

Coronavirus (COVID-19) Catch-up Premium Strategy 2020-21

(Updated July 2021)



Believe and Achieve

"Behind every young child who believes in themselves is an adult who believed first."

At Hindley Junior and Infant school, we strive to create a safe, inclusive and inspiring environment which enables everyone to believe in themselves and achieve their aspirations.

We believe that our children need to possess key characteristics if they are to flourish in school and wider society. Opportunities to build upon, teach and celebrate these characteristics are interwoven into all aspects of school life. We endeavour for every child to be respectful, resilient, honest, determined, confident, cooperative and ambitious.

Background

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. The government have allocated 1 billion pound of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil.

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. Strategies in this guide suggest using a tiered approach grouped into three categories:

1. Teaching and whole-school strategies
2. Targeted support
3. Wider strategies

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, the government have launched a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

In addition to the *universal funding* and the *National Tutoring Programme* the Department for Education is working with the EEF and other partners to scale up delivery of the *Nuffield Early Language Intervention* (NELI): this is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils.

As with all government funding, school leaders and governors must be able to account for how the money is being used. The table below outlines our intentional spend with a rationale accompanying each decision.

Strategy Area	Specific strategy	Success criteria	Cost	Time frame	Impact
Teaching and whole-school strategies	All teaching assistants (TAs) to begin work at 8:30 am.	<ul style="list-style-type: none"> • All TAs have extra 15 minutes with class teacher to discuss lessons, prep lessons and discuss AFL. • TAs more knowledgeable regarding the expectations of the lesson and their specific daily role in accelerating children's learning within lessons. • TAs well directed within lessons. 	£6027	Autumn term onwards	<p>LSAs feel more valued and prepared for their lessons. They have designated time to discuss lessons and their specific role.</p> <p>Lesson observations: several examples of LSAs being deployed and directed very effectively to accelerate learning.</p>
Teaching and whole-school strategies	Nuffield Early Language Intervention implemented in reception Class	<ul style="list-style-type: none"> • All Reception staff attend training. • Implement NELI small group and 1:1 sessions for identified children. • Assessment data will demonstrate significant narrowing in the 'language gap'. 	Nil	Spring onwards	The intervention programme was very time consuming (a significant amount of LSAs time working with very small group). Impact could be seen in terms of children's confidence to speak in front of others and in their improvement in vocabulary and understanding of what different words meant. Depute progress being made by all 6 children who accede the programme, none of them achieved their ELG in word reading or speaking.
Targeted support	Small group phonics interventions for Y1 and Y2 children.	<ul style="list-style-type: none"> • Year 2 children who are in danger of not passing the PSC in Autumn 2 attend daily before/afterschool phonics intervention (small groups) delivered by class teacher. • Year 1 children who are in danger of not passing the PSC in Autumn 2 attend 	£2625	Autumn term onwards	<p>This was extremely positive:</p> <p>All of the children who attended the interventions demonstrated significant improvement in their phonics (compared to baseline assessments)</p>

		<p>daily before/after school phonics intervention (small groups) delivered by class teacher</p> <ul style="list-style-type: none"> • Identified children make measured progress in Phonics knowledge. • % passing PSC in Y2 in line with National average (NA). • % passing PSC in Y1 in line with NA 			<p>Year 2 phonics (Dec 20) was better than National Average and Local Authority average. HJI – 83% (NA: 78%; LA: 76%). Significantly better than 2019 PSC data.</p> <p>In Year 1, 24/30 (80%) children achieved a pass in PSC. (2 of the children who didn't were transient). These children will be tested again in December in Year 2 officially.</p>
Targeted support	Small group maths interventions (Y4 times tables)	<ul style="list-style-type: none"> • Children who are struggling with timetables (baseline assess) identified and invited to after school booster club. • Identified children regularly attend booster club. • Assessment of times tables demonstrate children making progress • By summer term, the vast majority of children know the vast majority of timetables (up to 12x12) within 6 seconds recall. 	£875	Autumn term onwards	<p>Multiplication club was popular amongst the children and well attended by those who were invited. All of the children made improvements with their ability to recall table's facts within 6 seconds (colour charts from TT rock stars).</p> <p>24/29 knew the vast majority of their time tables (3 who didn't pass on SEND register)</p>
Targeted support	Small group Y6 lunchtime interventions	<ul style="list-style-type: none"> • HLTA to deliver 'fix it'/specific interventions with groups of Year 6 children. • Y6 teachers continually identify 'gaps in learning/common misconceptions' in individuals learning and liaise with HLTA to immediately address issues. 	£902	Autumn term onwards	<p>100% of children made at least the expected progress in reading, writing and maths.</p> <p>In reading and maths, 50% of children made accelerated progress.</p> <p>In writing, 37% made accelerated progress.</p>

		<ul style="list-style-type: none"> Class teachers will notice the difference within lessons: allowing lessons to move on sequentially at an appropriate pace. 			
Targeted support	KS1 reading interventions delivered by teacher	<ul style="list-style-type: none"> A teacher will work across Reception, Year 1 and Year 2 in the afternoons to deliver small group interventions with children are in danger of not achieving the age-related expectation in R, W or Maths. Reading will be prioritised. 	£2486	Spring term onwards	<p>Attainment in Reading, writing and Maths at the end of Year 2 was broadly in line with NA (based on 2019 NA)</p> <p>Attainment in reading, writing and maths at the end of Year 1 was good in terms of expected+. Rates of progress across the year were also good.</p> <p>On track to be broadly in line with NA at the end of Keys Stage 1 (2022)</p>
Targeted support	Extra teacher in Year 5 am	<ul style="list-style-type: none"> An extra teacher will work in Year 5 every morning to allow extra focus/ differentiated teaching to children who are in danger of not achieving the age-related expectation in reading, writing and maths. 	£2486	Spring term onwards	<p>Particularly successful in allowing teachers to focus teaching on the needs of the groups and increasing teacher support to children (working with smaller groups of children). Allowed the lower ability group to focus and grasp fundamentals of subjects in preparation for year 6.</p> <p>Overall, the year 5 staff managed to broadly maintain start of Keys Stage attainment bands despite having concerns at the beginning of year over several children regressing in LKS2.</p>
Wider strategies	Individual counselling sessions for identified children	<ul style="list-style-type: none"> Identified children who are significantly struggling with their own mental health due to the effects of COVID lockdowns will access 	£1000	Ongoing, when need is identified.	Returning to school following lockdowns was relatively smooth for the vast, vast majority of families, due to successful homes-school partnerships throughout lockdown. A few children accessed more

		<p>specialised, individual support.</p> <ul style="list-style-type: none">• Children who attend sessions will improve their own mental health/be aware of coping mechanisms. Resulting in less 'causes for concerns' being recorded.			<p>personalised intense pastoral support resulting in them attending school regularly.</p>
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