Coronavirus (Covid-19) Catch-Up Plan

Hermitage Primary School



Summary information					
School	Hermitage Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,320	Number of pupils (at October census)	404

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.

Use of Funds	EEF Recommendations
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 <u>curriculum expectations for the next academic year</u> .	 The EEF advises the following: Teaching and whole school strategies ➤ Supporting great teaching
Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.	 Pupil assessment and feedback Transition support
To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <u>coronavirus (COVID-19) support</u> <u>guide for schools</u> 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.	 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 concepts. Generally, our children are still engaged by maths and lockdown has not appeared to affect their attitudes however they are behind where they would have been if there was no lockdown. Recall of basic skills and previously taught content has suffered – some children are not able to recall previously memorised fact such as times tables and have forgotten once taught calculation strategies. This is reflected in transition assessments carried out in early September.			
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS 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.			
Reading	The majority of 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. The bottom 20% of readers have been disproportionately affected. Early reading has also suffered as parents generally do not have the skill to teach phonics. Phonics knowledge and hence early reading skills have been identified as being particularly weak.			
Non-core	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 whole school immersion days.			

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			
Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Transition Support:			
 Return to school wellbeing package utilised for first 10 weeks of school Additional PSHE sessions in 1st half term Assemblies (virtual) targeted at wellbeing and transition in 1st half term Wellbeing Officer and SENDCo to support vulnerable children and families 		EDS	Dec 20
 Identified children on tailored transition arrangements Transition sheets and information provided to all children to prepare for the return to school. 		PV	
 In the summer all children were invited into school to meet their new teacher and for time in school. Careful personal consideration for each child taken to plan staff and classes for Sept 2020 All staff retrained on structured Circle time sessions to support 			
 children's needs Parent meetings conducted with EYFS parents prior to starting focussed on additional transition support 			
Supporting great teaching:			
• Our professional development schedule will be tailored to support staff to improve their teaching to fill the gaps that may have arisen due to the Covid crisis		EDS	Feb 21
 Staff will be trained in how to match reading books to ability (external provider 28.10.20) Matched reading books will be purchased. Additional staff training on reading strategies including staff working on this in phases 		PV	
 Additional staff will be trained in effective phonics teaching Staff supported to adjust to organisational and logistical aspects of school life 		RSP	
 Our 2 Newly Qualified teachers offered additional support through mentoring and training The National College website subscription purchased to offer staff opportunity to pursue own development needs 		PV	£ 3,720

Teaching assessment and feedback			
 Baseline assessments carried out early in Autumn 1 to assess gaps. Data closely analysed and used to inform whole class teaching and targeted interventions. Phonics assessments carried out for Year 1-3 and targeted support put in place. Continuous assessment utilised to inform teaching. 		EDS	Dec 20
 Spelling assessment carried out to inform teaching Daily feedback given to children utilising assessment in the form of early learning 			
 Reception Baseline (Early Adopter) completed in Autumn 2 in EYFS to assess gaps 			£ 3,000
	Total b	oudgeted cost	£ 6,600

ii. Targeted approaches			
Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
 <u>1-to-1 and small group tuition</u> Additional daily 1:1 interventions for phonics and reading 3 additional staff employed to ensure all classes have a dedicated teaching assistant to provide support. 2 additional teachers retained in Autumn 1 to support Year 1-4 with targeted small group tuition Small group interventions take place daily to target identified gaps In class support in the mornings including pre and over teaching In EYFS, Attention Hillingdon completed three times a week to support with listening skills Personalised planning for identified children Structured lunches in place for those children who have found returning to school more challenging. 		EDS/RL Phase Leaders	Feb 21 £ 55,000
 Intervention programme All interventions targeted towards gaps in learning utilising a range of resources including PiXL therapies, language links, Read, Write, Inc. phonics, White Rose Maths 		Phase Leaders	July 21 £ 1, 000
 Extended school time Year 6 have additional booster sessions before school to support with learning 		DS	Dec 20 £ 5,000

iii. Wider Strategies			
Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
 Supporting parents and carers Regular and supportive communications with parents via weekly/fortnightly updates Regular communication with targeted parents re attendance Class teacher communicates the week ahead learning so that parents can support at home In EYFS, weekly communication with videos and clear examples of learning to help parent's support their children at home, such as how to support with reading with videos on blending and speed sounds. In EYFS, phonics resources offered to targeted children for parents to support their learning at home Regular phonecalls made to identified parents as needed 		EDS/PV/RL	Feb 21
 Access to technology Additional chrome books purchased so that all year groups in Key Stage 2 have a set of 30; Key Stage 1 has a set of 30 shared. Children in Upper School have been taught how to access Google Classroom 'Now, Press, Play' being considered to replace loss of trips 		EDS/LA	Feb 21 £ 12,000
 Other A Pupil Premium Lead has been appointed to focus specifically on our disadvantaged children. 		RP	Dec 21 £ 3, 000
Total budgeted cost			£ 15,000
Total Cost			£ 82,600
Contribution from Pupil Premium Grant and School Budget			£ 50,280