

Summary information					
School	Highwood Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,320	Number of pupils	404

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.

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

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.

Use of Funds	EEF Recommendations
<p>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.</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:</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"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
EYFS	<p>The children in Nursery do not seem to be too affected by lockdown. This may be because for many children, Nursery is their first educational experience away from home. Not all children attend a setting before coming to Nursery. Most of the Nursery children are age-related or just below across all areas of the curriculum. There are a few more children than normal with lower self-help and independence skills, we have noticed more that are not toilet trained. Sharing and turn-taking skills were also lacking when they started in September, probably because they had been at home with their own toys and had not had to share with other children.</p> <p>Children in Reception have arrived with much lower levels across the curriculum. They have missed a crucial time in Nurseries and Pre-schools where they would have been developing the skills needed for starting school. Social skills were very poor and it took a while for the children to adapt to the new routines. Baseline assessments showed that the children were mostly below age-related, particularly in the specific areas of the curriculum. Literacy skills were low as children would have missed out on Phase One phonics which is normally covered in the Nursery/Pre-school year.</p>
Maths	<p>Children were mainly given opportunities, during lockdown, to do activities based on the learning that had already taken place in that current academic year. No new learning was undertaken, therefore children missed out on half a year of that year's learning. This is now being covered by the catch-up curriculum. Some children didn't complete any mathematical task throughout that time, therefore their fluency with key mathematical strategies dropped. In some cases, where parents were involved, children may have been taught different strategies to those that are taught in school. Not in all cases is this a negative thing, as lots of strategies can help you, but with many children this can give them cognitive overload and be very confusing. This has caused a drop in confidence with some children, as they may feel that they cannot now access some maths lessons and they have had a negative experience with maths. Also, this could have led to a negative enjoyment of the subject, especially if some parents found the subject and methods tricky. Many children would have not had access to high quality maths manipulatives to enable them to learn through actively doing. Maths is very much a subject that builds upon previous learning and if children's gaps are not filled, they will struggle.</p>
Writing	<p>Children showed very variable levels of engagement with the activities provided for remote learning. They returned to school in September with a quality of writing no better than or slightly below the level they had attained before lockdown in March. Basic skills for the weaker children particularly suffered (e.g. capital letters and full stops)</p>
Reading	<p>Early readers have been particularly affected by lockdown. The usual progression in phonics has been significantly delayed, despite our best efforts with online learning that included links to free online reading materials at Oxford Owl and their local e-library. We also provided regular story videos on google classroom during lockdown. The delay in reading progression is mainly apparent in Early Years and Key Stage 1. However, it should also be noted that we began the year in Year 6 with low attainment in reading, as engagement with online learning and reading activities at home with this particular cohort was significantly below the school average. We carried out detailed baseline assessments in reading fluency and comprehension for each child and have ensured target individual children have had regular 1:1 reading time with a teacher, as well as being part of guided groups in guided reading, that focus on comprehension through discussion. While progress is already apparent amongst these children by Autumn 2, they still have a significant way to go to catch up with the national average. A whole-school initiative was launched at the start of term called "Bounce Back into Reading", which emphasised the home-school partnership as a cornerstone to children's reading development. Each class</p>

	has recorded how many times they have read in their Reading Journals which earns them time on our fast-approaching “Bouncy Day” - a reward for their reading. This initiative has helped everyone (including teachers, children and parents) to focus on the importance of regular reading across the school.
Science & Non-core	Children have completed light touch activities during remote learning and have not had access to the depth of learning in non-core subjects. There are now significant gaps in knowledge, whole units have been missed across the curriculum and this means that children will be missing some prerequisite knowledge when learning concepts. In Science they will be less likely to build on previous knowledge and to make the links to themes and concepts across the subject. Certain year groups have missed out on key experiences or statutory teaching, for example sex education.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Year 6 will be taught in bubbles of 15 by qualified teachers. Smaller group sizes will enable quicker catch up in a year group that is already high in PPG and SEN.</p> <p>Small group of advanced writers to take part in a cross-school “Every Word Counts” initiative with other London academy schools, aimed at boosting their writing to its full potential</p> <p>EY to have 3 online training sessions by Alastair Bryce Clegg - Focus on environment and using questioning to move children on with their learning.</p>	<p>2 extra teaching staff allocated - Hours and contract changed for one member of staff.</p> <p>(£7054)</p> <p>Writing leader to take bubbles from each Y6 class (13 in total to work on series of short tasks. 2h/week</p> <p>(0)</p> <p>3 Virtual learning sessions.</p> <p>(£500)</p>		<p>MG</p> <p>DW</p> <p>DH CT</p>	<p>May 21</p> <p>May 21</p> <p>May 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers need to 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.</p>	<p>Purchase and implement SANDWELL maths assessment for key children.</p> <p>(£365)</p> <p>Free trial of No More Marking moderation scheme -</p> <p>(£0)</p>		<p>JM</p> <p>DW</p>	<p>July 21</p> <p>Dec 20</p>

<u>Transition support</u>	<i>Zone of Regulation Training and Manual</i>		NM ZD	Ongoing
New 2 meetings to continue virtually. Zones of Regulation to be introduced across the school to support all children with developing emotional literacy and to create a common language across year groups.		(£125)		
Total budgeted cost				£ 8044

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> TBC				
<u>Intervention programme</u> First Class at Number evidence based intervention training, , supports those identified children in reinforcing their understanding of basic maths skills and application of number. Two separate interventions for Year 2 and Year 4. Makaton intervention to support communication in EY.	<i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> <i>Makaton training for 8 staff</i>		CP CT	July 21
<u>Extended school time</u>				
Total budgeted cost				£3020

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	<i>Accelerated Reader purchased - Online library, quiz and assessment system for children Yr 1- 6</i> <i>£2664</i> <i>£3000 donation from Friends of Highwood</i>		BM	July 21
<u>Access to technology</u>				
<u>Summer Support</u> NA				
Total budgeted cost				£2664
			Cost paid through Covid Catch-Up	£13,728.50
			Cost paid through charitable donations	£3000
			Balance Left	£18,592.00