



COVID-19 catch-up premium report – Harvills Hawthorn Primary School

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	423	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,840		

STRATEGY STATEMENT

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes:

- a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)
 - a [16 to 19 tuition fund](#)
 - an oral language intervention programme for [reception-aged children](#)

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 Harvills Hawthorn Primary will be in receipt of £33,840 (423 x £80). 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 pupils.

Spending:

At Harvills Hawthorn Primary, this money will be used in order to:

- Purchase online learning resource, pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing “catch up” in their learning.
- Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.
- Fund additional days for Drama Therapist and After School Sports coach to support children's Mental Health and Well-Being.

Aims

The broad aims for “catch up” at Harvills Hawthorn Primary School:

- To reduce the attainment gap between disadvantaged pupils and their peers.
- Pupil progress data demonstrates that individuals and specific groups of pupils are making better than expected progress from baseline data.
- To raise the attainment of all pupils to begin to close the gap created by COVID-19 pandemic.
- The mental health and well-being needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Catch Up at Harvills Hawthorn Primary is

(For all children)

- **Quality first teaching and learning of well sequenced, purposeful learning schemes.** Subject Leaders to focus on missed objectives and plan for recovery.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- Assessment of learning and of basic skills to identify gaps. Teachers will work to identify gaps in learning, adapt teaching accordingly and plan interventions as necessary.
- Focus on mental health and well-being for all through curriculum and enrichment activities.

(For some children)

- **Additional support and focus on basic skills** - Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics). This may be delivered as part of an intervention group, 1:1 or part of the National Tutoring Programme.
- **Targeted mental health support** will be provided to those identified as requiring additional support in addition to the universal offer. This may include, Therapeutic mentoring, Drama Therapy, Nurture provision.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children identified as needing academic interventions to diminish gaps in reading and writing as a result of the pandemic.
B	Children identified as needing academic interventions to diminish gaps in mathematics as a result of the pandemic.
C	Children that have faced adverse childhood experiences resulting in trauma, anxiety, low resilience levels and who have difficulty socially and emotionally as a result of the pandemic.

ADDITIONAL BARRIERS

External barriers:

D	Supply all children who have not got a device with a laptop and access to the internet.
E	Provide high quality remote learning through use of Seesaw platform.
F	

Planned expenditure for current academic year

Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	Catch-up spend	When will you review this?
School to develop a high quality remote learning offer for when necessary.	<ul style="list-style-type: none"> Remote Learning Policy in place. Teachers are clear on expectations for teaching and learning remotely. A broad and balanced curriculum is offered. Children continue to make progress when they are unable to learn in school. 	Quality of teaching and learning is monitored by Senior Leaders. Survey's to gather pupil and parent feedback.	SSLT	Leadership time £2,200 Seesaw Resource	July 2021
Quality first teaching for all children.	<ul style="list-style-type: none"> Continuous cycle of effective CPD focusing on 'outstanding' pedagogical practice. High expectations for teaching and learning consistent across school. Children continue to make progress. 	Through the school's monitoring cycle – lesson observations, learning scrutiny, pupil voice, pupil progress.	SSLT Subject Leaders	Leadership time	July 2021

<p>Develop short, medium and long term recovery plans.</p>	<ul style="list-style-type: none"> • Subject Leaders identify gaps in coverage and plan for recovery • Short, medium and long term plan in place • Teacher's follow recovery plan for assessment in order to identify gaps and identify needs. • Needs identified for individual children in reading, writing and maths. 	<p>Continuous review of recovery plans by SLT, amendments made if necessary.</p> <p>Assessment data collection.</p> <p>Subject SEFs</p>	<p>SSLT</p>	<p>Leadership time</p>	<p>July 2021</p>
<p>Implement National Tutoring Programme (NTP) to improve attainment and progress in English and Maths.</p>	<ul style="list-style-type: none"> • NTP Leader in place in school. • To reduce the attainment gap between disadvantaged pupils and their peers. • Pupil progress data demonstrates that individuals and specific groups of pupils are making better than expected progress from baseline data. • To raise the attainment of all pupils • To begin to close the gap created by COVID-19 pandemic. 	<p>Monitor quality of tutor, assessment data, learning scrutiny and pupil voice.</p>	<p>NTP Lead SSLT</p>	<p>£4,900 Remaining cost of this is subsidised.</p>	<p>July 2021</p>

<p>Increase staffing to allow extra intervention time to improve attainment and progress in English and Maths.</p>	<ul style="list-style-type: none"> • To reduce the attainment gap between disadvantaged pupils and their peers. • Pupil progress data demonstrates that individuals and specific groups of pupils are making better than expected progress from baseline data. • To raise the attainment of all pupils • To begin to close the gap created by COVID-19 pandemic. • Sufficient support staff in place to enable interventions to take place. 	<p>Monitor quality of interventions, assessment data, learning scrutiny and pupil voice.</p>	<p>SSLT Inclusion Manager Class teachers</p>	<p>£22,215</p>	<p>July 2021</p>
<p>To increase opportunities for children to participate in sports.</p>	<ul style="list-style-type: none"> • Specialist sports coach delivers high quality after school clubs 3 times per week • Children lead healthy lifestyles • Improved mental health and well-being 	<p>Monitor attendance at club, quality and pupil voice.</p>	<p>RG/DW</p>	<p>£2,925</p>	<p>July 2021</p>

<p>To increase the number of days Drama Therapist is in school to support children's mental health and well-being.</p>	<ul style="list-style-type: none"> • Targeted support provided to the children who need it most. • Improved mental health, well-being. • Children develop more resilience • Children recognize when they feel low or anxious and use coping strategies they have been taught. 	<p>Monitor children's well-being, weekly meetings by Well-Being Team to discuss needs and progress, children's voice, attendance at Well-Being Hub</p>	<p>NB Well-Being Team</p>	<p>£1,600</p>	<p>July 2021</p>
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ADDITIONAL INFORMATION

School leaders have used a range of information to support the sections above. For example:

- Internal assessment and data
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Guidance from the DfE

Related documents:

- School Improvement Plan
- Curriculum Policy
- Recovery Plan
- Remote Learning Policy
- Monitoring Policy