



COVID-19 Catch-Up Pupil Premium Plan

Hillary Primary School

Summary information

School	Hillary Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£49,120	Number of pupils	614

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

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

Maths	Specific content has been missed, leading to gaps in their learning and topics have been left incomplete. Not all year groups have seen significant declines in attainment and some basic skills were forgotten rather than lost.
Writing	Children never missed units of work like they did in Maths, however they lost the opportunity to practise their writing skills. SPAG skills haven't really declined significantly, however the children have lost the opportunities to apply their knowledge to writing. Those children who wrote very little during lockdown have had to work on their writing stamina and reigniting their love for writing. Writing is the area which has been impacted the most during lockdown.
Reading	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 do not is now increasingly wide. Year groups where they are still learning to read saw a greater decline than the year groups who are reading to learn.
Non-core	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><u>Supporting great teaching:</u></p> <p>Teachers will ensure key skills are taught in order to decrease the gap so children can get back on track quickly.</p> <p>Teachers will provide learning through online platforms, to ensure pupils have access to classroom learning. This ensures that learning can continue through self-isolation or bubble closures.</p> <p>Pupils who are self-isolating or through a bubble closure have study books so that they can access work if for any reason technology has failed or they have extra work to support their online learning.</p> <p>All pupils who have a bubble closure can access online learning.</p> <p>All teachers have access to high quality CPD.</p>	<p>Purchase a range of platforms to support learning and limit the amount of paper being used. Bug Club, Lexia, Purple Mash, TT Rockstars and RM Easi maths</p> <p><i>£1399, £9166.67, £1000, £149.50, £1000</i> <i>(£14,114.17 - Main school budget)</i></p> <p>Provide training for all teachers so that they can deliver remote learning to ensure all pupils have access to online learning.</p> <p><i>(£1500 - grant received for this)</i></p> <p>All pupils have a set of CPG study books to ensure they can continue learning at home. Provides support for parents.</p> <p><i>(£9450.00)</i></p> <p>Purchase ChromeBooks so that every pupil has a device to access remote learning due to a bubble closure. Inc. Licenses and trolley.</p> <p><i>(£14,782.60 + £1,496)</i></p> <p>Temporary TLR2A for a lead teacher on teaching and learning to support the improvement of writing across school, targeting NQTs and RQTs. (This post won't begin till January 2021)</p> <p><i>(£2796)</i></p>		<p>AR</p> <p>JS</p> <p>AT/JS</p> <p>JS</p> <p>LC</p>	<p>Termly</p> <p>Autumn Term 20</p> <p>Autumn Term 20</p> <p>Ongoing</p> <p>Termly</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>Implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps and track performance.</p> <p><i>(£6392.34 - Main school budget)</i></p>		<p>AT</p>	<p>Termly</p>

<p>All pupils are provided feedback from their class teachers to ensure that the children understand the next steps in their learning.</p>	<p><i>Teachers provide feedback to all pupils through face to face teaching or through the online platforms.</i> <i>(£1500 - same grant received as above)</i></p>		<p>SLT</p>	<p>Ongoing</p>
			<p>Total budgeted cost</p>	<p>£50,531.11</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Attendance</u> All pupils particularly the most vulnerable pupils are in school full-time.	Families identified and PSAs to work with the families to get the children into school full-time. PSAs to conduct door knocks to check on the welfare of pupils. <i>(£33,697.38 - Main school budget)</i>		SD	Termly
	Attendance Lead to liaise with the EWO to ensure children are safe and well and to encourage parents to send their children to school. <i>(£5,500 - Main school budget)</i>		LF	Termly
	Employment of a clerical member of staff to manage the volume of work which has increased due to Covid. <i>(£8763.80)</i>		SS	Termly through PM cycle
<u>Intervention programme</u> An appropriate numeracy intervention, such as 1:1 tutoring, supports those identified children in reinforcing their understanding of basic maths skills and application of number. An appropriate reading and maths intervention, such as Shine, supports those identified children in reinforcing their understanding of a range of maths and reading skills identified by the NTS assessments. An appropriate language intervention, such as NELI, supports reception aged pupils in improving their language skills.	1:1 Tutoring provided by Third Space Learning. 2 groups of 15 pupils will be targeted over Spring 21 and Summer 21. <i>(£1650)</i>		KZ	Termly from Spring term 21
	Purchase Rising Stars Shine intervention resources for maths and reading to compliment the NTS assessments by rising stars. <i>(£628.00)</i>		AT/TC/LF	Termly through Provision Planning meetings
	Take part in the Government funded NELI programme. A high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. <i>(Government Grant)</i>		DW	On completion of the intervention
Total budgeted cost				£50,239.18

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>Parents have support from school to ensure they are safe and well so that their child can thrive at home and in school.</p>	<p>Additional online learning resources will be purchased, such as Bug Club to support children reading at home, this will be supported by GoRead so that children and parents can track the reading that has taken place.</p> <p><i>£1399, £9166.67, £1000, £149.50, £1000, £708 (£14,114.17 - Main school budget already accounted for in first section.) (£708.00)</i></p> <p>Families identified and PSAs to work with the families to get the children into school full-time. PSAs to conduct door knocks to check on the welfare of pupils.</p> <p><i>(£33,697.38 - Main school budget already accounted for in first section.)</i></p>		AT/JS	Termly
			SD	Termly
<p><u>Access to technology</u></p> <p>All pupils have access to online learning from home.</p>	<p>Purchase ChromeBooks so that every pupil has a device to access remote learning due to a bubble closure. Inc. Licenses and trolley.</p> <p><i>(£14,782.60 + £1,496 - Catch-up funding already accounted for in the first section.)</i></p>		JS	Ongoing
Total budgeted cost				£708.00
			Cost paid through Covid Catch-Up	£40,274.40
			Cost paid through grants	£1500.00
			Cost paid through school budget	£61,203.89