

Catch-up Premium Statement

Horningsham Primary School



National Context:

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. Schools' allocations will be calculated on per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to Y6. 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. 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 guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	73	Total catch-up premium budget 2020-2021:	£4695
Catch-up premium budgeted 2021-2022	£6000	In three installments over 2021-22	

STRATEGY STATEMENT

Catch-up Priorities:

- To support children with their mental well-being and mindset in the wake of the pandemic and prepare and support them for returning to school and re-integrating with others.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures with particular focus on writing, reading and maths.
- To provide catch up learning where coverage has been compromised in areas of the core curriculum as a result of the pandemic disruption.

Core Approaches:

- Targeted ELSA sessions
- Group and individual interventions
- Whole school mental well-being initiatives
- Cohort focused teaching

IMPACT AND PROVISION 2020-2021

Area	Covid Impact	
Phonics	Phonics testing highlighted some slippage in pure phonics being used (schwas common place for some where parents haven't taken part in the workshop online or engaged during the online sessions when we worked remotely).	Use of Funding <ul style="list-style-type: none"> Teaching Assistants allocated to each class for additional support time to provide intervention programmes / to relieve or support teachers to provide individual or group catch up sessions. Allocated ELSA weekly to support targeted individuals, groups and rising needs during return to school, changes to preventative measures in and out of school and incidents of personal loss and impact from the pandemic. Class teachers use assessments and daily outcomes in children's work to decide who needs intervention and in what specific areas. This intervention is available for all children in the school. The children identified for intervention will have demonstrated gaps in specific areas of learning that are holding them back from making good progress. Phonics individual and group target intervention and online and school support to parents in using and applying pure sounds at home.
Reading in KS1	Reading in KS1 had not been negatively impacted with some children continuing to be on track for their end of year targets to meet the standard for there ARE and some exceeding our expectations. This we determined was as a result of daily reading at home with their families and an area parents felt confident to support.	
Reading in KS2	Reading in KS2 had fallen behind where we would expect them to be where children were independent readers and choosing books or texts that they felt like reading, rather than sticking with a more challenging book. These children would have had less or no support from parents and the lack of monitoring their reading choices and engaging with them to discuss the texts has resulted in poorer inference and deduction skills.	
Writing stamina and presentation	Writing was a common issue across all year groups. Handwriting for many had regressed with insistence on proper joining, appropriate writing tools and pride not being monitored or encouraged by parents. Children (particularly in KS1) had lost some of their stamina and pace in writing as a result of reliance on the adult helping them, the parent scribing for the child too much and from extended time to come back to tasks rather than having a clear objective and outcome in a short, focused time. For some the opposite has been the case with too short a focus to get a task finished as quickly as they could at the expense of quality.	Provision <ul style="list-style-type: none"> Individual and group target intervention programmes in reading, writing and maths. A focus on STEM sentences to rebuild maths talk and method for theorising and reasoning. Whole school approach to times tables and number facts using rhythmic structures. Prioritising number and place value. Reintroducing homework with an emphasis on reinforcing the basics in number and spelling.
Writing non-negotiables	Non-negotiables are no longer embedded for some, with consistent lack of punctuation and basic grammar. In KS2 lack of application of devices to extend writing are used independently, with children writing basic and simple sentences. A lack of cohesive devices and application of known spelling rules and conventions has impacted on the quality of children's writing.	
Maths	Baseline has identified coverage as a common issue across the school. Whole units of maths have been missed which inevitably means they cannot be on track to meet the standard for there are. Parents have found supporting children at home more challenging in maths and have relied on the children following the online videos and worksheets where they can and focused more on fluency based activities with children accessing TTRS and Mathletics. For some this means that their fluency skills have increased greatly, but reasoning and using and applying maths to explain, theorise and calculate is a common area for development.	Impact of Monitoring <ul style="list-style-type: none"> Class teachers and intervention teachers together design sequences of work that need to be taught in order for each child to be secure in their learning. Intervention booklets identify what needs to be taught and the child's achievements at the end of the lesson or series of lessons. It is clear what the child can do now that they couldn't do before. At the end of each term, class teachers and intervention teachers assess each child against the National Curriculum objectives and other internal assessments. These assessments are used to provide further intervention for all pupils as necessary.

Planned expenditure for current academic year

Targeted support					
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?
Additional catch-up teacher 1 day per week	Single cohorts have targeted support with qualified teachers to provide pre-teaching and catch up at the beginning of each week. Gaps identified are narrowed.	Gaps in terms of coverage (particularly in maths) commonplace for schools post remote learning. Levels of confidence and individual need can be supported best in smaller groups with focused support from a teacher.	Base initially with upper key stage 2 class with three year groups to ensure that there is a qualified teacher working with each small cohort of 9-12 children. Focused sessions in English and Maths with review session for all three teachers scheduled for evaluation, planning and monitoring.	Headteacher	Weekly reviews within team. Term review (every 6 weeks) to evaluate impact and identifying next focus, phase and target group.
Catch- up interventions provided by additional TA time.	Individuals and groups targeted for specific areas of catch-up and need.	1:1 and small group support needed where gaps have widened as a result of absence from school and disruption of the previous year.	Whole staff identification and planning sessions to prioritise/ establish intervention timetable. Review sessions weekly between TAs and teachers with intervention booklets tracking and monitoring provision and progress.	SENDco	Weekly reviews within team. Term review (every 6 weeks) to evaluate impact and identifying next focus, phase and target group.

Other approaches					
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?
Thrive training Nov 2021 – Jan 2022 £1400 Thrive in-house assessment and provision From Dec 2021 £400	Designated teacher trained in Thrive and providing in school assessments, support and actions to support and develop individual children's progress. Gap between pupil premium and non-pupil premium children narrowed.	EEF identifies that children should not just be assessed against attainment criteria "interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs". Thrive assessments clearly and systematically identify the social and emotional needs of children -individually or in groups.	Develop tailored action-plans for the individual or group, drawn from their strategies and practical activities that support healthy social and emotional development monitor progress. Adapt action plans to ensure the best outcome for each child or group.	SENDco	Training review Nov-Dec 2021 February 2022 impact review July 2022 impact review
ELSA support groups	Dedicated ELSA sessions with identified individuals and groups with well-being issues and anxiety post Covid.	Reviews identify that impact of the last 18 months is far greater than just attainment. Increase in anxiety levels is noticeable.	Specific intervention and support plans in place for each session / programme reviewed and monitored to ensure progress.	ELSA SENDco	Intervention reviews weekly and impact review at end of each unit (1-6 sessions).