

# Holme Community School – Catch Up Premium Funding 2020-21

COVID catch-up premium spending: summary

## SUMMARY INFORMATION

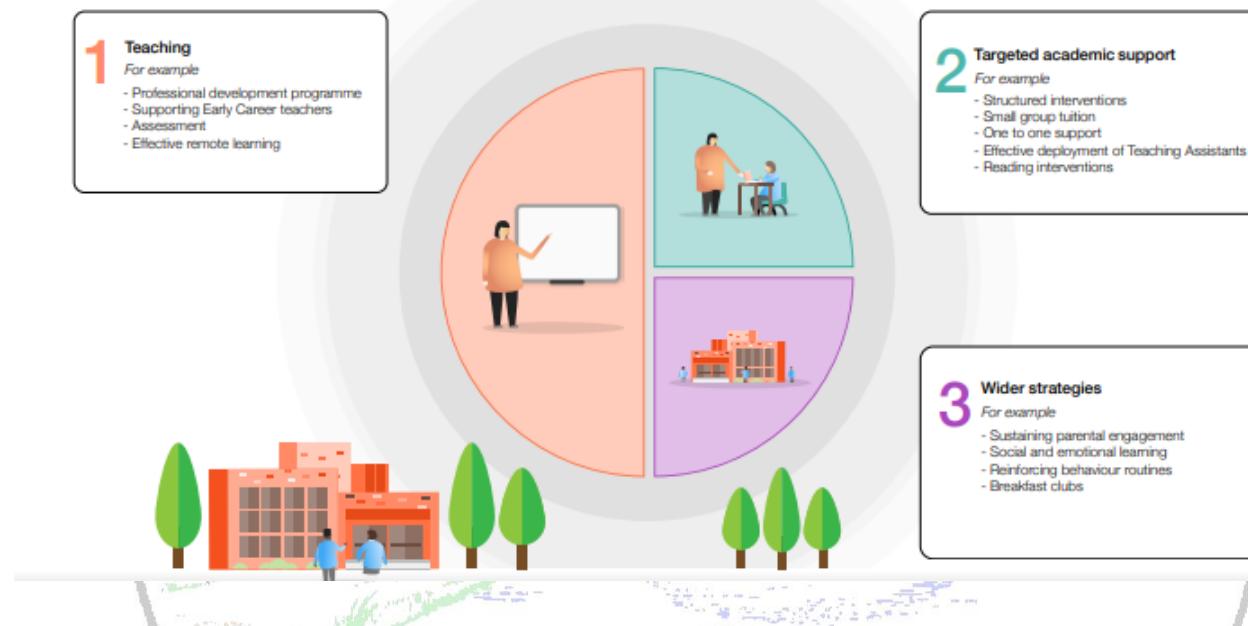
|                                |        |  |    |
|--------------------------------|--------|--|----|
| Total number of pupils:        | 99     | Amount of catch-up premium received per pupil: | 80 |
| Total catch-up premium budget: | £7,920 |  |    |

## STRATEGY STATEMENT

## STRATEGY STATEMENT

- Our strategy for post-covid education, is based on three strands, and based on the initial research produced by the Education Endowment Fund which analysed the impact of school closure on attainment. We have adopted a tiered approach:

Figure 1: The tiered model for school planning



- Tier 1 focuses on teaching: We have placed a high priority on the teaching of reading and vocabulary, as this is consistently the greatest barrier to achievement of disadvantaged children. We also noted that our baseline assessments in September showed the greatest regression in reading skills.
- Tier 2 focuses on targeted academic support: We aim to introduce a more effective assessment strategy for children with additional needs (PIVATS 5) to better track their progress, refine Individual Education Plans and provide group interventions. This includes a focus on speech and language in EYFS.
- Tier 3 focusses on wider strategies: At Holme Community School we prioritise pupil wellbeing above all else. PHSE has a higher priority and 1-1 wellbeing support is available from a trained counsellor. We are also engaging with Action for Children and Barnardo's to provide family support. Additionally, we are offering parent support workshops to enable parents to support home learning when required.
- The overall aims of your catch-up premium strategy are:
  - To reduce the attainment gap between your disadvantaged pupils and their peers
  - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

|   |   |
|---|---|
| A | Communication and Language assessments show that children are entering the school with lower skills in this area  |
| B | The EEF continue to report that a lack of vocabulary (linked to reading) is the greatest barrier to achievement for children from disadvantaged backgrounds.            |
| C | Children have different gaps in their learning as a result of school closure from March 2020 – particularly in mathematics in relation to problem solving and reasoning |

### ADDITIONAL BARRIERS

#### External barriers:

|   |   |
|---|---|
| D | The impact of further lockdowns and self isolation on school attendance |
| E | The ability of parents to support home learning                         |

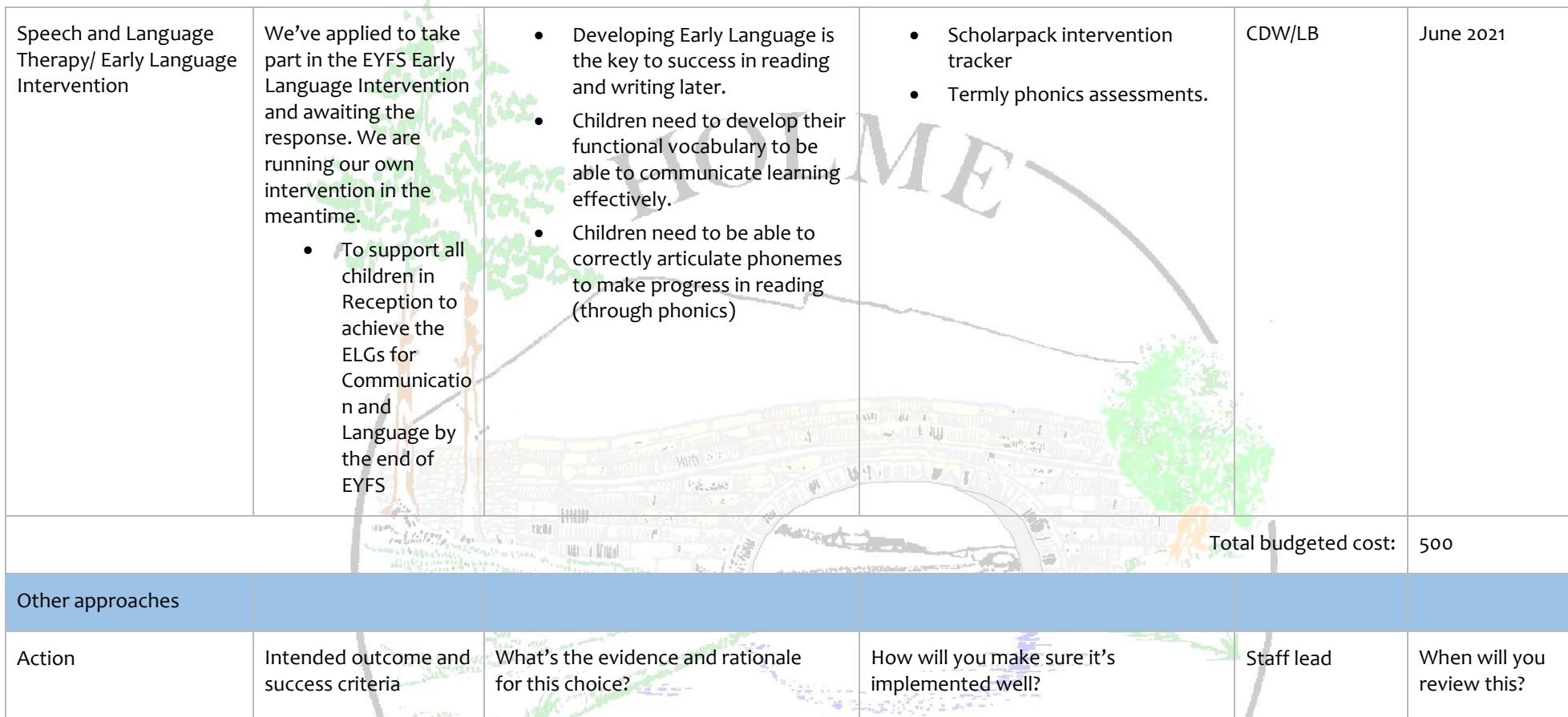
SCHOOL

## 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? |
| Implement Accelerated Reader for children in Year 2-6 | <ul style="list-style-type: none"> <li>Engage all children in home/school reading.</li> <li>All children to make at least 3 additional months progress in their reading age after 9 months.</li> <li>Close the reading gap of vulnerable children.</li> </ul> | <ul style="list-style-type: none"> <li>A structured reading scheme, which forges links between home and school can maximize progress and attainment for children in reading.</li> <li>The EEF study found that pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</li> </ul> | <ul style="list-style-type: none"> <li>Weekly monitoring of engagement using the reporting tools</li> <li>Weekly monitoring of quiz success rate using the reporting tools</li> <li>Pupil Voice in relation to enjoyment in reading.</li> <li>Monitoring of the STAR reading assessments, monitoring progress in reading age.</li> </ul> <p>£5424.93</p> | CDW        | February 2021              |

|   |   |  |   |       |           |
|---|---|--|---|-------|-----------|
| Ensure that reading books in EYFS and Year 1 match the child's phonics stage. (Monster Phonics)                 | <ul style="list-style-type: none"> <li>Children make accelerated progress in phonics, ensuring that 85% of children pass the phonics screening test in Year 1</li> </ul>  | <p>Research from the EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy</p> | <ul style="list-style-type: none"> <li>Phonics Observation</li> <li>Monitoring of Home Reading Books</li> <li>Pupil Voice</li> <li>Parental Feedback</li> </ul> <p>£1030</p>  | AB/AK | June 2021 |
| Ensure that a well-structured English Scheme of Work develops reading skills and vocabulary. (Power of Reading) | <ul style="list-style-type: none"> <li>To develop pupil vocabulary and increase attainment in reading at the end of each key stage</li> <li>To eliminate the gap for disadvantaged pupils in reading</li> </ul> | <ul style="list-style-type: none"> <li>There is a direct link between reading high quality texts and a pupils vocabulary size.</li> <li>Vocabulary size is the biggest barrier to achievement for disadvantaged children.</li> </ul>   | <ul style="list-style-type: none"> <li>English Observations</li> <li>Pupil Work</li> <li>Pupil Voice</li> <li>Assessment Information- including a focus on question level analysis for 'reading'</li> </ul> <p>£350</p> | CDW   | July 2021 |
| Total budgeted cost:  |   |  |   |       | 6804.93   |

| 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? |
| PIVATs- tracking and targeting for those children on individual education plans. | <ul style="list-style-type: none"> <li>To maximise progress for SEND children by creating individual education plans with very clear and specific steps in learning.</li> </ul>              | <ul style="list-style-type: none"> <li>For children achieving below the age related expectations, it can be difficult to quantify their progress.</li> <li>Children with specific learning difficulties often need learning breaking down in to very small progression steps. PIVATs achieves this.</li> </ul>   | <ul style="list-style-type: none"> <li>Termly monitoring of the PIVATs tracker to ensure children are making good progress.</li> </ul>                                | CDW        | July 2021                  |
| Nessy – intervention for those children with specific reading difficulties.      | <ul style="list-style-type: none"> <li>To maximise progress for those children with specific learning difficulties in relation to reading through a structured support programme.</li> </ul> | <p>Nessy starts with a fun assessment that identifies exactly where the student needs help, then guides them through target lessons. The incremental structure systematically develops phonemic awareness, phonics, blending and segmentation, tricky words, reading fluency, spelling, vocabulary and comprehension. This is proven to support children with dyslexic tendencies with reading and spelling.</p> | <ul style="list-style-type: none"> <li>Monitoring of the Nessy Assessments to ensure progress</li> <li>Monitoring of the scholarpack intervention tracker.</li> </ul> | CDW/LB     | July 2021                  |



|  |  |  |   |            |                            |
|--|--|--|---|------------|----------------------------|
| Speech and Language Therapy/ Early Language Intervention | <p>We've applied to take part in the EYFS Early Language Intervention and awaiting the response. We are running our own intervention in the meantime.</p> <ul style="list-style-type: none"> <li>To support all children in Reception to achieve the ELGs for Communication and Language by the end of EYFS</li> </ul> | <ul style="list-style-type: none"> <li>Developing Early Language is the key to success in reading and writing later.</li> <li>Children need to develop their functional vocabulary to be able to communicate learning effectively.</li> <li>Children need to be able to correctly articulate phonemes to make progress in reading (through phonics)</li> </ul> | <ul style="list-style-type: none"> <li>Scholarpack intervention tracker</li> <li>Termly phonics assessments.</li> </ul> | CDW/LB     | June 2021                  |
| Total budgeted cost: 500                                 |  |  |   |            |                            |
| 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? |

|   |  |  |   |        |               |
|---|--|--|---|--------|---------------|
| Counselling- Wellbeing and emotional support for those children most effected by the impacts of COVID19 | <ul style="list-style-type: none"> <li>To ensure those most impacted by covid 19 are able to feel happy and safe in school to successfully access learning</li> </ul>  | <ul style="list-style-type: none"> <li>Children need to be happy and safe to learn.</li> <li>Covid19 is classed as an adverse childhood experience for all children.</li> </ul>  | <ul style="list-style-type: none"> <li>Use of a range of assessment tools to measure anxiety, and monitor progress throughout the course of counselling.</li> </ul> | LB     | February 2021 |
| Parent Partnership- engaging parents in supporting home learning  | <ul style="list-style-type: none"> <li>To engage parents in supporting home learning delivering parents workshops.</li> <li>Engage parents in school events (assemblies etc) to maintain support.</li> </ul> | <ul style="list-style-type: none"> <li>Due to restrictions, some parents may feel distant from school. Through enhanced communications we aim to enhance and develop the existing strong relationships with parents to strengthen parent partnership.</li> </ul> | <ul style="list-style-type: none"> <li>Parent Survey (February)</li> </ul>  | CDW/IH | February 2021 |
| Total budgeted cost:  |  |  |   |        | 615.70        |