

Coronavirus (Covid-19) Catch-Up Plan

Highfield Primary School

| Summary information | | | | | |
|----------------------|--------------------------|-------------------------------|---------|---|-----|
| School | Highfield Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £27,840 | Number of pupils (at October census) | 348 |

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 [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

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. Children have still been accessing Maths Mastery activities but have missed taking part in daily Maths Meetings which helps with the recall of facts. This has had a direct impact on their ability to recall previously taught facts such as times tables and properties of shapes. This is reflected in the termly transition assessments carried out during Autumn Term. They were encouraged to participate in various challenges via DB Primary during lockdown which did help some children maintain their times tables knowledge. |
| 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 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. |
| Reading | It would seem that 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/adult input. Children engaged with Bug Club and were able to practise their comprehension skills by completing the activities during lockdown. However, some children are less fluent in their reading and the gap between those children that read widely and those children who do not has widened. Phonics development in some children has suffered as parents generally do not have the skills to teach phonics. Phonics knowledge and hence early reading skills have been identified as being weak. |
| Science | 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 scientific concepts and themes. |
| Foundation Subjects | There are now 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 year group theme 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? |
|--|---|----------------------------------|--|
| <p>Supporting Great Teaching:</p> <ul style="list-style-type: none"> ● INSET training to be tailored to support staff to improve their teaching to fill the gaps that may have arisen due to Coronavirus. ● Phonics training was carried out for new staff by our English lead. ● Staff supported to adjust to organisational and logistical aspects of school life. ● Wellbeing and mental health websites made known to all staff. ● Move to block teaching of Foundation Subject to facilitate depth and breadth of curriculum | <p>Aim: Staff to have the training opportunities to ensure that they are equipped to deliver quality first teaching to all pupils across the school.</p> | <p>SLT</p> | <p>Dec 2020</p> <p>£500</p> |
| <p>Pupil Support:</p> <ul style="list-style-type: none"> ● 3 additional TAs in Juniors employed ensuring classes in Year 3,4 & 6 have a teaching assistant providing support. ● In class focus on wellbeing and transition throughout the Autumn Term. This will be reviewed and continued during Spring Term if required. ● Family Support Worker to support vulnerable families with a particular focus on our Nursery and Reception children during the 1st half of the Autumn Term. ● 3 Pastoral Support Workers to work with identified children on a 1:1 basis or in small groups within their bubble. ● In the Summer Term class teachers rang all the parents/carers of their new classes to introduce themselves, discuss the arrangements for the new term, what to expect and establish whether there were any specific needs to be considered. ● Children identified for bespoke transition arrangements ● Additional PSHCE lessons on mindfulness awareness carried out at the start of the school year for all year groups. | <p>Aim: To relieve the anxiety pupils returning to school after an extended absence. Particularly for year groups or individual children who did not return during Summer Term after lockdown.</p> | <p>SLT AB, NL, DB</p> | <p>Sept 2020</p> <p>Dec 2020</p> <p>£60,000</p> |

| | | | |
|---|--|---------------------|-----------------|
| <p>Pupil Assessment and Feedback:</p> <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. • Phonics baseline carried out in Year 1, 2 & 3 and targeted support established for guided reading groups and phonics groups. • Daily feedback using school marking policy indicating whether a learning objective has been met, not met or exceeded. Development points for children are provided as required. • Regular whole school writing tasks identify gaps in learning. • PIRA & PUMA Summative assessments carried out termly. | <p>Aim: To identify gaps in children’s knowledge and skills and enable teaching to focus on closing these gaps.</p> | <p>HT & DHT</p> | <p>£3780.00</p> |
| i Total budgeted cost | | | <p>£64,280</p> |

| ii. Targeted approaches | | | |
|---|---|------------|--|
| Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <p>Reading: To provide explicit additional comprehension lessons for Years 3 – 6 targeting specific skills. Teachers to use 60 Second Reads and Nelson Comprehension materials. Additional guided reading sessions for Years 1 and 2 and for targeted children in Year 3. Children to work in smaller groups encouraging participation using a ratio 1:3 Across the school each class has identified its six target readers. Trained staff read with these children daily.</p> | <p>AIM: To focus on reading comprehension and allow children to gain confidence in their ability to ‘read to learn’.</p> | <p>JB</p> | <p>March 2021 £3,850</p> |
| <p>Writing: To provide daily opportunities for children to write, at length, in all areas of the curriculum. To select stimulating and engaging topic areas which will encourage children to write for a range of purposes. To use one book for writing so that children can build upon previous knowledge and skills.</p> | <p>AIM: To develop high quality writing across the curriculum</p> | <p>JB</p> | <p>March 2021 No additional cost</p> |
| <p>Maths: Maths Mastery maths meetings to re- commence in every class daily. To explicitly teach the key facts for each year group to ensure all children can improve their recall when using and applying them in reasoning and problem solving.</p> | <p>AIM: Children’s gaps will be identified and 1:1 support in place to improve their understanding and skills in maths In class TAs to provide support</p> | <p>LD</p> | <p>Dec 2020 no additional cost</p> |

| | | | |
|---|---|----------------------|--|
| <p>Phonics: This is a structured programme designed to ensure all children learn to read accurately and fluently. Comprehensive planning is provided for teachers so they can channel their energy and creativity into teaching fun and engaging lessons.</p> | <p>Aim: Develop a whole-school approach to teaching literacy that creates fluent readers, confident speakers and willing writers.</p> | <p>JB</p> | <p>March 2021</p> |
| <p>EAL Lockdown will have limited pupils with EAL exposure to other languages. The school is seeking to accelerate pupil progress by providing them with the necessary support to become fluent in English. Language Link provides EAL pupils with a systematic and structured approach to six areas of reading, from phonological awareness to comprehension.</p> | <p>Aim: To ensure no child is left behind and the school is able to accelerate the language acquisition of our EAL pupils.</p> | <p>SENDCO</p> | <p>March 2021 £500 resources</p> |
| <p>Dealing with social emotional and mental health of pupils Current Pastoral Support Team to support the emotional development of children and young people in school.</p> | <p>AIM: To support children with their emotional wellbeing which may have been adversely affected by the pandemic. Pupils will recognise their emotions and cope with loss and change.</p> | <p>HT</p> | <p>March 2021 No cost</p> |
| <p>ii Total budgeted cost</p> | | | <p>£4350</p> |

| <p>iii. Wider Strategies</p> | | | |
|--|---|--------------------------|--|
| <p>Chosen action/approach</p> | <p>Impact (once reviewed)</p> | <p>Staff lead</p> | <p>Review date?</p> |
| <p>Supporting parents and carers:</p> <ul style="list-style-type: none"> ● Regular and supportive communication with parents via whole school messages on Parentmail ● Class teachers have regular supportive communication with parents. ● Parent consultations so parents can discuss their child's progress and wellbeing with the Class Teacher. ● Regular phone calls made to identified parents as needed by our Family Support Workers. ● Regular communication with targeted parents re attendance ● Daily communication with families when children are self-isolating | <p>Aim: As a result of the lockdown some families may have been disenfranchised from school. Parents also have concerns regarding the children's safety in school due to Covid-19. Regular communication will re-engage families and reassure any concerns they may have. This will impact positively on attendance.</p> | <p>SLT, FSW</p> | <p>Termly No additional costs</p> |
| <p>Access to technology:</p> <ul style="list-style-type: none"> ● Class set of tablets purchased to be shared by all year groups ● Laptops to be loaned to families who do not have access to technology at home. | <p>Aim: As a result of the purchase and use of tablets, children are able to access online interventions and support with increased frequency.</p> | <p>SBM</p> | <p>Mar 2021 £5000</p> |

| | | | |
|---|---|--|------------------------|
| <ul style="list-style-type: none"> • WIFI to be purchased for the households of disadvantaged children who cannot afford it. • Children across the school taught how to access DB Primary to upload work • Phones put into every classroom so teachers may make phone calls to parents to keep them informed of their children's progress in the event of another lockdown or as required. | <p>Access to up to date technology will benefit children's access to online interventions and resources It will also support online teaching should the need arise with a further lockdown.</p> | | <p>£600</p> |
| iii Total budgeted cost | | | <p>£ 5600</p> |
| Total costs (i, ii & iii) | | | <p>£ 74,230</p> |
| COVID Catch up funding | | | <p>£27,840</p> |
| Contribution from School Budget | | | <p>£46,390</p> |