



Hippings Methodist Primary School

Catch - Up Premium Plan 2020-2021

Summary Information			
School:	Hippings Methodist Primary School	Number of Pupils on Role:	203
Academic Year:	2020-2021	Total Catch - Up Funding:	£16,240

Context
<p>As a result of the forced closure of schools from March 2020 until September 2020, there has been a significant disruption to the education of all children. The Government agreed to pay £80 per pupil attending school. At the moment this is this academic year only. This money should be used to ensure that all children have the best opportunity to catch up with their learning. It is important to identify all children and groups that require extra support.</p>

Use of Funds	Education Endowment Foundation(EEF) Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up lost teaching since March, in line with guidance on <u>Curriculum expectations for the next academic year</u>.</p> <p>Schools have the flexibility to spend their funding in the way they see best for the pupils and the schools circumstances.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">• Supporting great teaching• Pupil assessment and feedback

<p>To support schools to make the best use of this funding, the Education Endowment Foundation 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>	<ul style="list-style-type: none"> • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention Programmes • Extended school time <p>Wider Strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support
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Identified impact of Lockdown	
Reading	Many children were reading throughout lockdown, however most of the books read lacked challenge resulting in a slowing of progress in reading and vocabulary acquisition. A greater proportion of pupils have become less fluent in their reading and the gap between those children who read widely and those who don't has increased. The bottom 20% of readers have greatly been affected as they have missed out on daily reading in school.
Writing	Those who have maintained writing throughout lockdown are less affected, however those who did very little writing have lost writing stamina, fluency and handwriting skills. Writing for many has become careless and hap hazard.
Mathematics	Recall of basic number facts and skills has been affected during this lockdown. A large proportion have developed misconceptions due to lack of quality first teaching and some have been shown different methods by family members causing confusion.
The whole curriculum	Our curriculum has been designed to build upon knowledge and skills overtime, with links to prior learning. Knowledge and skills missed during lockdown will need to be identified and adapted to fit into new learning before moving forward.
Physical Activity	Many children have had reduced opportunities for physical activity due to restrictions put in place. Sports clubs, Uniformed groups, opportunities to go to parks and public spaces were all stopped, having a detrimental impact on fitness and wellbeing.

Well being	Family circumstances and experiences of children will have been very different for all individuals. Lack of social interaction, bereavement, domestic violence, separation of families will have impacted on many children and we must be prepared for this.
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Areas Recommended by Education Endowment Foundation Identified at Hippings Methodist Primary

Teaching and whole school strategies: <ul style="list-style-type: none"> ▪ Quality first teaching ▪ CPD for staff where necessary ▪ Recovery curriculum focusing on emotional health and well being ▪ A broad and balanced curriculum that builds knowledge and skills over time ▪ Effective use of early summative assessment to impact ▪ Remote Learning Plan built upon and enhanced by knowledge gained from previous lockdown 	Targeted Support: <ul style="list-style-type: none"> ▪ 1 to 1 tuition support where needed ▪ Small group intervention ▪ Investment in intervention packages to support all children. ▪ Phonic Based books to support Letters and Sounds phases. 	Wider Strategies: <ul style="list-style-type: none"> ▪ Bounce Back Recovery curriculum ▪ Delivery of SCARF PSHE materials ▪ Communication with parents as to how they can further support their children at home ▪ PE clubs for identified children to support fitness and mental well being ▪ Investment in technology used to consolidate learning and provide targeted support
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Planned Expenditure

1. Teaching and whole school strategies

Desired Outcome	Approach and cost	Impact (once reviewed)	Staff Lead	Review Date
<u>Supporting quality first teaching:</u> Support and improve teaching and learning strategies to deliver greater impact in the classroom and improve quality first teaching.			HT/DHT	Autumn 20

<p>Invest in a recovery curriculum and training that focuses on mental and emotional well being.</p> <p>Investment in high quality teaching resources to support our new curriculum ensuring development and acquisition of knowledge and skills.</p> <p>Additional manipulatives to support mastery approach in Maths.</p>	<p>Trauma informed Schools training for all staff. Followed up with 2 days support from Embrace consultant (£1,000)</p> <p>White Rose Premium Resources Subscription (£100)</p> <p>Purchase of extra manipulatives and practical apparatus to support Maths Mastery. (£1,000)</p>		HT/DHT	Autumn 20
<p><u>Transition support:</u></p> <p>Children who will be joining school from different settings or who are beginning their school life at Hippings have a chance to become familiar with the setting and are confident in the environment before they arrive.</p>	<p>Interactive books made for all new Reception pupils and sent out to them electronically.</p> <p>Virtual tour of the school to be put on school website. (2,000)</p>		EYFS Staff HT	Autumn 20 Spring 21
				(4,100)

2.Targeted Support

Desired Outcome	Approach and Cost	Impact (once reviewed)	Staff Lead	Review Date
<p><u>1 to 1 and small group intervention:</u></p> <p>Identified children to have accelerated progress in reading fluency and comprehension. To become confident readers and the gap between the bottom 20% of readers and the rest will become smaller.</p>	<p>RAG rated approach used by all staff to monitor those reading frequently at home and those requiring extra daily reading support. 1 to 1. Specialist teacher sort to work 1 to 1 and small group between January and July. (7,000)</p>		All staff	Spring 21

<p><u>Intervention Programme and Online levelled Reading books</u></p> <p>Appropriate intervention support for those identified to close the gap and sharpen up basic skills.</p>	<p>Purchase of Reading Eggs. Children to work daily on challenges set from an assessed starting point. This will cover all cohorts from Reception to Year 6. (3,000 for 3 years)</p> <p>Timestable Rockstars and Number bots (300)</p>		<p>English Lead All staff</p> <p>Maths Lead All staff</p>	<p>Summer 21</p>
<p><u>Wellbeing</u></p> <p>To make the transition back to 'normality' as smooth as possible and to break down barriers to learning that have built up as a result of lockdown and isolation</p>	<p>All staff to receive Trauma informed schools training and strategies put into place to support where needed.</p> <p>Sport groups to support and improve fitness and mental health (500)</p>		<p>All Staff</p> <p>PE and Mental Health Leads</p>	<p>Autumn 20</p>
<p><u>Support for Yr 6 learners</u></p> <p>To ease transition to high school and consolidate learning</p>	<p>Individual study books bought for yr 6 pupils to support their learning. (300)</p>		<p>Yr 6 Teacher</p>	<p>Summer 2021</p>
				<p>(11,100)</p>

3. Wider Strategies				
Desired Outcome	Approach and Cost			
<p><u>Home Learning</u></p> <p>Pupils to have greater opportunities to access learning at home. The aim is promote independent learners(particularly in KS2) so home learning is more sustainable.</p>	<p>Trial of Seesaw platform leading to purchase of Seesaw for schools for all year groups. (1000)</p>		<p>DHT</p>	<p>Autumn 20</p>
<p>Access to a wide range of reading materials to ensure challenge and introduction of new</p>	<p>Purchase of Reading Eggs. Use of Oxford Owls</p>		<p>English Lead</p>	<p>Autumn 20</p>

vocabulary. Also to develop comprehension skills.				
<u>Access to technology</u> To allow as many pupils as possible access learning at home during times of isolation and lockdown.	DFE allocation of 13 laptops. 50 Sims cards for internet access		ICT Lead	Ongoing
				(1,000)
				(16,200)