

**Hallaton CE Primary School COVID-19 Catch-Up Premium Plan**

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| **Summary information** | | | | | |
| **School: Hallaton CE Primary School** | | | | | |
| Academic Year | 2020-22 | Total Catch up Premium | £8,480 | Number of Pupils | 91 |

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| **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.  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** |
| 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 |

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| **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 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 |
| **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 with writing stamina and improving their motivation due to the lack of fluency in their ability to write. |
| **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** | There are 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. |

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| **Planned expenditure** | | | | |
| **Teaching and whole school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff Lead** | **Review date?** |
| Teaching assessment and feedback  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. | Use the Headstart Standardised Assessments suite. Complete termly tests and record assessments to identify gaps an on Insight to track performance.  £1170 |  | All Staff | June 22 |
| Classroom Support  LSA support target according to need  Greatest amount of LSA support in Y1 | Forest School  To support the children’s SEMH  £40 ph = £880 |  | DR | July 22 |
| Supporting teaching:  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 | Online courses and attendance at curriculum meetings  £650 |  | All Staff | June 22 |
| Transition Support  Children who on returning to school will have additional support to settle into new classrooms and new routines. | Forest school activities, equipment to continue activities in school  Additional resources for lunch and playtime  £740 |  | All Staff | June 22 |

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| **Targeted Approaches** | | | | |
| **Desired Outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff Lead** | **Review Date** |
| Intervention programmes  A number of children have specific learning difficulties which are more noticeable since lockdown. Expert teaching is required and strategies for follow up work with LSA’s given.  Individual and small group tuition for children across the school for English and Maths.  Children who are disadvantaged and significantly behind will receive additional screening to identify areas of need. | Teacher release time to assess and deliver specific interventions and additional information on the schools monitoring list.  Dyslexia and Dyscalculia screeners purchased  LSA time  £3800 |  | ML  SM  DR  AR | July 22 |
| Reading Progress  Some children will have significantly increased rates of reading fluency and understanding. Their comprehension skills will be improved with increased reading confidence. | Additional NFER tests purchased to give more data points as a reference for tracking progress  £1240 |  | NH  DR | June 22 |