



COVID-19 Catch-Up Premium Report

COVID-19 Catch-Up Premium Spending: Summary

SUMMARY INFORMATION

Total Number of Pupils:	972	Amount per pupil:	£80	Total Catch-Up Premium:	£77,720
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STRATEGY STATEMENT

At Hazelbury Primary School all of our staff strive to achieve the absolute best outcomes they can for every pupil through quality first teaching. We invest in high quality training for all staff to ensure teaching and learning is of a consistently high quality for everyone, however we recognise that school closures have had a significant impact on many pupils at our school. Although we receive funding on a per pupil basis, we will use the sum available to us as a single total to prioritise support.

The overall aims of the catch-up premium strategy:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Catch up premium priorities:

- To ensure a coherently planned and sequenced Recovery Curriculum
- To use assessment effectively to identify gaps and lost learning particularly in reading, writing and maths
- To use intervention effectively to recover lost learning
- To employ the National Tutoring Program (NTP) to ensure pupils who need it, have access to small group tuition
- To ensure remote learning is high quality, safe and aligns with in-school provision

Core approaches that contribute to supporting catch up priorities:

- Identify pupils that will benefit most from the funding
- Small group or 1-to-1 tuition (particularly through the National Tutoring Programme)
- Purchase high quality intervention resources according to the needs of the pupils identified
- Purchase of high-quality digital programs/platforms in order to ensure remote learning is high quality
- Invest in quality CPD for staff

BARRIERS TO FUTURE ATTAINMENT	
Academic Barriers:	
EAL	For our pupils who use English as an additional language (EAL), barriers to accessing the curriculum stem from the difficulty to learn new content in our language rich curriculum, due to the language barrier. At Hazelbury, the percentage of pupils who are EAL is 72%. While on the journey towards English language proficiency, support is needed to ensure that any potential English language barriers are minimised and that pupils using EAL are able to participate in classroom activities on a par with their peers.
SEN	At Hazelbury the percentage of pupils who have special educational needs (SEN) is 14%, with 2% who have an Educational Health Care Plan. In our school, our SEN pupils have many different needs that are supported in many different ways.
Pupil Premium	<p>The needs of our pupils at Hazelbury that are eligible for the Pupil Premium (PP) grant are vast and unique. They range from:</p> <ul style="list-style-type: none"> • Low attendance • Wellbeing, confidence and engagement • EAL • SEN <p>The percentage of pupils that are Pupil Premium at Hazelbury is 36%.</p>
ADDITIONAL BARRIERS	
External Barriers:	
Home learning environment	A stimulating home learning environment can be associated with better language development and school readiness when entering the early years, which in turn, can be associated with better academic performance. With remote learning now relying much more on the pupils' home environment to be fit for learning, it is evident that an unsuitable home learning environment has become an external barrier.
Low attendance	It is well documented that absenteeism in nursery and EYFS is associated with negative year 1 outcomes such as greater absenteeism in subsequent years and lower achievement in reading, mathematics, and general knowledge. Research shows that attendance is an important factor in pupil achievement and attainment.
Access to technology	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to school technology could also be valuable; for example, by facilitating access to online tuition or support.
Lack of time and support from parents due to EAL.	At Hazelbury many of our parents may struggle to support their children's learning due to English being a barrier. This is the case, particularly during lockdown, when they were required to support their children with their remote education. Many families may also have other commitments during this time due to lockdown and isolation and are therefore unable to dedicate time to support their children with their learning.

Planned expenditure for current academic year

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

QUALITY OF TEACHING FOR ALL					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure every teacher is supported and prepared for the new year	<p>The Recovery Curriculum is coherently planned and sequenced to ensure lost learning is recovered efficiently and effectively</p> <p>Implementation of the Recovery Curriculum does not jeopardise future learning and children are on track by summer 2021</p>	At Hazelbury all of our staff strive to achieve the absolute best outcomes they can for every pupil through quality first teaching. If teachers are not supported to be prepared, they will not be successful.	<p>Year group 'Expectation' statements and progression documents highlighted to show knowledge and skills as: secure, need further consolidation, lost</p> <p>Long term knowledge growth maps (Learning Quest) and Medium Term Plans for English and maths used to determine 'important' lost knowledge and skills which would not usually be revisited over the autumn and spring terms</p> <p>Subject Leads to recommend how 'essential' lost knowledge is recovered over the autumn and spring terms, and support planning as required</p> <p>Staff training/Year group meetings planned to ensure all teachers understand what the Recovery Curriculum looks like in each year group</p>	DHT AHT's Teachers	Half termly

Providing opportunities for professional development to support curriculum planning	Teachers are confident to teach high quality lessons that address the gaps in learning that were caused by the COVID 19 school closures	<p>The content identified in the lost learning may be content from the previous year's curriculum.</p> <p>Some teachers are not confident in the progression of this content towards their own years' curriculum.</p>	<p>The Headship Team are aware of all CPD available.</p> <p>Senior leaders identify specific training needs among staff through performance management, questionnaires, feedback drop-ins and moderations.</p> <p>SLT schedule CPD at school in line with staff needs</p>	ELT Headship AHTs LOLs Teachers	Termly
Providing opportunities for professional development - focused training on the effective use of technology	Teachers are confident to use technology to ensure remote learning is of a high quality.	The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals should be made as explicit remotely as they would be in the classroom.	<p>Bespoke support and training based on teachers' individual needs delivered by the Computing Lead and EdTech.</p> <p>Ensure coaching focuses on the development of classroom practice not on the tool</p> <p>Actively seek ways of working which reduce teacher workload e.g. online feedback</p> <p>Whole school Training</p> <ul style="list-style-type: none"> Remote Learning - Google Classroom training Creating online platform - Classroom ELT connected - How to use Chromebook How to use technology creativity in the classroom Canopy - Gsuite passport for staff and pupils Feedback on Chromebook Meeting <p>Extra Individual training - Apps</p> <ul style="list-style-type: none"> Gsuite ReadWrite Canopy 	DHT Digital Influencing Lead	Where appropriate

High quality remote/home learning	Children who take periods of absence due to self-isolation or local lock down access remote learning that it is integrated into school curriculum planning	Attendance due to self-isolation has been poor. High quality remote learning is essential to ensure these children progress. It is unlikely that providing pupils with access to resources without support will improve learning. Risk of further school closure.	Through monitoring on the Google Classroom, subject leads ensure the elements of effective teaching are present – for example; clear explanations, scaffolding and feedback is more important than how or when they are provided (EEF, 2020a).	All staff	Where appropriate
Purchase whole school resources and subscriptions - combination of digital and paper based. Digital subscriptions: <ul style="list-style-type: none"> • First News • Times Table Rock Stars • Spelling shed • Literacy Shed • My Maths • Kapow • ReadWrite 	Pupils make accelerated progress and recover lost learning, particularly the most disadvantaged	There is extensive evidence supporting the impact of some digital programs that accelerate progress	Formative and summative assessment used to identify pupils needs Identify resources needed to carry out whole school interventions that support pupil's identified needs. Nuffield Early Language Intervention Use EEF guidance to inform best practice	DHT SENCo	Where appropriate
Total budgeted cost:					£34600

TARGETED SUPPORT					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Implement the National tutoring Program using an online tutoring platform.	Pupils make accelerated progress and recover lost learning, particularly the most disadvantaged	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	<p>Ensure that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>Tuition delivered by qualified teachers to have the highest impact.</p> <p>Interventions monitored rigorously, progress and attainment measured and impact assessed to ensure high quality provision</p> <p>Monitor the impact of the programme through in school formative and summative assessment.</p> <p>Online resources: Third Space Learning</p>	DHT AHT/Teachers SENCo	Half termly
Implement additional boosters (run by DHTs/teachers)	Pupils make accelerated progress towards their attainment targets.	There is extensive evidence supporting the impact of high-quality small group tuition as a catch-up strategy.	<p>Identify children who are underachieving and track strategies during progress meetings.</p> <p>Ensure Booster groups are running successfully from the Spring term with the relevant children targeted.</p> <p>Track progress of targeted children</p>	DHT AHT/Teachers SENCo	Half termly

			Develop percentage of children working at EXS and GDS through rigorous tracking.		
<p>Purchase specific intervention resources - combination of digital and paper based.</p> <p><u>Digital subscriptions:</u></p> <ul style="list-style-type: none"> • IDL Maths • IDL Literacy • Times Tables Rock Stars • My Maths <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Collins revision Year 6 • CGP Books 	Pupils make accelerated progress and recover lost learning, particularly the most disadvantaged	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	<p>Formative and summative assessment used to identify pupils needs</p> <p>Identify resources needed to carry out interventions that support pupil's identified needs.</p> <p>Nuffield Early Language Intervention (NELI) used to target Reception pupils with weaknesses in oral language skills and at risk of experiencing difficulty reading (subject to Government funding)</p> <p>Use EEF guidance to inform best practice</p>	DHT SENCo	Where appropriate
To identify vulnerable families and offer pastoral support.	Pupils feel happy and confident to come back to school and families feel supported.	Some families have found post lockdown life particularly challenging which has had an impact on children's attendance in school, well-being and mental health. Support from the school's AHT for Safeguarding (and other outside professional agencies) can help guide these families/pupils to transition back to school smoothly with reduced anxiety.	<p>Pastoral and Enrichment manager to work alongside SLT and the SENCo to identify families who need support.</p> <p>Case studies to monitor level of support and impact/outcomes.</p>	AHT	Where appropriate
To establish robust and rigorous tracking systems of interventions Insight	Pupils make accelerated progress and recover lost learning, particularly the most disadvantaged	Rigorous tracking ensures the progress of the pupils is tracked and the needs of the pupils are monitored, planned for and supported.	<p>Teachers to complete tracking on Insight to monitor pupil progress.</p> <p>Wave 2 Monitoring forms to be updated.</p>	DHT AHT/Teachers	Termly

Total budgeted cost:	£42120
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ADDITIONAL INFORMATION

Additional information used to support this report:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of pupil progress meetings
- Analysis of attendance records
- Guidance from experts
- Case studies