

## 1 Teaching

**Quality First Teaching** supported by evidence-informed CPD (use of knowledge organisers, reducing working memory, remote education best practice evidence)

**PIXL baseline assessments** – QLA to show gaps in learning and inform curriculum sequencing

**PIXL ‘Back on Track’ curriculum:**

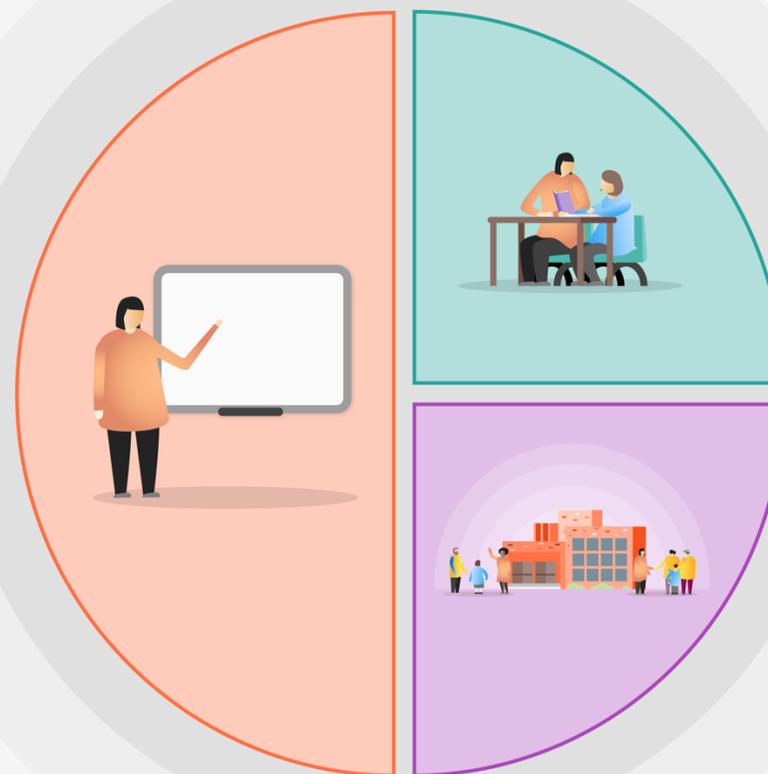
- Maths
- Reading
- Grammar
- Well-Being

Foundational curriculum content from previous year taught and revisited as identified in QLAs

**Review of writing genre** map so all children experience success by repeating genres during this academic year, and improving their stamina and core writing skills

**Frequent, low-stakes testing** to build pupil success and move them towards expected pre-COVID end of year targets

**A broad and engaging curriculum** that continues to focus on **vocabulary acquisition**



## 2 Targeted academic support

Secure online reading and phonics materials for children to access from home (Oxford Owl)

Nuffield Early Language Intervention rolled out in Reception to support children’s speaking, listening and understanding

SLT led interventions and therapies for children with identified needs. Small group interventions facilitated by support staff and class teachers.

## 3 Wider strategies

**Launch Google Classroom** as our online learning platform for remote education and ensure that all staff and pupils are trained in its use.

Review and revise our **remote education offer**, embedding best practice research

**Explicit character development lessons** for all year groups to support children’s mental health and well being (PIXL – LORIC & Jigsaw PSHE). Singing and Art & Design lessons to scaffold children’s well-being.

**Improve our PE offer** using Primary PE Passport, so that all pupils remain fit, active and healthy.

# COVID-19 catch-up premium report

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## COVID-19 'Catch Up'

- In June, a £1 billion fund for education was announced by the government. Further guidance has now been released <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium> showing that the money is split between a catch-up premium and a national tutoring scheme
- The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include children in Nursery. This means, The William Hogarth School will receive £17,600. How this money is spent is for individual schools to decide, because each school understands its own cohort.
- To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students. At our school, we have used this guide to support our planning for how to best use this additional funding.
- As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.
- Governors will scrutinise the school's approach to catch-up from September, including its plans for use of catch-up funding, in line with their role in ensuring that school leaders spend funding appropriately and hold the school leadership team to account for educational performance of the children. Governors will consider whether the Covid-19 Catch-Up Premium is being spent in line with catch-up priorities at our school. Governors will ensure appropriate transparency for parents.

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	199	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£17,600	Proportion of disadvantaged	26.63%
Statement created by	Headteacher, Ms. A. Stockley	Governor Lead	Mrs D. Kane Chair of Governors

## STRATEGY STATEMENT

At The William Hogarth School, COVID 19 Catch Up Premium Funding will be used to facilitate:

- Purchase of curriculum resources and materials that support children to get 'back on track' including PIXL, Doodle, ReachOut, Mrs Wordsmith and Curriculum Maestro
- Purchase of resources that support children in continuing their learning, should further lockdowns or periods of self-isolation be required, including webcams
- Maintaining funding for our learning support staff so that children identified as requiring small group intervention are able to receive the necessary, targeted support promptly

The broad aims for getting 'back on track' at The William Hogarth School are:

- Attainment outcomes at the end of academic year 2020/21 for all children and all year groups are at least in line with those predicted for the end of academic year 2019/20. This means that if a child was predicted to achieve Age Related Expectations at the end of academic year 2019/20 in a particular subject, that child will be working at least to age-related expectations in that subject by the end of academic year 2020/21
- Pupil mental health and well-being needs that may have arisen as a result of the pandemic will be supported by the school so that these children are able to learn successfully
- Further interruptions to learning as a result of the pandemic are minimised as far as possible by continued review and improvement of remote education strategy and purchase of resources identified as essential to the success of remote education

# Catch up at The William Hogarth School:

## FOR ALL CHILDREN:

- **Working through well-sequenced, purposeful schemes of learning.** For example, our school created writing sequence and genres are being adapted so that children can focus on missed objectives, consolidate the basics (hand-writing and spelling) and improve their stamina for writing. For the Autumn Term in Maths, Reading and Grammar, children will undertake the PIXL Back On Track Programme focusing on the three foundational characteristics of each to give them a secure platform to progress towards pre-COVID end of year targets.

	Characteristic One	Characteristic Two	Characteristic Three
Mathematics	Number & Place Value	Addition & Subtraction	Multiplication & Division
Reading	Word reading, decoding & understanding	Retrieval	Inference
Grammar	Sentence composition	Punctuation	Grammatical terms and word classes

- **Consolidation of basic skills.** Core skills which enable successful learning will be embedded across the curriculum in all year groups, rather than narrowing our broad and balanced curriculum to create additional time. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic number facts and age appropriate reading skills.
- **Continued focus on early reading and phonics.** This has, and always will be, an integral focus in the school in order to develop pupils' reading ability and vocabulary. We will continue to implement our 'Word of the Day' vocabulary enrichment using Mrs Wordsmith.
- **Regular low stakes assessments of all children.** Question level analysis will help all teachers to refine their learning sequences to precisely match children's needs and to monitor impact of teaching and learning.
- **Time spent on mental health, well-being and social skills development.** We will continue to deliver our high quality weekly singing lessons to all pupils as well as Art and Design lessons. We will relaunch our PE Curriculum using Primary PE Passport to raise the standards of teaching and learning in this area because we know that staying fit, active and healthy has an enormous positive impact on children's mental health.
- **Introduction of a Character Development programme to support children's mental health and well-being.** In the first part of the Autumn term, we will use PIXL's 'Return to School' curriculum scheme. Thereafter, we will launch our LORIC programme to give children the skills they need to build resilience and accountability in their learning. We will also launch our new PSHE programme, using the Jigsaw scheme of learning.
- **Explicit e-safety** curriculum will be delivered in the first half of the Autumn term to prepare children to tackle future incidents of remote education safely.

## FOR SOME CHILDREN:

- **Additional targeted support and intervention, focused on securing basic core skills.** Funding for our team of support staff will be secured using catch-up premium. Access to this targeted support and intervention will be dependent on individual need, as identified through on-going assessment.
- **Additional time to practice basic skills.** This again will be dependent on individual need and is intended to re-establish good progress in the essentials (phonics and reading, vocabulary, handwriting, number facts). Where possible, these opportunities will be built into the broad and balanced curriculum so that children do not miss out on their wider learning.
- In Reception, we will participate in the government funded roll-out of NELI (**Nuffield Early Language Intervention**) to support those children with low levels of language as they start their formal education.