



## *Herrick Primary School - Covid 19 Catch Up Premium Funding (2020-21)*

Our vision statement *'To give each and everyone a chance'* provides the framework for education in our school.

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

"Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged."  
(Covid-19 Support Guide for Schools – June 2020)

### Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

### Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

### Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

### Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

1. Summary Information				
School	Herrick Primary School			
Academic Year	2020	Total Covid Catch Up Funding budget: £31,680		
		Autumn	Spring	Summer
		£7,920		
Total number of pupils	425	Date for next internal review of this strategy		December 2020

2. Current Attainment – Autumn 2020 (refer to data analysis Autumn 2020)
<p>Education E. F. Key findings and implications 1. School closures are likely to reverse progress made to narrow the gap in the last decade The projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%.</p> <p>At Herrick, our initial baseline tests in Autumn include a range of assessments that will incorporate FFT data/NGRT and NFER results to assess starting points, but more importantly determine support to best suit needs of children.</p>

3. Intended Outcomes		Success Criteria
A	<p>Teaching (<b>CURRICULUM</b>)</p> <p><u>Overall</u></p> <ul style="list-style-type: none"> <li>• Baseline assessments to identify gaps in learning</li> <li>• Revised curriculum planning for core subjects for each year group alongside a broad and ambitious curriculum</li> <li>• Feedback used to make next steps explicit to children</li> <li>• Whole staff CPD for research based on high quality teaching (EEF) – metacognition, working memory</li> <li>• Baseline assessment used to identify intervention</li> <li>• Newly devised curriculum following SOL/ further development of Herrick Character and Learning Attitudes to support resilience and ability to face challenges</li> </ul>	<p>Analysis will show that whole class gaps have been filled</p> <p>Analysis of individual data (tests, pupil interviews, book scrutiny) will show that gaps have been filled and progress is being made</p> <p>To show improvement in learning behaviour – metacognition checklist</p>

	<p><u>Return Plan</u></p> <ul style="list-style-type: none"> <li>• A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions</li> <li>• Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten</li> <li>• Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures (Sentences making sense)</li> <li>• Maths is to focus on weekly sequence, maintain emphasis on deep learning. TT Rockstars to be accessed regularly to support automaticity of recall – retrieval practice heavily used</li> <li>• Teachers are to identify lessons on Oak National Academy that could be used to share with parents as pre-learning for non-core</li> </ul> <p><u>SDP – Specific to Bubbles</u> – please refer to SDP ‘Quality of Education’</p>	<p>A class culture of the importance of presentation through handwriting Both Yr1 and Yr2 to achieve &gt; 85%</p> <p>Books reflect capacity for writing and independent ability to correct work</p> <p>Times-tables tests show children achieve identified knowledge of times-tables In accordance with policy</p> <p>Parents informed about delivering work at home and how to support – so not to be learning during isolation</p>
B	<p><b>TARGETED</b> academic support</p> <ul style="list-style-type: none"> <li>• Learning support &amp; Ed Psych support to identify and focus on specific children. This is to be reflected in the child’s learning plan and results of which are evident in intervention activities and booster support</li> <li>• Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the Class-teacher about the child’s priority learning</li> <li>• Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies</li> </ul>	<p>Completed POPs reflect success of targets during review meetings (amended where necessary)</p> <p>Predicted levels to be achieved through further interventions – content determined by analysis of baseline</p> <p>Level of attendance remains high for those deemed vulnerable</p>
C	<p>Wider Strategies (<b>PASTORAL</b>)</p>	

	<ul style="list-style-type: none"> <li>• PSHE to focus on change, anxiety and mindfulness – any cause for concern to be referred to the Pastoral Team (CPOMS)</li> <li>• Maintain communications through DB Primary and sharing of class work with parents to maintain that ‘connection’</li> <li>• Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivation</li> </ul>	<p>Address anxiety and ensure high levels of attendance/ relevant support actioned and concerns shared in bubble</p> <p>Maintain positive relationship with parents and provide information to support with home learning</p>
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Planned Expenditure					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost?	When will you review implementation?
<p><b>Teaching (Curriculum)</b></p> <p><u>Overall</u> Whole school comprehension skills identified as area of development – introduce MYon</p> <p>NGRT/YARC assessment to inform reading intervention</p> <p>Online communication and study support through DB Primary</p>	<p>Children to show improvements in reading comprehension</p> <p>Analysis will shape intervention – identifying key milestones</p> <p>Provide home learning during closure/self-isolation – teachers to ensure continuity</p>	<p>Evidence from EEF about the value of pre-teaching for all to access the curriculum</p>	<p>Book Scrutiny Pupil Interviews Data Analysis Planning Shared lessons Reading Review</p>	<p>MYon- £3500</p> <p>DB Primary- £3000</p> <p>NGRT- £2500</p>	<p>October 2020 – interim December 2020</p>

<p><u>Return Plan</u> Weekly assessment of times-tables</p> <p>Handwriting programme supporting both school/home practice</p> <p>Revision and Practice books – self isolation (contingency)</p> <p><u>SDP</u> Please review SDP for each bubble – identified key aspects of learning linked to year group</p>	<p>Strengthen times-table knowledge</p> <p>Develop both presentation and letter formation</p> <p>Raise attainment</p>	<p>Teacher network - learning has to be repeated and reinforced for it to be truly developed and understood</p> <p>Analysis directly forms actions to address areas of development</p>	<p>Book Scrutiny Data Analysis Planning Shared lessons</p> <p>Pupil Interviews Data Analysis</p>	<p>TT Rockstars- £200</p> <p>Handwriting- £150</p> <p>Books- £300</p> <p>Part support SDP- £4700</p>	
<p><b>TARGETED</b> academic support</p> <p>1 to 1 Tutoring (National Tutoring Programme)</p> <p>School Mentor (appoint for 1 term/Spring)</p> <p>Laptops for PP children</p>	<p>Provide identified children who would benefit 1 to 1 (objectives to be set by school)</p> <p>Individuals/ groups to work on core areas with teacher</p> <p>Ensure PP children with no access to internet are provided with school work via DB Primary</p>	<p>Evidence from EEF about the value of 1 to 1 and mentoring</p>	<p>Book Scrutiny Data Analysis Planning Shared lessons</p>	<p>1 to 1- £11 000</p> <p>Mentor- £8250</p> <p>Laptops- £4500</p>	<p>October 2020 – interim December 2020</p>

<p><b>Wider Strategies (PASTORAL)</b></p> <p>Each bubble to have pastoral lead – bubble leads will share and identify support for specific groups/ individuals (work alongside SENCo)</p>	<p>Children will have strategies to regulate their emotions and be in a better position to learn.</p>	<p>EEF moderate impact for moderate cost</p>	<p>Pupil Voice</p>	<p>£500</p>	<p>October 2020 – interim December 2020</p>
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<p>Considerations for future attainment (Post Covid)</p>	
<p>A</p>	<p>Teaching (<b>Curriculum</b>)</p>
<p>B</p>	<p><b>TARGETED</b> academic support</p>
<p>C</p>	<p>Wider Strategies (<b>PASTORAL</b>)</p>