



Catch-Up Premium Plan

Holme CE Primary Academy

Summary information

School	Holme C of E Primary Academy				
Academic Year	2020-21	Total Catch-Up Premium	£5,824	Number of pupils	111

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

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

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

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. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. It is evident through assessments that many pupils have not maintained writing throughout lockdown, these pupils are having to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write and apply explicitly taught GPS components, such as capital letters and full stops, and basic sentence structures.
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 didn't is now increasingly wide. The bottom 20% of readers have been disproportionately affected by lock-down.
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 and powerful curriculum moments.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

Teaching and whole-school strategies

i.

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u> The foundation 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. Subject leaders will access and deliver high quality CPD and support for their areas of expertise and promote this across the school, ensuring that staff feel confident to deliver high quality lessons. Teachers planning will be of a high quality considering the needs of all individuals and structured to support pupils in making rapid progress to 'catch up' in areas they have not made expected progress.	<i>Additional time during PDM meetings for teachers to research and plan non-core subjects.</i> £0.00 <i>Access to additional CPD opportunities provided by DEMAT and PKC for Subject Leaders. Leadership release time where training is scheduled during learning time – ideally completed after pupil hours.</i> £0.00 Purchase further curriculum support, such as Jane Considine Unit Plans, to support structured teaching which can be supported both in school and at home. £300.00	All teachers given additional opportunities to work on subjects to ensure pre-requisite knowledge is taught alongside new learning resulting in lessons that are well sequenced and provide good foundations. All subject leaders have attended additional CPD through the use of the DEMAT CPD programme in addition to accessing PKC for Subject Leaders where relevant. This has impacted leaders understanding of their role and feel confident to share key information to staff to impact on the quality of lessons being provided.	CK CPD Lead - KT	July 2021 July 2021
<u>Teaching assessment and feedback</u> Teachers have a very 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.	<i>Implement the DEMAT preferred Headstart/DIBELS/NNM approaches and also PIRA and PUMA Standardised Assessments. Complete termly assessments and use this information to identify gaps and use Insight to track performance, including: additional release time for preparation, marking, analysis and input</i> £600.00	All staff completed relevant assessments across the school. All staff identified gaps in learning and used this to inform their planning resulting in focused learning on particular areas further resulting in higher overall attainment.	All Staff	July 2021
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Holme have an opportunity to become familiar and confident with the setting before they arrive.	<i>Transitions have been well planned and time spent ensuring a smooth transition between settings is in place. Teachers will Zoom call with families and where appropriate or possible, pupils will visit outside of pupil hours to familiarise themselves with the setting. Communication will be key, families will be added to the school communication system (Class Dojo) and instructed to read the COVID-19 information displayed on the website.</i> £0.00	Transition into school were managed well with all pupils settling well into the school and families felt prepared. Teachers and SLT spoke to new families prior to their starting date and where appropriate (SEND pupils) were invited in at safe times to enable them to look at the school space and meet key members of staff. Class Dojo has been particularly useful in this area, enabling families to communicate directly with teachers easily which in turn has ensured they feel happy and confident about sending their child to school here.	All Staff	July 2021
Total budgeted cost				£900.00

Targeted approaches ii.				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency, prosody and mathematic recall of basic skills.	<i>Pupils will be identified to receive tuition for English And Mathematics to begin in early Spring. This was postponed to begin in early Summer term due to Spring term lockdown. Challenge and Inclusion TA employed for additional hours to target identified pupils.</i> £1,500	Pupils identified were supported by high quality interventions on either a 1:1 or small group tuition basis. This was mainly for Year 4-6 however did include some children in lower year groups. Progress of pupils during these interventions were good however there were a few children who still did not make the additional rapid progress to be in line with age related expectations for the year group. This will therefore need to continue into the Autumn 2021 term to ensure progress continues to be made and children close the gap between themselves and that of their peers.	CK/KT All Staff	July 2021
<u>Intervention programmes</u> Specific interventions will be organised liaising with the Exec. SENDCo (AC) which will be targeted to support rapid improvement of our most disadvantaged pupils.	<i>Through pupil progress meetings, teachers will identify pupils who are further behind than expected or previously assessed in Spring 2020. Teachers will liaise with AC to specify specific interventions for 1:1 or small groups to be completed by the Class Teacher or TA. These will be reviewed monthly and adapted if progress is not rapid enough. Further identification will take place at the end of Autumn 2 assessments in preparation for Spring 2021.</i> £300.00	Pupils identified from assessment and through pupil progress meetings received additional intervention to support rapid improvements. Interventions were monitored closely and where progress was not as evident, they were either adapted or changed to move children on more quickly. Pupils progress was good or better across majority of interventions led by teachers across the school. Where progress was less strong, further support has been identified and will be conducted at the beginning of the new academic year.	AC	July 2021
Total budgeted cost				£1,800

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Mental Health and Well-Being:</u> - MHFA training supports staff wellbeing across the school. Staff feel happy and supported in their roles. - Pupils wellbeing is of a high priority and results in happy confident learners across the school. This in turn leads to progress across all subjects.	- EXEC Headteacher to complete MHFA training with DEMAT and implement training with all staff. - EXEC Headteacher to undertake YMHFA training in early Spring to see how this can be further adapted to support crisis in pupils. - School to support charity work alongside wellbeing for Young Minds and Children in Need. - Wellbeing week to be completed in January 2021 (as annually planned) - Employee Assistant Programme to be promoted regularly with staff and posters in key locations £200	Mental Health and Wellbeing of pupils and staff remained high on the school's agenda throughout the academic year. The school ensured additional time was spent each week on physical and mental wellbeing activities to promote good health across all areas. 'Open door' policy and 'Open and honest' conversations meant that staff felt confident to confide in SLT if they were finding difficulty with their own MH. There will continue to be a focus on MH for pupils and staff as we move forwards.	CK	July 2021
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. Children have access to a wide range of appropriate texts to support reading both in school and at home.	Additional online learning resources will be investigated, such as Reading Planet. £500 Home learning packs are printed and ready to send home in the event of self-isolation or bubble closure. Additional Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. £500 Additional reading books purchased for use at home during self-isolation periods to ensure all children have access to high quality texts that will be used during lessons and to support improvements in this area. £600	All children had access to a range of learning resources which promoted and supported progress across the curriculum. This included a variety of online programmes in addition to support from teachers using Zoom, Google Classroom and Class Dojo. Packs were made for all children and additional resources provided where appropriate to ensure all children could continue their learning from home. Teachers created 'Home learning Packs' which were sent on day 1 of isolation and then this is followed up with the full timetable of lessons from Day 2. Where appropriate, teachers printed and prepared additional resources for pupils who needed it or had little access to printers at home. This has resulted in additional costs to the school but was felt was key to ensuring children could continue their learning as best as possible under the circumstances.	Subject Leaders Class Teachers	July 2021 July 2021

<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. <
