



High Bank Junior, Infant and Nursery school

COVID catch up premium

Summary information					
School	High Bank J I & N School				
Academic Year	2020-21	Total Catch-Up Premium	£10,720	Number of pupils	134

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.

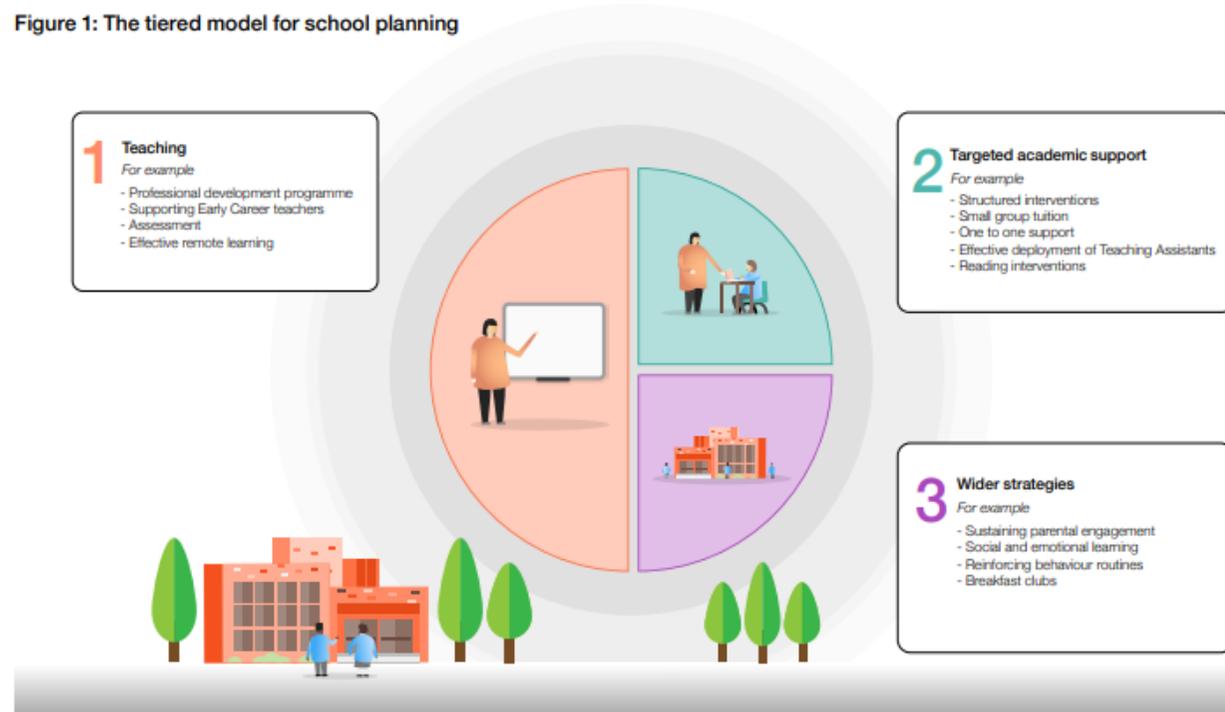
Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

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	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	
Personal and social	Children are far less independent and need a lot more support in class. Children are less motivated to complete their reading and homework at home. Some children have needed additional support for their emotional well being and there is a lot more support being given to families relating to attendance and lateness and general standards.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. 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 assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Specific knowledge has suffered particularly relating to: lack of fluency in writing, loss of stamina, decline in quality of content, handwriting skills and the quality of spelling, punctuation and grammar. 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	Phonics- children's phonics knowledge in the EYFS Year 1 and 2 has been significantly affected. Children have forgotten key aspects of their phase and from assessments are significantly behind. 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.
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

Figure 1: The tiered model for school planning



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 through supporting teaching, assessment and feedback and transition

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Coat
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.	<i>Purchase and implement the SHINE assessments to identify gaps, track performance and provide targeted intervention groups</i>		KC and VM	£1776
Timetable reorganisation with a greater emphasis on maths , reading, writing and phonics	<i>Purchase additional phonics resources for EYFS/KS1 initially so that this does not compromise the high quality of phonics sessions due to the limitations on sharing resources. Purchase spelling and reading accelerator</i>		JS and teachers	£300
Enhance quality first teaching	<i>SLT to deliver training based on work completed from middle leaders course using teaching backwards and rosenshine's 10 principles.</i>		SB, LA KC	Cost of teaching backwards books x 7 £80 and rosenshine book £3 each £27
Train staff to be confident using Teams platform	<i>Dedicated sessions to remote learning and training using Teams from Technician and staff. Additional time for staff to implement</i>		ET, JS, KC	Technician Additional cost of ET once LA returns from Maternity
Children who are joining school from different settings or who are beginning their schooling with High Bank have an opportunity to become familiar and confident with the setting before they arrive.	<i>A virtual tour of High Bank Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining High Bank.</i>		EKS and KI	Ongoing
Train staff to support children's mental health and well being Set up more calm corners in school to support pupils mental health and well being	<i>School to gain WAS accreditation for the school School to receive training in ART therapy</i>			£1250 £199
Total budgeted cost				

ii. Targeted approaches- includes intervention group, 1:1 and small group sessions

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	COST
<p>Targeted children in Phonics, spelling and Reading, Writing and Maths Children will make accelerated progress and catch up in order to be at age related expectations</p> <p>Effective assessment from Teachers will ensure that effective support is given to the appropriate pupils to target gaps. Staff will be trained to ensure that the intervention is structured. Regular monitoring will ensure that the programmes are having a positive impact on progress and attainment.</p>	<p><i>Purchase of Oxford Owl so that books are available on line as well as in school.</i></p> <p>Additional phonics sessions 20 minutes per day for 4 classes using new phonics intervention</p> <p>Purchase learning by q's to support, maths and comprehension catch up.</p> <p>Purchase spelling shed and spelling age assessment to deliver in school and at home. Will also aid tracking of progress</p> <p>Nuffield language intervention programme- no initial cost- successful application to DFE for EYFS</p> <p>Launchpad for Literacy for EYFS</p> <p><i>Purchase and implement the SHINE assessments to identify gaps, track performance and provide targeted intervention groups</i></p>		<p>KC, SB AND JM</p> <p>JS and class teachers</p> <p>KC, VM and all teachers</p> <p>SB</p> <p>EKS,KI VM</p> <p>EKS</p> <p>KC,VM</p>	<p>£480</p> <p>Cost of new phonics intervention inc: above</p> <p>£1000</p> <p>£200</p> <p>Cost of cover for training £200</p> <p>£295</p> <p>See above</p>

Identified children are able to access a weekly catch-up club (1 hour). The attainment of those identified children improves and effect of lockdown is becoming negated.	<i>The cost of a TA per club (x2 a week) and snacks for the children is made available.</i>		KC and VM	1 club per year group, twice a week tbc
			Total budgeted cost	

iii. Wider Strategies- support parents and carers and access to technology				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Cost
<u>Supporting parents and carers</u> 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. 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. Ensure that parents are supported in able to get online and that parents and carers mental health and well-being is also supported	<i>Additional online learning resources will be purchased, such as Oxford Reading Owl to support children reading at home. Likewise, Spelling Shed and IDL (renewed) will be purchased so that children can practise spellings at home.</i> <i>2-day home-learning paper packs are printed where needed, additional books and stationary given out</i> <i>Provide video and online resources to help parents support their children through lockdown/bubble closures. Pupil and family well being lead to deliver alongside Headteacher.</i>		KC KC KC and JS	See previous £500
<u>Access to technology</u>	<i>Additional laptops to be purchased for TA's to use to do live sessions- Boosters for internet and data sim cards purchased</i>			£6100

<p>During lockdown and for the catch-up after school provision, staff can access additional devices to aid live sessions and intervention.</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>				
<p><u>Summer Support</u> Will review</p>				
Total budgeted cost				
		Cost paid through Covid Catch-Up		£10720
		Cost paid through charitable donations		£1010
		Additional funding through bids		£1250
		Cost paid through school budget		