



Hambrook Primary School

Catch-Up Premium Plan

Summary information

School	Hambrook Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,920	Number of pupils	199

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. It will not be added to schools' baselines in calculating future years' funding allocations.



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"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> Summer support

Identified impact of lockdown	
Maths	



	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and the attitude towards the subject is positive.</p> <p>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.</p> <p>In most year groups*, children have shown that they have a good understanding of the 'non-negotiables' in their previous and current year group. Where children have fallen behind are the other areas of the curriculum which may have previously been missed due to the placement of it in the last academic year.</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. Gaps in specific knowledge have suffered, leading to a 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>Children at Hambrook were reading a lot at home during lockdown; however, some children seemed less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. In KS1, through assessments conducted, there was a significant decline in the recognition of phase 3-6 sounds of children of all abilities although the bottom 20% of readers have been significantly affected by lockdown.</p>



Our Priorities at Hambrook

Priority 1	To minimise the gap in children's phonics in years 1, 2 and 3.
Priority 2	To minimise the gap in children's attainment in maths and reading across the school.
Priority 3	To ensure the well-being of the children is supported.



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 and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths. Therefore, to avoid any cross-contamination we need to make sure classes have their own set to use.</p> <p>To support teachers and teaching assistants in ensuring the academic gap diminishes, lots of CPD is provided to support our priorities.</p>	<p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;"><i>(£500)</i></p> <p><i>KS2 manipulatives</i></p> <p style="text-align: right;"><i>(£100)</i></p> <p><i>CPD on maths curriculum, the teaching of phonics and our planning in reading to ensure consistency across the school</i></p> <p style="text-align: right;"><i>(£1000)</i></p> <p style="text-align: right;"><i>(£250) Curriculum Time</i></p>		<p>LH/JT</p> <p>LH</p>	



Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading and mathematical fluency.</p>	<p><i>Lowest 20% and any children with significant gaps that have occurred from lockdown will be targeted in their fluency of maths and reading</i></p> <p><i>Year 1 and 3 (£4,410)</i></p> <p>(12 weeks)</p>		SLT/ IP/ SN	
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>'Maths Factor' is purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>(£400)</i></p>		LH	
<p><u>Extended school time for staff</u></p> <p>Identified children are able to access daily-weekly catch-up clubs specified in certain areas of the curriculum. The attainment of those identified children improves and effect of lockdown is</p>	<p><i>Our lowest 20% have been identified and are attending additional interventions before and after school. The school are paying additional hours to staff for carry out these interventions.</i></p>		EL/ SLT	



<p>becoming negated. Parents are supportive of the club and understand the identification process.</p> <p>Lisa 3 x per week Phonics £72 Vicki 3x per week Reading £72 Irina 4x per week £96 Callie 5x per week £100</p>	<p><i>Term 5 (£340)</i> <i>Term 6 (£340)</i></p>			
<p><u>Transition support</u></p> <p>Support is in place for children who are transitioning from year groups which have been significantly affected by lockdown and where they are concerns about their future progress.</p>	<p><i>Non-contact time for EYFS staff, Y1, Y5 and Y6 to meet with relevant staff to ensure transition is smooth.</i></p> <p><i>(£1,200)</i></p>		<p>SLT/ RY/ BBL/ TH</p>	
			<p>Total budgeted cost</p> <p>External Support</p> <p>School Budget</p>	<p>£6,690</p> <p>N/A</p> <p>N/A</p>



iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Parents will be clear on our school's curriculum and they can support their child.</p> <p>Children have access to appropriate equipment that they need to support them with home-learning if required. This means that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional parent's meetings will be timetabled to support them with key areas of the curriculum. Resources will be shared, Q&A sessions and website will be kept up to date.</i></p> <p><i>(£200)</i></p> <p><i>Pre-made intervention kits that children use in school are made ready for a closure of a bubble. These are specific to the needs of the children e.g handwriting equipment, gross motor skill equipment.</i></p> <p><i>(£50)</i></p>		<p>SLT/ Subject Leaders</p> <p>KW</p>	
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p><i>DfE provided the school with 9 extra laptops. We have used these laptops to support any children who had limited technology at home.</i></p> <p><i>£2,700</i></p>		SLT	



<p>Teachers have been bought webcams which will allow all staff to facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Teachers have been given webcams, HDMI cables and USB hubs to support the quality of teaching during isolation periods.</i></p> <p><i>(£240)</i></p>		<p>SLT</p>	
				<p>Total budgeted cost £590 External Support £2,700 School Budget</p>
			<p>Cost paid through Covid Catch-Up</p>	<p>£10,879</p>
			<p>Cost paid through External Support</p>	<p>£6,200</p>
			<p>Cost paid through school budget</p>	<p>£1,219</p>
			<p>Total</p>	<p>£18,298</p>