

Houghton Primary School Catch-Up Premium Plan

Summary information					
School	Houghton Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,280	Number of pupils	191

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

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"> 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

Identified impact of lockdown

Summary of findings across school when teachers compared where the year group would 'normally' be within the first half of the Autumn term:		Agreed focus for 'catch-up':
Attitude to/ Behaviour for learning	In the first half of the autumn term children across the school: Lacked independence. They sought more adult attention, reassurance and instruction. Their confidence in 'having a go' was diminished. Children's resilience appeared weak. They had less stamina across the curriculum and their ability to concentrate for any significant amount of time was diminished. When learning together with others many children found it difficult to work with others in group situations. Many children were finding it difficult to respond to feedback - not used to this as their home learning had been generally accepted by parents during lockdown. Children's proof-reading/self-editing skills are weaker - many just want to get the task done and not return to it. Children's listening skills were not as good as usual. Many children were calling out as used to working one to one with parents and not having to listen to others or take turns. Some children appear to be very hard on themselves and don't want to take any risks for fear of 'failing'.	<ul style="list-style-type: none"> ● Give time to getting to know children as individuals (new classes/teachers/TAs). ● Give time to re-establishing high and firm expectations for Behaviour for Learning, taking pride in work, working hard, listening etc. ● For the few children who continue to struggle - specific and targeted support from Inclusion Worker as necessary.
Maths	Each of the topics covered so far have needed more time than usual to ensure understanding. Topics which were missed being taught during lockdown therefore gaps in knowledge. Basic knowledge and skills need practicing. Reasoning is weak. Children giving up when faced with problem solving.	<ul style="list-style-type: none"> ● Improve summative assessment in order to better identify specific gaps in learning ● Ensure analysis of summative assessments and subsequent planning reflects analysis ● Continue with Quality First Teaching and the mastery approach ● Ensure Mathematics and White Rose home learning is targeted ● Further training for Teaching Assistants to better support children with specific gaps in knowledge/understanding
Writing	Handwriting skills have really diminished (holding pencil correctly, letter formation, joining, presentation, taking pride in work). Punctuation and spelling is much weaker. Stamina for writing extended pieces is really low. Low expectations for writing during lockdown (parents accepting anything written) has had a real impact.	<ul style="list-style-type: none"> ● A renewed approach to Big Write ● Whole staff training to support this renewed approach ● Spelling Shed programme to support and improve spelling ● Improve summative assessment of SPaG knowledge and skills in order to better identify specific gaps in learning ● Ensure analysis of summative assessments and subsequent planning reflects analysis
Reading	Whilst the vast majority of children read over the time they were off school and are generally achieving well, their higher order skills are weaker e.g. comprehension, skimming, scanning, using context to support reading. Youngest children who hadn't grasped letter sounds/phonics are struggling.	<ul style="list-style-type: none"> ● Improve summative assessment of reading in order to better identify specific gaps in learning. ● Ensure analysis of summative assessments and subsequent planning reflects analysis ● School AR library has been divided into class bubbles - reducing range and availability of books overall. We need to get more stock of high quality books. ● Training and resources for higher order reading skills development
Non-core	Some loss of fitness/stamina in physical activity. Science vocabulary/subject knowledge is weaker. Non-core subject areas were hit by term out of school.	<ul style="list-style-type: none"> ● Physical activity planned in every day ● Ensure 'missed' Science curriculum (summer term) is taught in addition to this year's curriculum. Science week/fortnight.

	PSHE is absolutely necessary to support relationships within the bubble.	<ul style="list-style-type: none"> Teachers to review non-core curriculum development in light of missed learning.
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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> Teachers will;</p> <ul style="list-style-type: none"> Use of technologies to support home learning and remote learning Address gaps in knowledge, understanding and skills though assessment and planning within a whole school reviewed approach <p>Teachers will use assessment information effectively in their planning and subsequent teaching.</p> <p>Teachers will develop their knowledge and skills in teaching and assessing writing</p> <p>Teachers will ensure the systematic teaching of higher order reading skills, closing any identified gaps.</p> <p>Children will have access to high quality reading texts from class libraries.</p> <p>Curriculum in non-core subjects will be developed to ensure;</p> <ul style="list-style-type: none"> Subject knowledge in Science not taught in summer term 2020 is covered Planning for non-core subjects is revised to ensure progression in knowledge and skills (acknowledging the missed term) 	<p>Professional development for, resourcing of and implementation of Google Classroom which will include;</p> <ul style="list-style-type: none"> CPD for all teachers on use of Google Education Suite <p style="text-align: right;">£1,000</p> <p>Professional development and purchasing of resources for the development of teaching and assessing writing - BIG WRITE</p> <p style="text-align: right;">£1,000</p> <p>Research and purchase high quality resources to support the systematic teaching of higher order reading skills.</p> <p style="text-align: right;">£500</p> <p>Appeal for books for class libraries via parent email and Facebook. Organise sponsored Readathon in Spring term.</p> <p style="text-align: right;">Donated books Sponsor money</p> <p>Plan in additional science curriculum time/science fortnight</p> <p style="text-align: right;">No additional costs</p> <p>Release time to enable teachers to work together on development of curriculum (10 sessions)</p> <p style="text-align: right;">£1,500</p> <p style="text-align: right;">Total: £4,000</p>	<p>Google Classroom implemented by all teaching staff.</p> <p>Online teaching in place for 3rd Lockdown.</p> <p>All home learning for KS1 and KS2 set on Google Classroom. Interaction between teachers, parents and children secured.</p> <p>Big Write CPD booked for Autumn 2021 (Andrell Education staff had been furloughed).</p> <p>Increased number of books for class and school libraries.</p> <p>Science one of key curriculum focus areas for the year. Assessments indicate that knowledge gap has decreased as a result.</p> <p>New curriculum plan partially completed (delayed by 3rd Lockdown).</p>	SLT	End of Spring and Summer terms 2021
<p><u>Teaching assessment and feedback</u> Teachers will have a clear understanding of what gaps in learning remain from the use of standardised summative assessments and will use this information and knowledge to support curriculum planning and subsequent assessment for learning.</p>	<p>Purchase NFER termly assessments for each year group in: Reading, Mathematics, SPaG</p> <p style="text-align: right;">£2,950</p> <p>1.5 days per teacher per term to mark and analyse summative assessments and use them to plan curriculum for next term.</p> <p style="text-align: right;">£550</p>	<p>NFER tests purchased and used in March, May and July (following Lockdown) enabling teachers to identify impact of Lockdowns and absence and to plan accordingly.</p>	HT	End of Autumn, Spring and Summer terms 2020-21

	Total: £3,500			
<u>Transition support</u> Children who join Houghton Primary School from different settings will be supported in their transition.	Transition arrangements: <ul style="list-style-type: none"> • Zoom meeting with parents/remote tour of the school • Liaison with previous school • Use of assessment materials to support planning for new children (see above) <p style="text-align: right;">No additional costs</p>	Virtual meetings occurred with new parents in Autumn term and subsequently as necessary. NFER tests used when new children joined the school mid-phase enabling quick and targeted teaching in accordance with need.		
Total budgeted cost				£7,500

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Children will continue to access 1 to 1 and small group 'tuition' in core areas and to support reading, writing and maths across the curriculum in order to ensure that any 'gaps' in learning are addressed. Assessment for learning and summative assessments will continue to inform the targeted planning for this work.	The school already operates a highly successful approach to 1-to-1 and small group work using ongoing teacher assessment to inform 'support' which is provided by very experienced Teaching Assistants. This will continue, but we will invest in further in-house training for TAs to support their knowledge and understanding. <p style="text-align: right;">TA release time for training: £1,000</p> <p style="text-align: right;">Teacher release time to train TAs: £500</p> <p style="text-align: right;">Other training costs: £500</p> <p style="text-align: right;">Total: £2,000</p>	1-to-1 and small group provision continued, but CPD for TAs impacted upon due to Lockdown 3 and staffing issues in Summer term. Funding used to support additional TA hours to run interventions in accordance with needs of children.	SLT	End of Spring and Summer terms 2021
<u>Intervention programme</u> Children will continue to access interventions informed by ongoing assessment for learning and summative assessments as above.				
<u>Extended school time</u> We are not planning to extend school time currently. Instead, home learning will be targeted according to specific gaps in learning.	Teachers will use ongoing assessment and summative assessments to inform curriculum and home learning planning. Home learning will be set using Google Classroom and teachers will provide feedback to children's learning online. <p style="text-align: right;">No additional costs</p>	Home learning via Google Classroom implemented successfully. Curriculum was target and focused in accordance with assessment outcomes.	HT	Ongoing monitoring of home learning. Review formally at the end of terms.

Total budgeted cost	£2,000
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iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> Access to online learning and effective support of home learning effectively by teachers interacting with them online.</p> <p>Parents/carers are surveyed and listened to in order to better support their children's needs.</p> <p>Access to emotional/well-being/mental health support as necessary.</p>	<p>Access to technology for all families (see below).</p> <p>Use of quality online learning resources for home learning:</p> <ul style="list-style-type: none"> ● Mathletics (£1000) ● Spelling Shed (£150) ● Accelerated Reader (£2020) ● Purple Mash (£810) ● Tapestry (£100) ● White Rose Maths (£100) <p>All ready in place and paid for within usual curriculum costs</p> <p style="text-align: right;">£4,180</p> <p>Engaging with families via Google Classroom. Supporting families who may struggle with technology. No additional costs beyond those outlined in the Access to Technology section below.</p> <p>Engaging with parents/carers in terms of asking for their views/comments/ideas re: learning for their child. Using Google Forms to survey ahead of parents evenings etc. No additional costs</p> <p>Inclusion Worker in contact with families for pastoral support. Staffing costs already in place. No additional costs.</p> <p>Access to specific training for Inclusion Worker to be able to provide support for families within this pandemic £500</p> <p style="text-align: right;">Total: £4,680</p>	<p>Online learning resources supported quality home learning during Lockdown 3 as well as for homework during rest of the school year.</p> <p>Teachers worked individually with families who struggled with technology. 100% engagement during Lockdown 3 thanks to quality of communication and support.</p> <p>Used Google Forms ahead of parents evenings to support focused discussion. Parents Evenings held virtually with high engagement.</p> <p>Inclusion Worker worked throughout pandemic and particularly Lockdowns to support families in need. She communicated with ALL families to identify who needed help/support/advice and planned accordingly.</p> <p>There was no specific training available for the Inclusion Worker, but she engaged with the MSHT team and accessed personalised supervision.</p>	HT	End of Autumn, Spring and Summer terms 2020-21
<u>Access to technology</u>	Purchase of IT equipment to support teaching through Google Education Suite	50 PCs/laptops/tablets donated to the school by local companies. These were subsequently set up by	HT	End of Autumn, Spring and

<p>All staff and families will have access to technology for home learning via Tapestry for Reception and Google Classroom for KS1 and KS2.</p> <p>All staff are able to access and use technology at home and in school to provide effective teaching for children whether in school or remotely.</p>	<ul style="list-style-type: none"> • PCs donated by local company, enabling use of Google Classroom at school and at home for families who need them £2,000 • Keyboards, mouse, screens purchased by FoHPS for donated PCs £2,285 • iPads donated by local company for use in KS1 £300 • 20 Data only SIM cards procured for free from GK Telecom - giving data for 3 months - distribution to families in need. £1,000 • Cost of setting up PCs and iPads by IT technician £350 • Purchase of new laptops for each teacher so that they can use Google Education Suite in school and work remotely as necessary and teaching assistants can use 'old' laptops to support teaching remotely as necessary £4,500 <p>Total: £10,435</p>	<p>school technician so that ALL families had at least one working computer at home to be able to engage with online learning.</p> <p>New laptops for all teaching staff supported virtual teaching. Old laptops were re-purposed for TAs delivering teaching in school during Lockdown 3.</p>		<p>Summer terms 2020-21</p>
<p><u>Summer Support</u> N/A</p>	<p>No costs</p>			
Total budgeted cost				£15,115

	Total cost for whole plan	£24,615
	Cost paid through Covid Catch-Up	£15,280
	Cost paid through donations	£5,585
	Cost paid through school budget	£3,750