

Catch-Up Premium Plan Horniman Primary School

Summary information							
School	Horniman Primary School			Academic Year			2020-21
Number of pupils	226	Proportion of disadvantaged	15%	Total Catch-Up Premium			£ 18,080
Created by:	J. Loffstadt (HT)	Governor Lead	H. Satchwell (CoG)	Published:	Oct 2020	Reviewed:	Spring term 2021

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
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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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Our proportion of disadvantaged pupils (FSM) across the school is slightly lower (16.4%) than local and the national picture at 17.7%
- The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. Out of 230 children on roll we had 30 children who did not engage in any school directed learning which equates to 13% of our school population.
- Upon re-opening on September 3rd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid-19. Overall attendance for Week 1 was 97.02% (Excluding Reception who were not attending on first day of return). This is for Week Beginning 7th September 2020
- Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed for teachers to come back to what is, a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We have agreed that these baselines will be carried out by the end of September 2020. At this point we will discuss as a staff what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and then SMT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identifies children to catch up in their areas of identified need. Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:
Overall 2020/2021: **£18,080** Autumn 2020: £10,547.42 Spring 2021: £0 Summer 2021: £7,392.57 (These amounts are based upon the autumn census of 226 children on roll with an allocation of £80 per child).

Identified impact of lockdown

Maths	Where children have missed units of work and where there was varied interaction with the home learning provided during the first national lockdown, children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. In addition, children have not been recalling and remembering knowledge and facts enough and this further hinders their understanding as the cognitive load can be too great.
Writing	Children's stamina for writing has been diminished. This is the area most affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. As a result, the children's writing is behind where they would be expected to be for their chronological age. The children have also not been practising the 'basics' at home, so there are gaps in the children's understanding and application of spelling and grammar rules. Handwriting has also been affected due to less daily writing practise. This further inhibits the children's ability to write with ease.
Reading	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children have not had consistent comprehension practice and practise at developing different comprehension skills, such as inference and summarising etc. Children currently in Year 1 and 2 did not access phonics equally when not in school, and although most Y1 accessed phonics when they returned to school in the summer and did not support the children who did not return.
Non-core	The wider curriculum has suffered significantly. Whole units of work have been missed. With children being at home for nearly three half terms, in most cases, this meant that the children missed half a year of curriculum study. It is not possible to complete and catch up the missed curriculum. Therefore, it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively.
Emotional and Wellbeing	Children's experiences from March will have varied dramatically. School is aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has also been incredibly successful and so this may also be masking underlying concerns. In September we created a child wellbeing survey which was completed by parents. An area that was highlighted is the impact on friendships and inclusion. It is important to stay vigilant to spot where children's emotional and mental wellbeing is affected.

i. Teaching and whole-school strategies						
Planned expenditure	Desired outcome	Chosen approach	Evidence & rational for the choice	Monitoring how it is implemented	Staff lead	Evaluation
	<p>Leaders are forensic in their identification of gaps following diagnostic assessments and therefore recovery is well-planned and implemented.</p> <p>Children make good progress to catch up</p>	<p>Implementation of 'recovery' focus in core subjects which is informed by baseline assessments and teacher judgments. Designated staff to monitor its implementation. A focus on 'core skills' to be at the forefront</p>	<p>Effective diagnostics assessment will sensitively diagnose the impact that covid-19 school closures had. Evaluating the outcomes of diagnostics assessments will allow leaders to differentiate between learning that has been forgotten and material that hasn't been taught properly.</p>	<p>Gap analysis of baseline assessment to ascertain lost learning</p> <p>Leadership team, including core leads, will regularly evaluate the implementation of the 'recovery' aspects, including the focus on 'core skills'</p> <p>Half termly / termly</p>	SLT	<p><u>Autumn Term:</u> Assessments were carried out the second full week of the Autumn term.</p> <p>Whole school analysis of impact of lockdown was carried out, identifying areas for us to focus on as a school</p> <p>Pupil progress meeting focused around identified children supporting teachers to target effectively</p>
CPD / training £1289	Improved teaching and learning strategies to deliver greater impact in the classroom and improve quality first teaching	High quality teaching which is supported by evidence-informed CPD for both teachers and teaching assistants and links to identified need and areas that need to be targeted.	Teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. CPD has higher impact when staff are engaged in 'follow up'	Peer to peer reviews on implemented strategies and systems	Subject leaders & SLT	<p>Staff have had targeted training e.g. TA CPD around reading intervention to be able to lead the delivery in school</p> <p><u>Spring Term:</u> staff unable to support with remote learning or be in school had targeted training to support with role upon return.</p>
Mathletics £764 White rose premium cost £99	Children make accelerated progress through accessing a range of resources to support development / consolidation in identified targeted mathematical areas Parent and carers are connected and supporting children to catch up	Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching.	Children have access to learning resources both in and out of school maximising their ability to consolidate, develop understanding.	Data progress review	Subject leaders & SLT	<p><u>Autumn term:</u> Mathletics purchased, children using it effectively to support learning – came to fruition in lockdown too.</p> <p>All teachers able to access the full white rose suite supporting aligned resources and teaching support.</p>

£ of SLT time 1hr p/wk x6 £1059 X autumn £2118 Spring: £1059 Summer: £2118	Quality first teaching to ensure gaps are closed. Children are back on track	SLT to teach high quality lessons to enable subject leaders to have release time to support the implementation of their subject across the school	Evidence from the EFF on the advantages of metacognition in children Teacher moderation Book looks for transfer of knowledge/skill independently.	Half termly action plans and impact reports	Subject Leaders and SLT	<u>Spring term:</u> This was put on hold due to national lockdown
CPD / training	The new platform is in place and staff, pupils and parents are able to use it effectively	CPD provided for staff on the effective use of the new online learning platform (TEAMS)	To have a learning platform that meets the needs of the school's community <ul style="list-style-type: none"> Teaching quality if high Access to technology is fair Peer interactions can take place Pupils work independently There are a variety of different approaches to remote learning 	Staff survey to assess the impact on knowledge and use of strategies. Touch base regularly with staff (briefings / staff meetings)		<u>Autumn term:</u> Techers trained on using teams <u>Spring term (lockdown):</u> KS2 remote learning was targeted and supported all ability levels more effectively than previous lockdown – data analysis upon return should show less learning lost.
Total budgeted cost						Autumn £2152 Spring:

ii. Targeted approaches						
Planned expenditure	Desired outcome	Chosen approach	Evidence & rational for the choice	Monitoring how it is implemented	Staff lead	Evaluation
Workshops: 1hr delivery, 1hr planning, 1hr monitoring x3 workshops £411.60	Highly effective procedures around parent engagement and pastoral support is sustained. Parents feel connected with their child's learning and understand how to support	Parents informed about their child's next steps and how to support at home Parent workshops around key skills	EEF research around positive impact of parental involvement / support is mixed. Parents' aspirations appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and	Surveys	HT	Rec and KS1 reading workshops were delivered in Autumn term. Feedback was good and gave parents targeted strategies to support their child with phonics and reading at home and ensured they were using consistent approaches with school.

			achievement over the longer term. A trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.			Due to lockdown have been postponed – planned to be delivered in the summer term round how to support children with catch up.
<p>Mathletics (£764) accounted for in teaching and whole school strategies</p> <p>Third space learning 20 chn x 1 term (15 weeks)</p> <p>Average Cost 1-to-1 maths tuition 15@ 275 + 5@ 68.75 = £4468.75</p>	<p>Gaps in learning are closing due to the focus on core skills</p> <p>Impact of interventions clear and leads to good progress being made by the children</p>	<p>Provide specific and structured intervention programmes:</p> <p>Targeted writing learning conversations for every writing cycle</p> <p>EYFS early language intervention</p> <p>Mathletics for all</p> <p>3rd Space learning for targeted children</p>	<p>Children have had a sustained period away from school and missed out on high quality targeted teaching</p>	<p>Intervention logs</p> <p>Data</p> <p>Book looks</p>	<p>Subject lead / SLT</p>	<p><u>Autumn Term:</u> All children able to access Mathletics, gain independence with strategies, have time to consolidate methods and compliment learning through access at home. Third Space pushed back but learning booked to start w/b 15/03/21</p> <p><u>Spring Term:</u> Third Space Learning set up and due to start w/s: 15/02/21</p>
<p>Teacher's time: 2hrs per wk £353 x3 wks £1059 (Termly)</p>	<p>Teaching assistants are confident and feel adequately trained to deliver high quality interventions / support with parallel curriculum which compliments the wider school teaching and learning approach</p>	<p>Look at the deployment of teaching assistants and specific training/CPD to ensures that they are deployed in a way that supplements not replaces the teacher</p>	<p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>AHT Inclusion / SEN T to monitor quality of interventions</p> <p>Teachers to monitor impact of intervention in relation to children's access to class learning</p> <p>TAs evaluate their CPD experiences</p>	<p>SLT</p>	<p><u>Autumn Term:</u> Parallel teaching established in Years 4&5. Regular reviews with TA & SEN teacher ensured progress with basic skills.</p> <p><u>Spring Term:</u> Parallel teaching continued remotely for children at home and those attending school so children did not slip back in progress.</p>
<p>Staffing</p> <p>1-hour teacher time</p>	<p>Children use taught strategies to approach new learning tasks with</p>	<p>After school targeted groups / booster groups</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact. These</p>	<p>Teacher feedback</p> <p>Book monitoring</p>	<p>SLT</p>	<p><u>Autumn Term:</u> Did not happen – planned for the spring term – has now been</p>

per week £199 Termly (6 wks): £1194	greater independence and resilience and collaborate with others to overcome difficulties.	Y4/5 booster maths Y4/5 Booster English	strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils	Learning conversations with children		pushed back to the summer term.
Resources £691	Children have access to resources supporting them to consolidate catch up teaching	Books for children to use at home to consolidate learning in school	Evidence shows children need to consolidate skills outside of the classroom	Teachers checking children completing set tasks	Bubble SLT	<u>Autumn Term:</u> All bubbles had relevant resources, none were shared
Total budgeted cost						Autumn: £2161.60 Spring:

iii. Wider Strategies						
Planned Expenditure	Desired outcome	Chosen approach	Evidence & rational for the choice	Monitoring how it is implemented	Staff lead	Evaluation
% of Laptops expenditure Laptops x5 £1181.24 IPADs £60 repairs	All children are able to access remote learning	Purchasing additional laptops / iPads to support remote learning	Current laptops are nearing the end of their life span & previous lockdown showed % of children unable to access learning due to lack of device		SBM / HT	<u>Spring Term:</u> All children had access to remote learning (both in school and at home) further to the additional purchases of laptops
Salary of temp (cover Covid illness) £3281 – Half termly Boxhall profile/The Nuture Group £30	Children will have a safe space to explore emotions and strategies to regulate their emotions. Supporting them to be in a better position to learn and develop positive relationships.	Learning mentor / mental health support	High levels of anxiety when children and families returned after a prolonged period out of school.	Boxhall profile	AHT Inclusion	<u>Autumn Term:</u> Children had a safe place to explore emotions and most were able to move on after an initial screening. Those in need of on-going support were timetabled and are developing strategies to manage difficult feelings.

Mentoring course £590						
RHSE £200 CWP/ PSHE Assoc./Young Citizens £644 Books £130	Our newly developed RSHE curriculum supports children to manage further to social and emotional traumas from lockdown. Teachers feel confident in supporting SEL due to the prescriptive approach	Structured RHSE programme and Circle Time	As part of the LBL MH-WB hub supporting children's MH& WB within the curriculum enhances the whole school strategy around approaches (Mindfulness, PawsB, Zones of regulation etc.)	Learning conversations with children Class book scrutiny	AHT Inclusion / SEN T	<u>Autumn Term:</u> The curriculum was adapted to cover the wellbeing aspect of RHSE in Autumn which supported children returning to school by giving them strategies and a space to explore feelings. Consistency in approach was achieved through following a programme across the school.
Resources £112	Improve mental wellbeing and social skills	Games	Tools to develop conversations and facilitate deeper exploration of feelings	Learning conversations with children	L&BM	<u>Autumn Term:</u> Children were able to open up more when focused on a task or game.
					Total budgeted cost	Autumn: £6228.24 Spring:
					Cost paid through Covid Catch-Up	£10541.84

Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

Governors involved: Chair of Governors, Vice-Chairs of Governors, Head Teacher, Chair of Resources, Chair of L&A

Committee meeting dates

Autumn:

Spring:

Summer:

Learning & Achievement:

21st October 2020

27th January 2021

12th May 2021

Resources:

11th November 2020

10th February 2021

26th May 2021

FGB:

**6th November 2020
25th November 2020**

17th March 2021

23rd June 2021

Autumn 2020 summary:

- Analysis was done around impact of lockdown.
- Research was carried out around approaches to supporting children with the return to school
- Individual meeting with teachers around targeted approaches to support children to catch up and realistic predictions agreed

- Resources were purchased and interventions outlined / planned

Spring 2021 summary:

Summer 2021 summary

COVID catch up funding – Appendix 1

The COVID catch up fund, as previously mentioned, is designed to support schools in catching up the lost learning from the pandemic. However, the funding provided does not adequately balance the needs and requirements needed to keep the school open.

In order to keep schools safe, clean and fully open for children, many measures have had to be put in place. These measures are outside of costs normally spent by schools and so there are significant supplementary budget costs which are being spent.

At Horniman, we know that the best way for the children to learn well and for the learning to have the most impact, is for the children to be taught by their class teacher in their classroom in the school environment. Every effort has been made to ensure that the children have the right resources to learn well, and that the classrooms and whole school environment have been made as safe as possible. The longer we can keep the school open and not close bubbles, the bigger impact we can have on ‘catching up’.

To highlight the additional costs for schools in maintaining high levels of cleanliness and resourcing, the (approximate) costs have been added below:

Additional Measures	Cost
Cleaning hours	£890 (Christmas deep clean) + £3834(7months of additional 30mins cleaning per day)
Cleaning materials <i>Sanitiser, soap, disinfectant, towels,</i>	£4100 (Sept 20- March 21)
Supply teacher	£4894 Autumn term
Supply TA	£11603 (Sept 20– March 21)
Total Cost	£25,321 as of 12/03/21

Supply costs are impossible to predict at the current time, but could range up to and beyond the amount given for catch up funding.

The purpose of this appendix is to highlight that whilst the catch-up funding is vital for schools, the reality is that schools are spending out on other things in many ways which have not needed to be covered before and would not necessarily have been budgeted for.