

Summary information					
<b>School</b>	Highwood Primary School				
<b>Academic Year</b>	2020-21 2021-22	<b>Total Catch-Up Premium</b>	£32,320	<b>Number of pupils</b>	432

## 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 both the 2020 to 2021 and 2021 -2022 academic years. 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for</a></p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> </ul>

<p><a href="#">schools</a> 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>	<ul style="list-style-type: none"> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
--	--

Identified impact of lockdown	
<p><b>EYFS</b></p>	<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>
<p><b>Maths</b></p>	<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</p>

	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.
<b>Writing</b>	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 (eg capital letters and full stops)
<b>Reading</b>	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 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.
<b>Science &amp; Non-core</b>	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><b>2 extra teaching staff allocated - Hours and contract changed for one member of staff.</b></p> <p><b>£7509</b></p>	<p>Improved outcomes for the children academically. Statutory data not required in Summer 21. Smaller group sizes allowed for bespoke teaching. In terms of wellbeing, this had a big impact. The children showed an increase in confidence due to smaller group sizes and had more of a chance to speak.</p> <p>This could have been improved on if more streaming had been considered but the requirement to keep children in class bubbles prevented this</p>	<p>MG</p>	<p>May 21</p>
	<p><b>Writing leader to take bubbles from each Y6 class (13 in total to work on a series of short tasks. 2h/week</b></p> <p><b>0</b></p>	<p>Starting in Autumn 20, the children took part in 2 sessions only. The initiative petered out due to school closure in Spring 21 and multiple cases of self-isolation thereafter. Limited impact</p>	<p>DW</p> <p>DH CT</p>	<p>May 21</p> <p>May 21</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>PA Plus English and Mathematics CPD will allow for high quality planning, teaching, assessment and progress tracking</p> <p>English Back on Track resource suite to support the delivery of the curriculum upon school reopening.</p>	<p><b>3 Virtual learning sessions.</b></p> <p style="text-align: right;"><b>£500</b></p> <p><b>School subscription through HfL CPD - 6 days in 2021-22</b></p> <p style="text-align: right;"><b>£2336</b></p> <p><b>School subscription through HfL</b></p> <p style="text-align: right;"><b>£1235</b></p>	<p>Well received by the EY team and changes in the environment adapted. EY children are more engaged with learning and much calmer.</p>	<p>BR</p> <p>BR</p>	<p>July 22</p> <p>July 22</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><b>Purchase and implement SANDWELL maths assessment for key children.</b></p> <p style="text-align: right;"><b>£365</b></p> <p><b>Free trial of No More Marking moderation scheme - £0</b></p>	<p>Not pursued after end of trial. Little impact noted.</p>	<p>JM</p> <p>DW</p>	<p>July 21</p> <p>Dec 20</p>
<p><u>Transition support</u></p> <p>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.</p>	<p><b>Zone of Regulation Training and Manual</b></p> <p style="text-align: right;"><b>£125</b></p>	<p>There has been no impact to date. The school trialled this initially with one class but due to the requirements of class bubbles, this could not be rolled out to other classes. However the school is due to have further whole school training with a view to a complete school roll out.</p>	<p>NM ZD</p> <p>VF BR</p>	<p>Ongoing</p> <p>July 22</p>
<b>Total budgeted cost</b>				<b>£ 12070</b>



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.	<b>Accelerated Reader purchased - Online library, quiz and assessment system for children Yr 1- 6</b>  <i>£2775</i>  <i>£3000 donation from Friends of Highwood</i>          <b>Reading Eggs purchased - online world supporting children's reading for Reception, Y1 -2</b>  <i>£1224</i>	Accelerated Reader is an excellent assessment tool. The ZPD feature is colour coded and allows children to select appropriate library books. This has helped with correct assessment of reading levels in the school and has built confidence in less able readers. The school will consider whether to extend the assessment function to Year 3. This is also accessible by parents and children at home, therefore ensuring reading at home and consistency. There is a wide range of books available. Reading Eggs has allowed parents to support reading at home. The program supports phonics needs and acts as a progress tracker. Feedback from parents has been positive.	BM	July 21
			JK	July 22
<u>Access to technology</u> Use of technology to improve learning	<b>Purchase of 3 I pads for Early Years.</b>  <i>£1050</i>		CT	July 22
<u>Summer Support</u> NA				
<b>Total budgeted cost</b>				<b>£5049</b>

	<b>Total Cost paid through Covid Catch-Up</b>	<b>£20,139</b>
	<b>Balance</b>	<b>£12,181</b>