

Haresfield C of E Primary School Covid-19 catch-up premium report

Spending Summary			
Total Number of Pupils	106	Amount of catchup premium received per pupil	£80
Total Catch-up premium budget	£8,480		

Strategy overview
<p>Haresfield school will assess the needs of the children and provide a variety of support strategies designed specifically to meet the needs of individuals. Time will be given to class teachers to carry out these assessments including the well-being of each child. A tailored approach will be provided according these assessments.</p> <p>We have a wide variety of tools to support children in maths, reading, writing and emotional support including :-</p> <ul style="list-style-type: none">➤ One to one and small group support in maths, reading, comprehension and technical writing skills➤ Intervention programmes including rapid maths, on track English and Zippy's Friends➤ Supporting parent and carers through story links and telephone support➤ Access to technology – support with accessing remote learning, changing passwords etc

Barriers to future attainment
<p>Maths - Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 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.</p>
<p>Writing - Children have lost essential practising of writing skills. SPAG 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.</p>

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.

Non – Core subjects - 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.

Mental health / well-being – some of our children experienced loss and grief through the pandemic. Some children have become withdrawn and anxiety is much increased in several pupils, learning how to play and behave at school will need to be addressed. Transition into our reception class has not been carried out as usual and it is clear that many of the children and families will need time to settle and adjust to school. This will need to be a major focus for EYFS team. Lack of engagement and motivation – learning to learn will need to be a focus.

Attendance – Some families are very nervous about the return to school and additional support will need to be put in to encourage these children to attend regularly. Mental health of parents may need to have support from family support worker or be signposted to outside agencies.

Planned Expenditure

1. 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 subject 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><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p><i>(£500)</i></p>		RB	Mar 21

<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>Children have access to a wide variety of phonic texts matched to their ability to accelerate progress.</p>	<p>Purchase additional manipulatives for EYFS/KS1 initially.</p> <p style="text-align: right;">(£250)</p> <p>Phonic books purchased alongside subscription to Pearson's Bug Club e books.</p> <p style="text-align: right;">(£250)</p>		RB	Mar 21
<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>TA time to cover classes</p> <p style="text-align: right;">(£400)</p>		RB	July 21
<p><u>Transition support</u></p> <p>Children who are joining school in reception will have an opportunity to become familiar and confident with the setting.</p>	<p>Additional time is made to cover the teacher and SEND Co so that they can have meetings with their new starter families so that the child is confident in joining Haresfield and additional support ids identified quickly (EHCP child).</p> <p style="text-align: right;">(£300)</p>		SS	Ongoing
Total budgeted cost				£1,700

2. 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>Identified children will have significantly increased rates of reading fluency. 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>A PT Reading Fluency Champion will be appointed to lead the project alongside an additional TA to provide extra support during time they are not on site.</i></p> <p>(£900)</p>			Mar 21
<p><u>Precision teaching</u></p> <p>Identified children to make significant progress on a target area (maths, spelling, reading). They will be able to transfer these skills into the classroom.</p>	<p><i>TA's will be trained in precision teaching to allow them to accurately record progress and adapt the program to meet the needs of the learner.</i></p> <p>(£1,800)</p>		HW	Mar 21
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention (Rapid maths), supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>Staff are assigned identified children to work 3 x per week.</i></p> <p>(£1080)</p>			
<p><u>Mental health support</u></p> <p>Children are able to discuss strategies to manage their emotions and barriers to learning. They can adapt their learning behaviours to a more positive approach.</p>	<p><i>Outside agency support to work 1-1 or in small group depending on need to allow children time to reflect on their emotions and consider appropriate / proportionate responses to different situations.</i></p> <p>(£1,000)</p>			
Total budgeted cost				£4,780

3. 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 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><i>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</i></p> <p style="text-align: right;">£1500</p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;">£500</p>		<p>KAG</p> <p>RB / HW</p>	<p>Mar 21</p> <p>Mar 21</p>
<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>Teachers laptops are updated to allow access to school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Order laptops from DFE. They can also be leant to parents to support home-learning if needed.</i></p> <p style="text-align: right;">£0</p> <p><i>ICT support to check teacher laptops through service agreement. Training on Microsoft Teams to be given to all staff. (Provided free from RW)</i></p> <p style="text-align: right;">£0</p>		<p>RB</p> <p>RB / RW</p>	<p>Mar 21</p> <p>Mar 21</p>
Total budgeted cost				£ 0
			Cost paid through Covid Catch-Up	£8,480

