'Schools coronavirus operational guidance' (Feb 2021). This outlined that 'curriculum planning is to be informed by both an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression'. It also identified 'phonics, reading and increasing vocabulary' as key areas for EYFS and KS1 to focus on.	<p>Review year group timetables to ensure additional RWI sessions are planned (Also see Recovery Curriculum Action Plan)</p> <p>Implement a staff coaching cycle of support for all reading teachers</p> <p>Purchase support time with an external RWI specialist advisor to support in-house staff training</p> <p>All reading teachers to attend weekly 15 minute staff training sessions on RWI</p>	Mrs C Robinson	<p>Daily with reading teachers</p> <p>Termly with RWI external advisor</p>

Children's phonics knowledge is accurately assessed and data is raised to be in line with (or above) national	School Phonics data will raise to be in line with National (on trackness will increase at every assessment)		Baseline all pupils on return to school following partial school closures Complete 6-8 weekly assessments of pupils across the school and re-group children in line with their knowledge following each assessment	Mrs C Robinson	Every 6-8 weeks following assessments Termly with RWI external advisor
Total budgeted cost:					£2,500
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
High quality interventions take place in all year groups to ensure children's gaps in learning close	Rapid progress is made so children catch up on lost learning as a result of partial school closures	EEF impact of school closures on the attainment gap (June 2020) identified that school closures are likely to reverse the progress made to narrow the gap in the last decade and that supporting effective remote learning will mitigate the extent to which the gap widens. It also identified that, 'catch up support, including assessment of lost learning and targeted support, will be essential' and 'alongside targeted interventions, improving the quality of teaching is the strongest lever schools have to improve pupil outcomes, particularly for disadvantaged students'	RWI lead to identify the lowest performing pupils in all year groups, following each assessment point, and ensure they receive a minimum of 3 times weekly 1:1 interventions PP lead to identify KS1 PP children to attend weekly lunchtime and after school reading booster sessions EYFS lead to identify children who require Nuffield intervention, following the DFE scheme. (Reception Nuffield / Nursery Time to Talk) SENCO to liaise with speech and language to ensure children receive intervention specific to their needs	Mrs C Robinson Miss C Lewis Mrs C Robinson Mrs E Harrison	Every 6-8 weeks following RWI assessments / Twice a year for NELLI Termly with RWI external advisor Termly with external speech and language advisor
Total budgeted cost:					£12,660
Other approaches					

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure there is a consistent approach to the delivery of RWI remotely across the whole school	School Phonics data will raise to be in line with National (on trackness will increase at every assessment)	Gov.uk (October 2020) Remote education good practice identified that it is 'important that schools consider how to transfer into remote teaching what we already know about effective teaching in the live classroom'. As well as, 'ensuring access to remote provision' for all.	<p>Access DFE funded laptops as well as any additional support available to infant schools (e.g. Vodaphone SIM cards and BT wifi codes)</p> <p>Staff to follow a scripted response and ensure phonics is prioritised when setting remote learning</p> <p>Teachers to use pre-recorded phonics lessons to support remote teaching</p> <p>1:1 interventions to take place for the lowest 20% of pupils in school (and virtually)</p>	Mrs C Robinson	Ongoing
Parents are actively involved in improving children's reading skills	Parents will be supportive of RWI and they will support their child at home effectively		<p>Wellbeing calls to take place to encourage children to engage in remote learning and to support parents with the delivery of remote learning</p> <p>Staff to deliver virtual parent phonics meetings and virtual parents evenings to support parents</p>	Mrs C Robinson	Ongoing
Total budgeted cost:					£1,400

ADDITIONAL INFORMATION

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Documentation used to support the development of this plan includes:

- [Catch-up premium: coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [EEF \(2020\) - Impact of School Closures on the Attainment Gap.pdf \(ioe.ac.uk\)](https://ioe.ac.uk)
- [Remote education good practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk)