



# Catch-Up Premium Plan Hollyfield Primary School

Summary information					
<b>School</b>	Hollyfield Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£33200 (based on 415 pupils)	<b>Number of pupils currently:</b>	418

## 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	EEF Recommendations
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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.

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 (teachers have noticed how some children struggle with concentration and have become disengaged from their learning), 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, during discussions with pupils and in their work.

Children in Key Stage 1 have particularly suffered because they have less knowledge to fall back on. KS1 teachers have reported how children need a huge amount of support to access the objectives they are trying to teach.

The attainment gap between HA and LA pupils has widened and fewer children are reaching the higher levels in Maths (see Y6 mock SATs results).

Power Maths has been purchased to support teachers plan challenging lessons for pupils of all abilities. However, lockdown has had a huge impact on how Power Maths has been implemented:

- The expectations of Power Maths are greater than our previous scheme but children have struggled to access the work due to missing so much education during lockdown
- Key training sessions with Lianne Atkins from Rushall Primary have been lost. Teachers needed more support in implementing the new scheme.
- KS2 teachers lost out on training on the importance of using practical resources in Mastery lessons.
- KS1 have particularly struggled with Power Maths and could have benefited from a recovery curriculum rather than the catch-up approach we used.

### 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. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The children's ability to self-edit and identify spelling and grammatical errors has decreased as they have not been practising this skill effectively at home and have not had the 'real time' teacher feedback that they would have received in a classroom setting. They are struggling to apply what they have learned in grammar and spelling lessons to their independent work and have had to work hard on re-establishing and consolidating these links. The quality of the children's handwriting has been a real concern as the expectation and constant revising of handwriting in every lesson was not practised at home. This has resulted in children working incredibly hard to revisit and refine their handwriting skills upon their return to school. Handwriting and letter formation, particularly lower down the school have deteriorated and sentence construction is not as sharply focussed as it was with some children omitting capital letters & full stops

Applying phonic knowledge in writing in Y1&2 remains an issue with some children applying a sound but not necessarily the correct one.

### 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 don't is now increasingly wide. All children, including those who we would expect to see achieving greater depth, have struggled with their ability to articulate the more

	<p>in-depth responses required to demonstrate proficiency in each of the content domains. Inference and deduction (1d and 2d), vocabulary (1a and 2a) and the enhancement of meaning through word choices and phrases (2g) have been areas where the children have particularly found it difficult to develop as without the in-depth teacher knowledge to support and extend these responses, children are not able to fully demonstrate their understanding. Again, the bottom 20% have been most disadvantaged by this time away from school and the gap between them and their peers has been substantially widened. Lower down the school, some children are sounding out cvc words which they didn't do before and are less fluent whereas further up the school, reading comprehension analysis shows that some children do not understanding what the question is asking of them.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge and skills– whole units of work have not been taught during the summer term (geography) 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, artefact handling and powerful curriculum moments.</p>

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

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p><b><i>Dedicated staff meeting time for teachers to be trained in latest research pertaining to use of historical resources across the key stages and use of geography map skills across the key stages so as to ensure progression in these areas. Inset day for developing phonics and reading skills across the school as well as dedicated maths staff meeting with Lianne Atkins, (maths specialist with NCETM)</i></b> (£0)</p> <p><b><i>POWER MATHS resources funding (£1500 matched funding from NCETM, £1610 from school budget)</i></b></p>		<p>AH</p> <p>RS/HR/DC</p> <p>DC</p>	<p>Feb 21 &amp; June 21</p> <p>Oct</p>
<p><u>Teaching assessment and feedback</u></p> <p>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.</p>	<p><b><i>During summer term, staff identify what has been taught in English and maths as well as what needs to be taught again as well as what wasn't covered during the first lockdown.</i></b></p> <p><b><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments. Complete termly tests and record assessments to identify gaps to track performance Reading, maths and grammar.</i></b></p> <p>(£310)</p>		DC/RS	<p>July 20</p> <p>Dec 20</p> <p>Feb 21</p> <p>June 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Hollyfield Primary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A welcome message is sent to all new Reception starters made by their new teacher and the prospectus emailed to parents. 360 interactive virtual tour of Hollyfield Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining.</i></b></p> <p>(£0)</p>		CL/HR	Nov 20

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Staff have completed assessments in maths and English and have identified children who would benefit for 1:1 &amp; small group catch up. Some of this is offered as an after school tuition group and some by part time staff working extra days/hours in school. Each year group has additional staff to support this. 8 staff have offered tuition across the year groups.</p> <p>All Year 3-6 pupils will be assessed on the 'Reading Plus/Reading Solutions' programme and appropriate levels set.</p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><i>Extra teaching assistant provided for Year 2 for 80 days until end of spring 2021</i> (£8800)</p> <p><i>Staff providing extra tuition to April 2021</i> (£12000)</p> <p><i>The Reading Solutions programme will be purchased supported by the English lead (RS) Champion will be appointed to lead the project (level 2) alongside an additional level 2 'as and when' to support during assessment periods.</i> (£7950)</p> <p><i>Oxford Owl Read, Write Inc. subscription - to deliver high quality training across the school for phonics/early reading school budget share</i> (£230) (£2100)</p>		<p>CL</p> <p>CL</p> <p>RS</p> <p>HR/RS</p>	<p>April 21</p> <p>Dec 20 Feb 21 April 21 June 21</p> <p>Oct 20 Dec 20 Feb 21 April 21 June 21</p> <p>Jan 21 &amp; half termly</p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording</p>	<p><i>Additional White Rose online learning subscription purchased.</i> (£139)</p>		<p>DC</p>	<p>Dec 20 Apr 21</p>

<p>the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>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.</p>	<p><b>Home-learning English and maths (Harper Collins) books purchased for Year 1-6 incl so that they can access these as part of weekly homework or if a bubble closes</b></p> <p style="text-align: right;"><b>(£1236)</b></p> <p><b>Harper Collins (Big Cat Books) (£517)</b>  <b>Harper Collins (Big Cat Books) (£1,640)</b>  <b>Harper Collins online Big Cat library subscription (school budget) (£999)</b></p>		DC/RS	If bubble closes or in event of a lockdown
<p><u>Access to technology</u></p> <p>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.</p>	<p><b>Sutton Charitable Trust Grant to purchase 15 l pads (cases and licences) for catch up support in school or to be used at home during a bubble closure.</b></p> <p style="text-align: right;"><b>(£3897)</b></p>		Class teachers	If bubble closes or in event of a lockdown
<p><u>Summer Support</u> NA</p>				
		<b>Cost paid through Covid Catch-Up</b>		<b>£32822</b>
		<b>Cost paid from school budget</b>		<b>£4709</b>
		<b>Cost paid through charitable donations &amp; matched funding</b>		<b>£5397</b>
		<b>Total budgeted cost</b>		<b>£42928</b>