



## Harmondsworth Primary School Catch-Up Premium Plan

### Summary information

<b>School</b>	Harmondsworth Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£12,000	<b>Number of pupils</b>	188 R-Y6

### 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 6.

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

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.

### EEF Recommendations

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 and further self-isolation periods**

<b>Emotional health and well being</b>	A number of pupils are displaying anxiety about the return to school. Pupils have found it difficult to get used to the way the school is now operated. Further anxiety is also being caused by ongoing disruption in school due to pupils and staff self-isolating.
<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children are still positive about maths and lockdown has not affected their attitudes. 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.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, but have lost essential practising of writing skills. Specific grammar knowledge has suffered, leading to lack of fluency in writing. The majority of children didn't write much and have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately
<b>Non-core</b>	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 concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

**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>Update our understanding of each child, in order to adapt and deliver our curriculum and provide targeted support based on each pupil's social, health, emotional, physical and academic needs.</p> <p>To endeavour to provide support to children through pastoral care, an appropriate tailored curriculum and implement clear and consistent routines and expectations.</p> <p>To ensure that children access a school environment where they feel safe, secure and able to thrive.</p> <p>To assess children's wellbeing and academic levels and provide purposeful opportunities to build on these. Teachers will continually assess and review to ensure that all children are able to succeed.</p>	<ul style="list-style-type: none"> <li>• <b><i>Mental health courses – train more Mental Health First aiders</i></b></li> <li>• <b><i>Staff to access Place 2 be training</i></b></li> <li>• <b><i>Raise awareness of Family support worker</i></b></li> <li>• <b><i>Implement recovery curriculum- Here we are</i></b></li> <li>• <b><i>Ensure therapeutic interventions</i></b></li> <li>• <b><i>Staff wellbeing session</i></b></li> <li>• <b><i>Rebuild and establish effective relationships with parents- increase Family Support Worker time</i></b></li> <li>• <b><i>To identify children who display signs of trauma or changes in behaviour and provide appropriate support.</i></b></li> <li>• <b><i>To place a greater emphasis on PHSE, emotional support, trauma recovery and bereavement support during the recovery stage.</i></b></li> <li>• <b><i>Issues and observations logged on CPOMS.</i></b></li> </ul> <p style="text-align: center;">(£300)</p>		SLT AS	Autumn Term 20
<p>To implement a recovery curriculum with gaps analysis, assessment and review.</p>	<ul style="list-style-type: none"> <li>• <b><i>To commit time to ensuring that routines, expectations, standards, relationships and</i></b></li> </ul>		SLT AS	Autumn Term 20

	<p><i>values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority.</i></p> <ul style="list-style-type: none"> <li>• <i>Follow CLPE recovery program based on the text by Oliver Jeffers</i></li> </ul> <p><b>( £100)</b></p>			
<p><u>Supporting great teaching:</u></p> <p>Subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</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 and this supports</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p><b>(£1000)</b></p> <p><b><i>Purchase additional manipulatives.</i></b></p> <p><b>(£500)</b></p>		<p>SLT</p> <p>AB</p>	<p>Spring 21</p> <p>Spring 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement the NFER National Test-style Standardised Assessments suite. Complete termly tests and record assessments on INSIGHT to identify gaps and on Insight to track performance.</i></b></p> <p><b>(£1000)</b></p>		<p>SLT</p> <p>All teachers</p>	<p>Spring 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with HPS have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A virtual tour is arranged and shared with all new-starters.</i></b></p> <p><b><i>A covid19 safe visit is arranged</i></b></p> <p><b><i>Transition Booklets will be developed to support children</i></b></p> <p><b>(£600)</b></p>		<p>AR</p>	<p>Ongoing</p>

ii. Targeted approaches				
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 fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><b><i>Reading Fluency and phonics programs will be run throughout the school 1:1. (Phonics, 60 second reads, Toe by Toe)</i></b></p> <p><b><i>Small group reading and maths tutoring in school and online</i></b> <b>(£300)</b></p> <p><b><i>Additional PPE (screen) purchased to enable intervention across phases.</i></b> <b>(£150)</b></p> <p><b><i>Consideration of the purchase of an additional online reading program and undertake a trial – Lexia, Reading plus</i></b> <b>(£1000 per annum)</b></p>		EG SLT	Spring 2021
<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><b><i>An intervention is identified and purchased (Maths 123). Staff within phases are trained and they are able to deliver the intervention confidently.</i></b> <b>(£450)</b></p>		EG SLT	Spring 21

<p><u>Extended school time</u> Consider before and after learning sessions before and after the school day when Co-vid19 restrictions are lifted</p>	<p><b>1:1 and small group tuition/ intervention</b> <b>(£tbd)</b></p>		<p>EG SLT</p>	<p>Spring 21</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>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Value the emotional well-being of staff of families, as they return to school, and in the continued aftermath of the CO-VID 19 pandemic</p>	<p><b>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed and Times Tables Rockstars will be used so that children can practise skills at home.</b> <b>(£800)</b></p> <p><b>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</b> <b>(£300)</b></p> <p><b>Ensure the school is supporting families wherever possible- increased time of family support worker</b> <b>(£1000)</b></p>		<p>ED SLT</p> <p>ED SLT</p>	<p>Spring 21</p> <p>Spring 21</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><b>Investigate the purchase of further hardware- ipads, Chromebooks or tablets. This will enable the existing stock of laptops to be allocated to teachers.</b></p>		<p>NR ED</p>	<p>Spring 21</p>

<p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i></p> <p><b>(£9000)</b></p>			
<p><u>Summer Support</u> NA</p>				
<b>Total budgeted cost</b>				<b>£16,500</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£12,000</b>
		<b>Cost paid through school budget</b>		<b>£4,500</b>