

## Catch-Up Premium Proposed Spend (2020-2021)

Summary information					
School	Headley Park Primary School				
Academic Year	2020-21	Total Catch-Up Premium (estimated)	£31,040	Number of pupils	451

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. 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.</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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>● Supporting great teaching</li> <li>● Pupil assessment and feedback</li> <li>● Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>● One to one and small group tuition</li> <li>● Intervention programmes</li> <li>● Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>● Supporting parent and carers</li> <li>● Access to technology</li> <li>● Summer support</li> </ul>

## Identified impact of lockdown

In September 2021, pupils took part in a range of baseline assessments in all subjects. The details of these have been analysed by teachers and SLT. The following general statements are relevant to our proposed Catch Up Funding spend:

- In reading, a large number of pupils have made progress with their benchmarked book level, despite learning at home. However, a significant proportion of pupils in Year 1, 2 and 3 have also either made no progress, or regressed.
- In younger year groups, a significant number of pupils are reading at a book level below 4, and their ability to rapidly read key words is a barrier to making progress.
- In EYFS and KS1, pupils have missed a significant amount of their phonics teaching and do not know as many sounds as they should.
- In Reception, baselines show children started the year significantly below in the prime areas of learning, particularly in CLL.
- In Years 2 and 3, pupils' comprehension of texts is impacted by a lack of fluency when decoding and there are a group of pupils who have missed opportunities to develop inference skills.
- In UKS2 maths a group of pupils demonstrated a lack of security with key number facts.
- Particular areas of maths (e.g. fractions) were not secured by UKS2 pupils as a result of lockdown.

## Our statements of intent

- Baseline data will be used to identify which pupils require “catch up”.
- Initial catch up programmes will start in Term 3 and run until the end of term 5.
- We will spend the catch up premium on Targeted Approaches (i.e. one to one and small group tuition, intervention programmes, extended school time).
- Our catch up premium spend should complement our pupil premium spend to further support the most disadvantaged pupils where needed, and to avoid unintentional duplication of interventions.
- We will use familiar adults who work in the school - they know our ethos and values and they know the children - as well as highly skilled, externally recruited staff.
- We will use “tried and tested” means to improve pupil outcomes - time is short and we must capitalise on interventions we already know are effective so that pupils make accelerated progress.
- We will focus particularly on early reading and target anyone who is below ARE.
- The priority on reading will impact positively in other areas of the English curriculum as well as the wider curriculum (including in maths).
- The priority on mathematical fluency (number, arithmetic skills, multiplication) in UKS2 will unlock confidence and reasoning.
- Where possible we need to create “extra learning time” by offering additional support before or after school. This is most appropriate for pupils in KS2.

<b>Planned expenditure</b>
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<b>Targeted approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure that it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Pupils reading below Level 4 (PM Benchmarking) make accelerated progress.</p> <p>Pupils working below ARE in reading in Years 1, 2 and 3 are supported with additional reading interventions, tailored to their needs, in order to make accelerated progress to meet or exceed ARE.</p>	<p>Daily additional reading intervention provided by a newly recruited early reading lead teacher adopting a 'Better Reading Partners' approach.</p>	<p>This approach has proven to be successful in other schools across Bristol and within the CST.</p> <p>It combines a robust pedagogy with a flexibility of approach, and will be monitored by SLT in a termly progress meeting. By introducing a BRP lead teacher with support from an existing member of staff a wide group of pupils will be targeted for additional support in order to make accelerated progress.</p>	<p>Weekly pupil level tracking by BRP lead and member of support staff.</p> <p>Termly review of progress and strategy by SLT (ECAR meeting).</p>	TBC	<ul style="list-style-type: none"> <li>• Weekly review of pupil attainment</li> <li>• Termly review with SLT</li> <li>• Strategy review April 2020</li> </ul>
<p>Pupils working below ARE in reading in Year 3 are supported with additional reading interventions, tailored to their needs, in order to make accelerated progress to meet or exceed ARE.</p>	<p>Once a week additional UPS teacher in Year 3 to run targeted reading interventions.</p>	<p>An additional UPS teacher working in Year 3 will enable additional support to develop pupils' comprehension skills. EEF advises that tuition delivered by qualified teachers is likely to have the highest impact.</p>	<p>Weekly meeting between class teacher and intervention teacher to ensure planning reflects ongoing assessments of children.</p>	R	<ul style="list-style-type: none"> <li>• Termly review with Year 3 team</li> </ul>

Pupils working below ARE in reading in Year 2 and 3 are supported with additional 1:1 reading time in order to practise key reading skills taught in class.	Additional hours for support staff to work across Years 2 and 3.	Regular opportunities to read and practise applying skills learnt in phonics and additional reading intervention will help secure the skills.	Termly review of progress and strategy by SLT	MI	<ul style="list-style-type: none"> <li>• Termly review with SLT</li> </ul>
Identified pupils across Upper KS2 access additional before or after-school teaching sessions in order to reach ARE in reading and maths.	Reading and maths before and after school clubs - weekly group sessions taught by school staff (teachers/LSAs).	EEF advises small group tuition and extended school time is high impact strategy. Staff running these clubs are teachers or LSAs from that year group so are not only known to the children, but teach their weekly sessions too - leading to better continuity of approach and provision. A focus on number and basic skills will improve fluency in maths.	Termly activity monitoring by Phase 3 Leader.  Termly pupil progress tracking.	PL3	<ul style="list-style-type: none"> <li>• Termly review of pupil attainment</li> <li>• Strategy review April 2020</li> </ul>
Identified pupils across Upper KS2 access additional after-school tutoring sessions in order to reach ARE maths.	1:1 tutoring before and after school from Third Space Learning tutors.	There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.	Termly monitoring by HPPS link member of staff	LO	<ul style="list-style-type: none"> <li>• Review of attainment at end of 12 weeks</li> </ul>
Improved oracy and literacy outcomes in Reception.	NELI	Studies have found that children receiving the NELI programme make the equivalent of +3 additional months' progress in oral language skills, on average.	TBC	CB	<ul style="list-style-type: none"> <li>• TBC</li> </ul>

<b>Proposed Costings (to the nearest pound)</b>
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Early reading lead teacher January to June	£16,052
Reading catch up teacher January to June	£3,888
Upper KS2 before and after school sessions	£3,653
Additional hours for support staff to support 1:1 reading	£4,672
Third Space Learning	£2,540
<b>Total Proposed Budgeted Cost</b>	<b>£28,264</b>
<b>Estimated Total Catch Up Premium</b>	<b>£31,040</b>
<b>Remaining for Terms 6</b>	<b>£236</b>