

**Holmleigh Primary School**  
**Covid Catch Up Funding/ Strategy Plan 2020/2021**

<b>Summary Information</b>					
<b>School</b>	<b>Holmleigh Primary School</b>				
<b>Academic Year</b>	<b>2020/2021</b>	<b>Total Covid Catch Up Fund</b>	<b>£18,800</b>	<b>Start: October 2020</b>	<b>Review: January 2021</b>
<b>Total no. pupils</b>	<b>235</b>	<b>Autumn: £6430</b>	<b>Spring:</b>	<b>Summer:</b>	

**COVID CATCH UP RATIONALE**

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning Holmleigh School will be in receipt of £18,800. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

Covid-19 has impacted on all our lives. We also need to be mindful that many pupils have not been in school since March and the impact that this will have had on both their education, emotional wellbeing and readiness to learn. Many of the children accessed home schooling and the school provided lessons through paper packs, Oak Academy, Times tables Rockstars, etc. (see the home learning section of the website [www.holmleigh.hackney.sch.uk](http://www.holmleigh.hackney.sch.uk))

However, it is important to remember that children will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time.

School provided support for approx. 30 vulnerable and key worker children from March to July. School re-opened to Reception, Year 1 and Year 6 (6 from June 2020).

The whole school re-opened in September 2020.

## STRATEGY STATEMENT

The Education Endowment Foundation has made the following recommendations with regards to helping pupils 'catch up' following the disruption caused by the Covid19 Pandemic:

### **Teaching and whole-school strategies**

**Supporting great teaching** - Great teaching is the most important lever schools have to improve outcomes for their pupils.

**Pupil assessment and feedback** - Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19

**Transition support** - All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19

### **Targeted Support**

**One to one and small group tuition** - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy

**Intervention programmes** - In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary

**Extended school time** - In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school.

### **Wider strategies**

**Supporting parents and carers** - Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.

**Access to technology** - Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.

**Summer support** - Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.

<b>Barriers to future attainment</b>		
<b>Teaching priorities</b>	<b>Barrier</b>	<b>Desired outcome</b>
<b>A</b>	Teachers need to address both the missed learning from the previous year whilst ensuring that the new learning is being introduced and building on past experiences and learning	Pupils will build on learning outcomes from September 2019 to March 2020 and core learning is recapped and developed on return in September 2020
<b>B</b>	Home learning requires further refinement and development in order to improve access to learning and ability to provide more individualised feedback at home for all pupils. Develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online.	Learning is accessible and timely providing the key skills children need to keep them learning and ready to return to school after any prolonged absence or isolation.
<b>C</b>	Staff require CPD to develop a greater understanding of children's mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily/ weekly teaching in the autumn term.
<b>Targeted academic support</b>		
<b>D</b>	Although online learning materials provided for RWI and Early Reading from March to July not all pupils accessed these, baseline assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working well below ARE.	Phonetic understanding and Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
<b>E</b>	Due to missed learning for children whilst absent from school from March gaps in learning have increased for some.	Pupils make accelerated progress in basic skills of reading, writing and maths from their starting points at the beginning of the Autumn Term.

<b>Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Undertake a deficit curriculum audit	Areas will be identified and these areas will then be used to create a 4 week closing the gap curriculum	We know that not all children continued to access the learning provided from March to July. Also we appreciate that home learning doesn't replace QFT missed by all children.	All classes to create a deficit audit and share with the receiving class teacher. New CT to create a short term 4 week back to school curriculum and then plan in opportunities throughout the year to ensure missed concepts are re-taught and introduced	MB/CG/ KW/ZA	Half termly
During the spring and summer term all staff attend online CPD to support bereavement, attachment and mental health awareness relating to absence from school	All staff are equipped for early recognition of children's mental health needs. Daily/weekly lessons and session which support the mental health needs of all pupils.	<a href="https://www.mentalhealth.org.uk/coronavirus/returning-school-after-coronavirus-lockdown">https://www.mentalhealth.org.uk/coronavirus/returning-school-after-coronavirus-lockdown</a>  <a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a>  The EEF state: On average, SEL (Social, Emotional Learning) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	As part of the recovery curriculum ensure that children are given time to talk about their feelings. All children to undertake a 3 Houses style assessment on returning to school.	KW/ZA	Half termly
				Total budgeted cost:	
<b>Targeted support</b>					

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>KW/ZA to undertake assessments of Early Reading on return to school.</p> <p>Set up whole class teaching of phonics.</p> <p>Daily speed sounds teaching</p> <p>Additional RWI lessons based on stage for children from Rec – Y3 3 x per week with a qualified teacher</p>	<p>That children's gaps will identified quickly and that support in place will ensure that they rapidly catch up and start to accelerate progress moving forward.</p>	<p>Targeted small group and one to-one interventions have the potential for the largest immediate impact on attainment. (EEF Toolkit)</p>	<p>A strong RWI practitioner will be deployed to provide the additional small group interventions.</p> <p>SLT will monitor weekly and adjust as needed</p>	KW/ZA	Weekly
<p>Adjust the PPA/Management time timetable to free up HLTA time to support with small group and 1:1 support for RWM</p>	<p>The children will re-learn/catch up to their pre-covid lockdown levels and make accelerated progress</p>	<p>Targeted small group and one to-one interventions have the potential for the largest immediate impact on attainment. (EEF Toolkit)</p>	<p>Monitor who is receiving the support and measure from baseline impact on learning</p>	KW/ZA	Half termly
Total budgeted cost:					