

Catch-Up Premium Plan

Heymann Primary and Nursery School Primary School

Summary information					
School	Heymann Primary and Nursery School				
Academic Year	2020-21	Total Catch-Up Premium	£50,160	Number of pupils	618

Guidance	
<p>Children at Heymann 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 who will need most support to catch-up. The aggregate impact of lost time in education is substantial, and we will respond appropriately to the challenge in order for them to catch-up.</p> <p>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.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching/quality first teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact and solutions following lockdown

Maths	Specific content has been missed, leading to gaps in their learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind' through lack of application and missed teaching. We have identified specific gaps in children's understanding of maths. These include: recall of basic skills – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. and the confidence to apply strategies to problem solving situations. Cohort gaps have been identified and will be targeted in whole class teaching sessions as well as individual children who need small group or 1:1 support to catch-up. Learning by questions is being used to identify gaps in understanding as each new topic is introduced.
Writing	Although children produced writing during lockdown, some children have lost essential practising of writing. This has led to children falling behind in basic punctuation and sentence structure which has had an adverse effect on the fluency of their writing. Those who have maintained writing throughout lockdown are less affected. However, those who didn't write as much have had to work additionally hard on writing stamina. We are investing in a whole school approach to writing to benefit all pupils (Talk for Writing) which will provide high quality CPD for staff and quality first teaching. Cohort gaps have been identified and some aspects such as stamina addressed through whole class sessions. Individual children have been identified for small group or 1:1 interventions to help them catch-up where there are more specific gaps.
Reading	Children accessed reading during lockdown more than any other subject – the majority used the on-line library we invested in and also listened to their class teacher reading books as well as accessing other widely available audio books e.g. Pearson Active Learn ebooks. 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 do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected and so we have identified specific children for specific interventions to develop vocabulary, phonics, fluency and comprehension. In each year we are using a whole class reading using the VIPERS approach which will benefit all of our children. There is a proactive approach to raising the profile of reading which links to our development of Talk for Writing which will impact positively on all.
Other curriculum areas	Children have also missed out on the curriculum experiences e.g., trips, visitors and powerful curriculum moments as well as sports competitions. They have missed out on some content of non-core subjects so may not make connections between their learning as expected. Learning by questions will help to identify gaps in knowledge, particularly in science, before beginning a new topic so that teachers can teach expected prior knowledge first. Assessing children's prior knowledge in all subject areas before introducing the current topic will take place across the curriculum and will be ongoing. We feel that some children have found re-integration difficult and many are craving 1:1 or very small group attention and being reminded of how to play wisely. Some children are receiving 1:1 emotional health and well-being support. We will be investing in tablets so that children can readily access space retrieval apps and knowledge organisers to help them to retain and apply knowledge taught and make links between their learning.

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	Impact (once reviewed)	Staff lead	Review date?
<p><u>Quality First 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. At the beginning of the year each cohort gave a list of gaps from the previous year's learning so that the next teacher knew where to begin their teaching from</p> <p>To develop a whole school approach to writing, working with a Talk for writing consultant for 2 years. To invest in reading materials to support both TFW and whole class reading</p> <p>Investment in tablets so that more children have access to spaced retrieval apps on a regular basis to help the to remember their learning and make connections</p>	<p>INSET time (not from Covid funding) Planning for gaps a specific focus of PPA time</p> <p>See TFW plan. Approaches include INSET days, twilight sessions, working 1:1 with some staff or with cohorts, consultant modelling lessons etc. Purchases of new reading materials</p> <p>Roll out of SPARKs across KS2</p> <p>£22,000</p>		<p>TC/AN</p> <p>AS</p>	<p>July 2021</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>LBQ – for identifying gaps in maths and science SMT time to coach staff in using LBQ</p> <p>£800</p>		SG/CW	July 20 21
<p><u>Reading</u></p> <p>To invest in reading books to match phonics level and reading materials as well as support reading materials linked to TFW and whole class reading</p>	<p>Develop a reading spine for the school Ensure early reading books are matched to phonics</p> <p>£8,000</p>		SG	July 2021

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition/interventions reading</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 diminished.</p> <p><u>1-to-1 and small group tuition/interventions maths</u></p> <p>Identified children will have greater fluency in arithmetic and identified gaps will start to be filled.</p> <p><u>1:1 and small group tuition/intervention in writing</u></p> <p>Identified children will develop stamina and sentence structure and writing fluency</p>	<p>TAs and teachers used to provide additional intervention groups or 1:1 support using a range of programs including, dancing bears, units of sound, spelling groups using sounds and syllables strategies, speech and language programmes including Gingerbear and Neli.</p> <p>Staff training in NELI</p> <p>Additional phonics groups</p> <p>Individualised and group programs developed using reading recovery strategies in KS1 and switch on reading in KS2.</p> <p>Specific dyslexia support groups 1:1 or 1:2</p> <p>Pre and post teaching groups</p> <p>1;1 or 1;2 tuition for identified children</p> <p>Specific bought interventions for those working significantly below such as power by 2 and plus 1 are being introduced.</p> <p>LBQ will help identify and plug gaps in maths (as a class and in 1:1 and small group interventions) (sum included above) £19,360</p>		SH/SG/CW	July 2021