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**Catch-Up Premium Plan**

**Hookstone Chase Primary School**

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| **Summary information** | | | | | |
| **School** | Hookstone Chase Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £25,360 | **Number of pupils** | 310 |

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| **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.  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. | |
| **Use of Funds** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | 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 |

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| **Identified impact of lockdown** | |
| **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 arithmetic 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. GAPs specific knowledge has suffered, leading to lack of fluency in writing. 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** | 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. |
| **Social Emotional and behavioural** | Some children have returned to school with insecure social, emotional and behavioural traits and significant periods without the structure of school life and social interaction with peers and other groups, has led to emotional insecurities that do not support good learning. This is impacting on their in school classes via disruptive behaviour. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  The foundation 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.  Improve outcomes of children who achieve age related expectation in reading, writing, maths and phonics. | Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA needed for planning subject coverage and progression maps in each year group.  Additional teacher to lead boosting groups and individual 1:1 sessions in reading, phonics and maths in Key stage 1. | All children will be offered a broad and balanced curriculum  Gaps in learning are pluged due to small group and 1;1 interventions. This will support rapid progress towards all children meeting age related expectations. | SLT  Gill Fitzgibbon | Spring 2 week beg 1.02.2021  End of summer term |
| Teaching assessment and feedback  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. | Purchase and implement the standardised tests for core areas in all year groups to be initiated three times yearly. | Solid baseline is established of where children are with their learning.  Standardised testing is used to inform teacher assessment for termly data drops.  Subject leaders are able to identify and plan for gaps in learning, CPD and interventions. | S Hayes | Half termly |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  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.  Increase the % of children achieving ARE and GDS in maths and reading in year 6  Improve the effectiveness of teaching assistants to plug gaps in learning in reading and maths.  Upper key stage 2 nurture group provision to support pupils experiencing SEMH difficulties | Associate to support children remotely and 1:1 with new phonics reading books, phonics interventions and reading comprehension lessons.  Year 6 additional coaching sessions for core subjects in Spring 1 and 2 (after school 30 min sessions with school teaching staff).  Overtime for TAs in order that they can access IT training in Twilight sessions.  Additional tutoring available for targeted pupils from staff in school to support individuals and small groups (no more than 3) achieving ARE and GDS in maths and reading, Nurture Group training for identified staff.  Nurture group in place removing small group of year 5/6 children in school to address SEMH needs and get children ready to learn. | % of children achieving ARE at phonics is at least in line with previous years.  % of children achieving ARE and GDS is improved on 2020. | VW / SH |  |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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.  Children who are adversely affected by their family’s financial circumstances will be supported to have basic needs met. | Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.  Home-learning paper packs are printed and ready to distribute for all children who are unable to access online sessions (especially younger children). Stationery and craft packs are to be purchased and set aside for children to take home when home-learning occurs.  Children may need support with clothing and footwear in order to access the outdoor learning offer and stay healthy and warm in winter months. | Improved standards in reading, spelling and number sense.  All children are able to access the remote and / or in school curriculum offer.  Standards to continue to rise at least in line with non Covid normal rates of progression.  Children feel safe, warm and happy to engage in outdoor learning. Children’s mental health is good. | SH / CH  CB  JP | Autumn 2 Spring 1  Summer 1  ongoing |
| Access to technology  Teachers have appropriate laptops and mobile webcams to model work and allow the teachers to access school-based resources from home. Teaching assistants have IT devices to facilitate effective reading and maths interventions to targeted children. | Teachers laptops are adapted for home use.  12 mobile webcams for teaching staff to model learning.  Associate staff have access to school IT to lead 1:1 or small groups interventions from home.  Teachers have access to more digital platforms to use in Remote Learning – Pobble, Espresso, etc | All home based staff have appropriate equipment to lead remote learning.  Improved capacity of associate staff ensures standards continue to rise at least in line with non Covid times. | VW  £3,360 | Half termly |
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