

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
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<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➤ 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
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Identified impact of lockdown

Maths	<p>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.</p>
Writing	<p>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.</p>
Reading	<p>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.</p>
Non-core	<p>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.</p>

<u>Teaching assessment and feedback</u> <ul style="list-style-type: none"> • 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. • 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 		EDS	Dec 20 £ 3,000
Total budgeted 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> <ul style="list-style-type: none"> • 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
<u>Intervention programme</u> <ul style="list-style-type: none"> • 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
<u>Extended school time</u> <ul style="list-style-type: none"> • Year 6 have additional booster sessions before school to support with learning 		DS	Dec 20 £ 5,000

Total budgeted cost £ 61,000

iii. Wider Strategies			
Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> <ul style="list-style-type: none"> 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
<u>Access to technology</u> <ul style="list-style-type: none"> 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
<u>Other</u> <ul style="list-style-type: none"> 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