

# COVID-19 CATCH UP PREMIUM REPORT 2021-21

## HANHAM ABBOTS JUNIOR SCHOOL

### Covid-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils	291	Amount of catch-up premium received per pupil	£80
Total catch-up premium budget	£23,759	Planned expenditure 2020-21	£10,814

STRATEGY STATEMENT
<p>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.</p> <p>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.</p>
<p><b>Key catch-up priorities at HAJ:</b></p> <ul style="list-style-type: none"><li>• Pre lockdown, Reading was the focus at HAJ. The gap between those children that read widely and those children who don't is now increasingly wide. Regulations restricting book accessibility has resulted in children reading from a screen rather than real books. They have missed the experience of browsing through books and choosing one of their interest, becoming enthused and motivated to read.</li><li>• Spelling and phonics gaps – particularly in Year 3 and 4 – have been developed due to missed active phonics teaching throughout Year 2 and targeted intervention in Year 3.</li><li>• Maths – gaps in both arithmetic and mathematical application have been created due to inconsistent home study. Pupils are now having to develop secure knowledge of both current and previous year's knowledge while also revisiting and remembering their key number facts. Parents have reported finding the support in maths difficult at home, as a result of their lack of understanding of current teaching methods.</li></ul>

- Resilience and growth-mindset have been impacted by time studying at home – where challenges are faced, pupils tend to give up easily.
- Social and emotional needs – significant time away from peers and ‘usual’ social interactions – creating a sense of loss for the known and broader interactions - have impacted on individual’s abilities to self-manage social situations, mediate their emotions and demonstrate conflict resolution skills effectively.
- Children are enjoying writing back in school, but teachers have noted grammar and punctuation gaps, including more able writers.

#### **HAI aims of catch-up premium strategy:**

- To reduce the attainment gap between disadvantaged pupils and their peers
- To reduce the attainment gap between vulnerable pupils – including SEND and Pupil Premium – and all other
- To target those who have lost attainment to ensure that they reach potential (in line with KS1 outcomes and progress markers)
- To support the emotional literacy of pupils to enable them to be successful now and in their future lives

#### **HAI approaches to close the gap:**

We will develop a 3 tier approach including the implementation and monitoring of good quality first teaching, targeted group and individual academic intervention and targeted social/ emotional intervention.

#### **Approach:**

##### **Tier 1:**

- Recovery curriculum at HAI based on providing time to talk, active engagement with Jigsaw Scheme of Work and pause moments to revisit or relearn missed aspects of the curriculum
- Early assessment of need – through Summer term observations, discussions with families and initial settling in during September. Point in Time assessment sensitively used to establish baseline assessment for subsequent planning.
- CPD - staff meetings and Inset to further explore recovery curriculum and needs; explore safeguarding concerns arising through Covid; deepen metacognition understanding and the use of AfL and the introduction of the NCETM ‘focus skills’ to ensure that crucial content is prioritised during the ‘catch-up’ process..
- Inset training focused on ensuring that the school’s vision (Celebrating-Inspiring-Learning) is embedded in the curriculum. Engaging learners through stimulating curriculum content and the use of recognition/reward.
- Provision of high quality texts in all year groups. English lead responsible for approving all book purchases to ensure that there is consistency of expectation and quality.

**Tier 2:**

- Phonics support for Y3 and Y4 through the snappy lesson approach and use of Nesso by specialist teacher
- Resources – multi sensory resources for phonic intervention
- Individual support for reading for Y3 and Y4 by Reading Assistant to target fluency, enjoyment, engagement and comprehension.
- Group maths interventions for Y4 and Y5 led by a qualified and familiar teacher
- One to one tutoring in maths and writing for individuals in Y3 and Y5 with a qualified teacher

**Tier 3:**

- Family link support to target social and emotional needs and anxiety on an individual basis and as needed
- Mentoring support to target social, emotional and communication needs on an individual basis in Y6.
- Group intervention focusing on social interactions, emotions and managing them and transition for Y6 pupils
- CPD for TAs on ASD and related anxiety and demand avoidance for individual SEND pupils
- Group intervention for Y3,4,5,6 targeting resilience using REST materials from Jigsaw

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Phonics – gaps in phonic knowledge for reading and spelling
B	Reading – depth of reading and frequency of reading during lockdown limited exposure, fluency and comprehension
C	Writing – Resilience in writing and accuracy of skills application impacted significantly
D	Maths - application of skills within learning impacted, alongside key mental arithmetic and number skills

ADDITIONAL BARRIERS	
External barriers:	
D	Anxiety – a number of children have found the return to school difficult and parents are seeking support in managing this. This can have an impact on attendance.
E	Resilience – due to the long break and less structured learning experience at home, many children are presenting with poor resilience during lessons which affects their attainment and confidence.

## Planned expenditure for current academic year 2020-21

Tier 1 support: Teaching quality, assessment and feedback				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Review of Impact
Staff CPD	Staff understand principles of NCETM focus skills and can apply this to their planning.	Monitoring of planning by FLT and subject leaders	FLT, Leonie Smith, Callum Perry, Georgina Guest	Continuous monitoring of the FDP, curriculum, pupil/staff feedback and high quality CPD has ensured that the tier 1 support created a strong platform for children to catch-up within the school. Where further catch up was required we moved to tier 2.
Introduction of Jigsaw REST assessments	Pupils made vulnerable by poor well-being and mental health are swiftly identified and support put into place.	FLT monitoring of assessments and efficacy of subsequent provision.	Helen Lees, Becky Costello	
Purchase of high quality reading books	Ensure a consistency of quality and challenge across the school; all pupils are exposed to challenging literature and have a reading book that is appropriate to their reading level.	Use of English lead as 'gatekeeper' to all book purchases. Protected slot in timetable to ensure daily reading for pleasure.	Leonie Smith	
Vision embedded in curriculum	Engage children (back) in their learning through the celebration of work and through the use of inspiring curriculum content. Providing year group teams time and opportunity to review existing plans/maps to ensure vision is embedded.	Monitoring of planning, books and lessons.	YGLL, FLT	

Tier 2:Quality 1:1/small group academic support (intervention/tutoring)				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Review of Impact
Y3 phonic intervention	Pupils will increase phonic skills knowledge and retention and apply to reading and spelling	Monitoring outcome tracking Phase 3-5 phonic assessment pre and post intervention Teacher feedback at PPMs	Jackie Barton Specialist Teacher	All 9 children receiving this intervention increased their reading score in the Phase 5 phonic assessment, including children who at least doubled their score. Improved fluency was noted by the SEN teacher. Some of these pupils also received Reading Assistant support and regularly go to the SEN Teacher who leads the snappy lessons, so the combination is proving effective.
Y3 reading support	Pupils to: <ul style="list-style-type: none"> <li>Show greater enthusiasm and engagement in reading</li> <li>Develop greater fluency in reading</li> <li>Improve comprehension skills</li> </ul>	Reading Assistant outcome monitoring tracking which includes pupil voice  AR reading tests  PIRA assessments  Teacher feedback at PPMs	Lisa Summerfield Reading Assistant	<b>Outcome monitoring</b>  92% of children had at least 1 outcome by the end of Term 6  62% of children had achieved at least 2 outcomes by the end of Term 6  40% of children had achieved 3 outcomes by the end of Term 6  100% of pupils expressed a greater enjoyment of reading from entry to exit  Positive teacher and parent feedback for this intervention

				<p>regarding increased engagement and motivation for reading.</p> <p><b>PIRA Assessments</b></p> <p>70% of pupils receiving intervention showed an improvement in their standardised PIRA score.</p>
Y3 one to one tuition	<p>Individual outcomes depending on focus identified by class teacher.</p> <p>Evidence of independent application in class work</p>	<p>Outcome monitoring tracking</p> <p>Review meetings with CT, tutor and Inclusion Lead.</p>	Kayleigh Pentecost White ( Qualified teacher)	<p>Average of 75% achievement of outcomes</p> <p>Less achievement for a small number of pupil as a result of absence</p> <p>Teacher's feedback increasing confidence and clearer identification of gaps for individuals for next steps</p>
Y4 reading support	<p>Pupils to:</p> <ul style="list-style-type: none"> <li>• Show greater enthusiasm and engagement in reading</li> <li>• Develop greater fluency in reading</li> <li>• Improve comprehension skills</li> </ul>	<p>Reading Assistant outcome monitoring tracking which includes pupil voice</p> <p>AR reading tests</p> <p>Pira assessments</p> <p>Teacher feedback at PPMs</p>	Lisa Summerfield Reading Assistant	<p><b>Outcome monitoring</b></p> <p>92% of children had at least 1 outcome by the end of Term 6</p> <p>62% of children had achieved at least 2 outcomes by the end of Term 6</p> <p>40% of children had achieved 3 outcomes by the end of Term 6</p>

				<p>100% of pupils expressed a greater enjoyment of reading from entry to exit</p> <p>Positive teacher and parent feedback for this intervention regarding increased engagement and motivation for reading.</p>
Y4 maths group intervention	<p>Group outcomes based on key number skills and mental arithmetic identified by CT</p> <p>Evidence of achievement in intervention and application of skills independently in class work</p>	<p>Outcome monitoring tracking</p> <p>Pre and post assessments on skills taught</p>	Kayleigh Pentecost White ( Qualified teacher)	<p><b>Outcome monitoring</b></p> <p>75% -100% achievement of outcomes in group</p> <p>Application in class varied: teacher's identified more confidence generally, increasingly secure with identified concepts and evidence of application in classwork as well as clear next steps</p>
Y5 one to one tuition	<p>Individual outcomes depending on focus identified by class teacher.</p> <p>Evidence of independent application in class work</p>	<p>Outcome monitoring tracking</p> <p>Review meetings with CT, tutor and Inclusion Lead.</p>	Kayleigh Pentecost White ( Qualified teacher)	<p><b>Outcome Monitoring</b></p> <p>50-75% achievement of outcomes</p> <p>Clear gaps identified for next steps</p>
Y5 maths intervention	<p>Group outcomes based on key number skills and mental arithmetic identified by CT</p>	<p>Outcome monitoring tracking</p> <p>Pre and post assessments on skills taught</p>	Kayleigh Pentecost White ( Qualified teacher)	<p><b>Outcome Monitoring</b></p> <p>Average of 75% outcomes achieved.</p>



	Evidence of achievement in intervention and application of skills independently in class work			Application in class varied: teacher's identified the beginnings of progress in identified areas back in class as well as clear next steps
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Tier 3: Wider strategies for emotional, social support and development. Family support for engagement and remote learning				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Review of Impact
REST intervention Y3,4,5,6	Improve resilience  REST pupil and teacher voice pre and post intervention	Use of REST materials adapted to individual groups  Mini reviews with TA and Inclusion Leader  Teacher feedback in PPMs	Claire Cox – Teaching Assistant	Pupil and teacher voice demonstrated an improvement in resilience for low to moderate need pupils. The impact was not so good for those with higher need. The resources were limited.
ASD training online from AET	SEN TAs to understand specific aspects of ASD and implement strategies with individual pupils  Engagement and attainment of pupil	Regular EHCP outcome monitoring system in place	Helen Lees SENCO	Positive feedback and implementation of strategies EHCP monitoring plans. These show progress in outcomes related to social communication and interaction.  Confidence of TAs in Annual Review meeting reporting on effectiveness of strategies to parents

Y6 social skills. Emotions and transition interventions	Pupils will: Improve social interaction skills Manage conflicts positively Develop a greater understanding of friendships and relationships Feel confident in moving to secondary school	Inclusion Lead Liaise with TA leading intervention re resources (Boxhall profile resources, Emotional Literacy resources, transition resources))  Decrease in CPOM incidents involving friendship fallouts  Pupil voice pre and post intervention pupil voice	Fee Dimond Family Link Advisor	100%pupils expressed a greater confidence in the transition to secondary school in their pupil voice.  Reduction in low level behaviour incidents of this nature recorded ion CPOMs
Mentoring support for individual Y6 pupils	Individual outcomes  Progressive Sports outcome monitoring and impact materials	Reviews with parents  Pupil voice  CPOM incidents monitor	Sam Clay Progressive Sports Mentor	Positive feedback from parents at review meetings with mentor  Outcomes met by both pupils  Improved positive pupil voice post intervention.  Clear communication at secondary transition meeting regarding effective support for individuals  Reduction in serious behaviour incidents for mentees
Total budgeted cost:				£23,759
Total Cost:				£10,643
Remaining budget to carry forward to 2021-22:				£13,116