

# COVID-19 Catch-up Premium Report

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION		
	Harefield Infant School	Harefield Junior School
Total number of pupils	193	279
Total catch-up premium budget (£80 per pupil)	£15,440	£22,320

## STRATEGY STATEMENT

At Harefield Infant and Junior schools we believe that all children, regardless of academic attainment or need, should have access to catch-up sessions, given the level of disruption to their learning over the past year. We also believe that the class teachers, who work with the children every day and have the best knowledge of any pupil attainment gaps, are best placed to deliver catch-up sessions. The funding will be used to cover the cost of additional hours worked by teachers to deliver the after school catch-up sessions.

Although we are to offer catch up sessions to all our pupils, we have carefully considered a number of factors in order to decide which pupils should have priority access to these sessions.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

**Our school priorities for use of catch-up premium are:**

To reintegrate and build confidence in our priority groups of pupils by small group after school sessions led by class teachers focusing on -

- Expanding vocabulary in writing using the “Talk for Writing” program including story mapping and sharing at home.
- Comprehension in reading (using online and actual books).
- Development of key number skills in Maths – use of concrete items to scaffold learning.

**The core approaches we are implementing are:**

- Training, professional development and coaching for staff to improve their pedagogy of learning and practice in the classroom (Paired/joint observations and constructive, developmental feedback.) to **ensure quality first teaching**.
- Investment in IT and new communication systems (e.g. Teams and Office 365 accounts for all) for pupils, staff and families to use to support remote learning and reading comprehension/language development at home.
- 1-1 and small group tuition for those children who, despite quality first teaching, are still falling behind.

**The overall aims of our catch-up premium strategy are:**

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

**Teaching:** Quality First Teaching that has been carefully sequenced and assessed is the most important lever schools have to improve outcomes for their pupils.

**Targeted Academic Support:** There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy as referenced in the EEF recent report. Tuition delivered by qualified teachers who know our pupils well is likely to have the biggest impact.

**Pupil Assessment and Feedback:** Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs will make it easier for teachers and other school staff to provide effective support. As we have moved to a cloud based assessment system, we have opened up greater opportunities to make assessing children more continuous.

**Wider Support:** Lessons on identifying emotions and self-regulation strategies through Mindfulness program/ Skills builder Program • PSHE strategies for self-awareness, self-regulation, problem solving, social awareness and relationship skills shared. • Staff Wellbeing Committee. • School Council provides pupil voice. • Shared language across the school through positive handling program. Peer Mediators being developed. Welfare Team to continue regular support calls. Assistance with devices, wifi, food packs, donations to food banks.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Limited vocabulary is a barrier to accessing high level text and writing. This includes reference to previous phonic testing. A consideration of traveler pupils lack of home resources – hence Talk for Writing / home story mapping / basic number skills
B	A small minority of pupils do not have access to online leaning at all or produced work that was of very low quality. A small minority of pupils did not return immediately to school in September or have low attendance and therefore have even more catch-up to do.
C	Some pupils with SEND have found despite differentiated work and voluntary extra sessions from teachers online – it difficult to complete work from home.

## ADDITIONAL BARRIERS

### External barriers:

D	Some pupils have limited space and facilities for home learning, including access to It facilities.
E	Deprivation in term of cultural capital. Pupils do not have a wide range of experiences beyond the school day and exposure to high texts. Some parents have had a negative experience of school themselves so do not or find it hard to engage and support their children in learning.
F	Many parents have limited language to support their children.

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Develop further the use of Positive Handling by all staff.	Pupils are able to concentrate in lessons by staff using refocusing skills and deescalating	This program has proved successful in a number of schools. Our focus with now turn to metacognitive language and skills (as suggested by EEF)	Our careful behavior monitoring on Sims shows us who, what and when there are any challenges that reduce effective learning. HoS – training SMSA in de-escalation, peer mediation and coaching techniques	HoS – Resources costs of £250	½ termly review of behavior analysis
All maths lessons start on appropriate place in the WRM using appropriate resources	Prerequisite and key skills are revisited, using concrete items to support learning.	Use revision sessions built into maths program(WHM)to scaffold learning and allow pupils to not only catchup, but consolidate these skills.	Formal and informal lesson observations will allow checking of appropriate sequencing of lessons.	Maths lead-time cost £230 SLT	Professional; development / pupil progress sessions in April.
Use Talk for Writing to increase vocabulary  Use RWI to help emergent readers catch up.	Reading and writing outcomes improved to at least in line with previous KS result.  Increased reading confidence – closer to appropriate reading age.	Developing a rich vocabulary supports better reading and comprehension – see EEF and Ruth Miskin work on RWI	Further support by writing lead in developing and using vocabulary in own writing  Support staff trained in RWI – good previous results	Writing Lead – SLT  LSA – trained	Professional; development / pupil progress sessions in April.

					Total budgeted cost:	£480.00
Targeted support						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
Small group/1-1 tuition in Spring 2 / Summer term for those children who, despite high quality first teaching, are still falling behind expectations	All children on target to achieve at least in line with their KS1 results	Carefully planned and well sequenced 1- 1/small group interventions can have significant impact on pupil progress	Internal data and assessment results	EHT / HoS Teachers to deliver interventions after school (£25 per hour) £37760 - £80 per pupil	Pupil Progress meetings  Data Assessment checkpoints	
Purchase of specific intervention programs and resources to be used with children at risk of falling behind- Nessy/ RWI for Y3 phonics catch up	Those 8 pupils who didn't previously pass phonics screen now are successful.	Through experience and consultation with other schools who have successfully used the programme to deliver intervention. Evidence of impact was recorded.	Monitor the use of the programme. Tracking children through internal tracking systems Discussions with pupils	SENCO monitors / leads this  Resources cost £ 300.00	During Pupil Progress meetings and pupil voice	
					Total budgeted cost:	£38540
Other approaches						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	

<p>Purchase of maths home working packs – including a number of useful maths resources.</p> <p>Ensure/support teaching staff to use the revision number programs and concrete resources.</p>	<p>Prerequisite and essential maths skills are developed as a priority. This is reflected in the adapted “revise” program WRM.</p>	<p>The work of EEF together with the White Rose maths scheme firmly recommend the use of concrete items in order to scaffold learning, particularly of key number skills.</p> <p>This can be broken down into knowledge of;</p> <ul style="list-style-type: none"> <li>• Number bonds to 100</li> <li>• Place value</li> <li>• Times tables.</li> </ul>	<p>Monitoring teams lessons and feedback from staff / pupil voice.</p> <p>Maths lead to monitor and support use of resources.</p>	<p>SLT</p> <p>Maths Packs £3.00 each</p> <p>Additional maths resources £500.</p>	<p>April 2021</p>
					<p>£1000.00</p>
<p>Total budgeted cost:</p>					<p>£39540</p>

#### ADDITIONAL INFORMATION

When producing this report, the school consulted the following things to inform decisions:

- Evidence from the EEF
- Results of staff and pupil consultation regarding engagement with remote learning and access to devices
- School context data
- Dr Camilla Gilmore, Mathematical Cognition, Loughborough University’s Mathematics Education Centre report on key skills and use of concrete objects
- Behavioural analysis from SIMS
- Analysis of attendance records
- The Sutton Report