

Catch up Premium Information Hurst Green Primary School

Academic Year 2021-2022

Summary Information

School	Hurst Green Primary School		
Total Catch-Up Premium	£33,470	Number of Pupils	422

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19).

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery.

The government has announced £1 billion of funding to support children and young people to catch up. This 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 lost teaching time.

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

(Information taken from [gov.uk](https://www.gov.uk) website)

Our school leaders are responsible for deciding how this Catch-Up Premium funding is spent. Plans are based on our assessment of which pupils most need to access additional support and will benefit most. Our plans are to provide a blended range of activities to target spending in literacy and numeracy, including small group or 1:1 tuition delivered by familiar teaching staff and online catch-up programmes.

Our Context

The school serves a mixed community on the outskirts of Halesowen. The need for catch-up due to long periods of remote learning over the past year varies across the broad social group which includes a very high proportion of key worker parents who have been working long hours under pressure. We also have a number of vulnerable children for whom remote learning was a challenge due to the constraints of space and access to technology. During lockdown number 1 we had approximately 25 key worker and vulnerable children in school initially, rising to 110 by the end of the summer term 2020. During lockdown number 3 we had over 200 key worker and vulnerable children in school. During lockdown 1 we provided remote learning via PowerPoints posted to the website. During Lockdown 3 we provided remote learning via daily TEAMS check-ins, online lessons, online timetables and links to Oak Academy Lessons. Every child was also provided with a CGP book bundle for English, maths and science.

Use of Funds	EEF Recommendations
<p>Schools can 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 as effective use of the Catch-Up Premium</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"> • 1:1 and small group tuition • Intervention Programmes <p>Wider Strategies</p> <ul style="list-style-type: none"> • Supporting parents and carers • Access to technology • Summer support
<p>At Hurst Green we have taken these recommendations and adapted them according to our specific needs.</p>	

Identified Impact of Lockdown	
<p>Maths</p>	<p>The most significant period of lost learning for maths was March 2020 to the end of the summer term when our remote learning offer was still developing. Although all children had access to a daily maths lesson via our own PPTs and Oak Academy, they have access to live or daily check-ins lessons by their class teachers. Specific content was therefore missed during the summer term 2020, leading to some gaps in learning and stalled sequencing of journeys. Recall of basic skills has not suffered for all children – but some children are not able to recall addition facts as quickly as they previously did. Times tables need to be practised regularly. Some calculation strategies need to be re-visited. (This information was gathered after our first assessments in October 2020.)</p> <p>When teaching a new topic this year, teachers are going back to last year's coverage and recapping on the previous year's knowledge where necessary, before moving on. Once we got established with using White Rose online, handing out CGP and White Rose books and having daily live lessons, the impact was less for those children who were engaging. Great efforts were made to ensure all children were either engaging at home or invited into school.</p>

Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills, notably secretarial skills and opportunities to write at length. The impact of missed face-to-face phonics lessons is noticeable in terms of writing in EYFS and KS1, particularly in terms of spelling skills. Some basic high frequency spellings have been forgotten. In KS2, the impact of no face-to-face grammar and punctuation lessons is noticeable, as is the lack of stamina in terms of writing longer pieces of work. Handwriting has also been affected and will need extra practice.
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, the impact is more noticeable for children reading at the lower book band levels where 1:1 face-to-face reading sessions were missed. Reading books were provided for parents to collect, but obviously 1:1 sessions with a teacher did not take place. Children attending as key worker children also were not able to have as effective 1:1 sessions when sat 2m away from the adult. In KS2 the impact has been noted on children's comprehension and inference skills.
Foundation Subjects	There are some significant gaps in knowledge because some units of work have not been taught so 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 and visitors. We used Oak academy for our curriculum for 20-21 to ensure that children at home could engage in the same foundation lessons. This curriculum has its limitations in that it is not as rich as our own curriculum, but it did offer valuable continuity and proved to be the right call given the large number of children that spent time at home. We are planning to return to, review and further improve own curriculum ready for September 2021.
Well-being	All parents were invited to complete a well-being survey prior to returning from both lockdowns. This enabled us to offer immediate support to certain children, as well as for class teachers to be aware of all children's lockdown experiences. Generally, children have settled back into school life very happily, and play therapy or other support has been made available for those who have struggled more. All classes do a daily 10-minute mindfulness session which is linked to assemblies.

Planned Expenditure				
1.	2. Teaching and Whole School Strategies			
Desired Outcome	Chosen approaches	Notes	Resources and cost where applicable	Impact
Supporting Great Teaching	Ensure continuation of intervention groups to enable them to continue	Where practicable, class teacher absence has been covered by staff other than those timetabled to teach intervention groups. This	£cover costs	

	<p>during periods of staff absence.</p> <p>Ensure continuation of quality first teaching by staff familiar with the class during periods of class teacher absence.</p> <p>Ensure good curriculum planning for 21-22 academic year by providing teachers with curriculum CPD and planning time.</p> <p>Staff to have time to plan in-depth guided reading lessons which have been unable to take place via remote learning.</p>	<p>may not always be possible, particularly during periods of high staff absence.</p> <p>Where practicable, class teacher absence has been covered by staff already familiar with the school and year group.</p>	<p>INSET time INSET days</p>	
Staff Deployment	<p>Additional TA in Y1 to support reading in class.</p> <p>Teach direct students in Y1, Y2 and Y3 have allowed teaching groups to have additional adult support.</p> <p>Emphasis on work-life balance for all staff through the school's SDP and PM targets of</p>	<p>Additional TA summer term to support the lowest 40% of the year group so that these children read 2-3 times per week with a skilled TA.</p>	<p>£4000</p>	

	'Happy, Safe and Learning'.			
Teaching assessment and feedback	<p>To ensure all children working below their expected level receive support to make accelerated progress.</p> <p>Provide dedicated time during return periods for teachers to assess well-being and learning needs via subject specific NFER assessment.</p> <p>Teachers use teacher assessment, NFER tests, running records and parental input to ensure they have a very clear understanding of what gaps there are in learning.</p>	<p>Autumn Term (late September) completion of previous year's end of year NFER test.</p> <p>Autumn Term (Dec) – Tests cancelled due to school closure</p> <p>Spring Term – completion of current year's end of Autumn term NFER test</p> <p>Summer Term – completion of current year's end of summer term NFER test</p>	<p>NFER Tests</p> <p>£1000 Autumn term</p> <p>£1000 Spring Term</p> <p>£1000 Summer Term</p>	
Planning for future lockdowns or isolating bubbles	Children at home are able to access good quality home learning resources	<p>Every child given a CGP book bundle in November 2020 covering English, Maths and Science .</p> <p>Every child given access to Century Tech for individualised learning in English, maths and science.</p>	<p>CGP Books £4000</p> <p>Century Tech £2500</p> <p>£</p>	

		White Rose Workbook purchased for children who are unable to access the online White Rose resources at home.		
Transition Support	<p>To transition pupils back to school focusing on pupil well-being.</p> <p>Children who are joining Hurst Green in September 2020 have the opportunity to become familiar with the school before they start.</p>	<p>Children returned to their old classes for 4 days in September 2020 and were supported with transition to their new class by their old teacher.</p> <p>All parents given an option to complete a comprehensive survey about their child's well-being and progress prior to returning to school. Survey 1 – for September 2020 Survey 2 – for March 20201</p> <p>Promotional video made in Autumn 2020 to support prospective parents with their choice of school.</p> <p>Video tour of the inside of the building available on the website.</p> <p>Outside tours of the school offered in October 2020 – November 2020.</p>	£875 – not from catch-up	
Teaching and Technology		<p>Additional computers bought for school to enable staff to work apart from each other and teach live lessons from school.</p> <p>Laptop for teacher to teach remotely from home</p> <p>21 ipads purchased to enable children to access online learning</p> <p>29 Chrome Books purchased to enable children to access online learning Staff CPD for Century Tech. Century Tech is an artificial intelligence programme which creates pathways of learning based on the needs of the pupil. Staff can also set 'nuggets' of work that</p>	<p>Computers £315</p> <p>£340</p> <p>ipads £4000</p> <p>Chrome Books £4500</p> <p>£TBC</p> <p>£470</p>	

		pupils can complete, based on the current learning		
		Purchase of 70 ipad cases		
		93 JAMF licences to enable school to update ipads remotely.		
				Total
	budgeted cost			

Planned Expenditure

3. Targeted approaches

Desired Outcome	Chosen approach and anticipated cost	Notes	Resources and cost where applicable	Impact
<p>Additional support, small group tuition/teaching</p> <p>Children have been identified via NFER tests, screening checks, book looks and PPMs.</p>	<p>EYFS – TA Speech and Language. Reading scheme</p> <p>Y1 – TA Summer term</p> <p>Y2 – Remote mental maths – phonics with lowest 12%</p> <p>Y3 - Teacher Tue/Wed</p> <p>Y4 – Teacher M/Th/Fri</p> <p>Y5 – Teacher Spring term</p> <p>Y6 - Teacher – writing lowest 10%</p>		<p>TA - £4000</p> <p>Teacher - £2,500</p>	
1:1 Pupil support	20 staff to deliver after-school targeted 1:1 support for identified children – two		13 Teachers @ £180 per day 7 TAs @ £110 per day	

	25-minute sessions per week in 6-week blocks focusing on a specific need identified by the class teacher. Before and after assessments completed. Parents updated with progress and their role in supporting their child.		Cover for time in lieu, 1 day per person £3,100	
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Total budgeted cost

Planned Expenditure

4. Wider Strategies

Desired Outcome	Chosen approach and anticipated cost	Notes	Resources and cost where applicable	Impact
Supporting parents and carers	<p>5 laptops donated by ASDA given to children most in need.</p> <p>Purchase of Century Tech to provide high quality individualised online material.</p> <p>All children given workbooks from school to complete home learning in.</p> <p>Weekly SLT meetings to identify 'at-home' children who needed additional support to engage or who needed to be invited to take up a place in school.</p>	<p>Donated to FSM children</p> <p>Over 50 school devices loaned to parents to enable children to access Century Tech at home.</p>	<p>£0</p> <p>Century Tech £see previous</p> <p>CGP books (£ see previous)</p> <p>£0</p>	

<p>Access to technology</p>	<p>Ensure all families have access to online learning</p> <p>Ensure teachers are able to teach from home and/or can access computers in additional areas in school to aid social distancing.</p> <p>Increase in-school access to online tuition by increasing IT facilities at school.</p>	<p>Families surveyed and those without access to devices or internet given devices and/or wifi packages.</p> <p>IT Technician given extra hours Autumn, Spring and Summer term to support staff and prepare resources.</p> <p>Staff given additional resources to work from home</p> <p>Additional computers bought for school to enable staff to work apart from each other and teach live lessons from school.</p>	<p>Vodafone Sim cards given out to families £free</p> <p>Ipads and laptops given to families – existing school stock</p> <p>£2000 IT Technician additional hours</p> <p>1 laptop purchased for staff member to work from home £see previous</p> <p>2 computers purchased £see previous</p>	
<p>Well-being</p>	<p>Play therapist continued to see children during lockdown.</p> <p>Y6 children given priority on return to school in March 21.</p> <p>Additional student play therapist in school Spring/summer terms to work with an extra 2 children.</p>		<p>Already in budget</p>	
<p>Total budgeted cost</p>				<p>£ 35, 190</p>