



Happisburgh CE VA Primary & Early Years School



Covid Catch-Up Premium Plan

Summary Information					
Academic Year	2020 - 2021	Total Catch-Up Funding	£5,926 (2,466 outstanding)	Number of Pupils	83
		Expected Spend	£5,842		

Guidance	Education Endowment Foundation
<p>(From the DfE, April 6 2021) “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 curriculum expectations for the next academic year .</p> <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</p> <p>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. To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.</p>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition Support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended School Time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

Identified Impact of Lockdown	
Maths	Specific content has been missed, particularly in shape, space and measures. Children's engagement with remote learning has been inconsistent leading to wide variations in progress, widening the gap between many. The recall of basic skills has suffered particularly and children are not able to recall key number facts such as times-tables and number bonds.
Reading	Reading has been the least affected and children have returned, retaining many of their decoding skills. The year 2s returned after the first lockdown and 85% were able to pass their phonics screening check. Comprehension has suffered due to the lack of high – quality questioning and discussion.
Writing	The presentation in writing has suffered particularly over lockdown and many children have lost the stamina to work on a piece of writing for a sustained period. Punctuation is not used as frequently and is often not accurate. Due to missed learning, vocabulary has not developed or become embedded, affecting the quality of the writing.
Non-core subjects	There are significant gaps in learning after experiencing 2 terms in lockdown. An analysis of lost learning has been completed and opportunities to fill some of these gaps have been identified. It is accepted that not all topics can be re-claimed.

Planned Expenditure				
EEF Recommended Strategy	EEF Rationale	Specific Implementation	Time / Cost	Estimated Impact (to be reviewed)
Supporting great teaching	Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development is likely to be valuable.	<p>Teaching staff to be provided with training in subject leadership. Teachers to take an additional afternoon non-contact to develop subjects.</p> <p>Continued CPD in teaching from mastery in maths (4 members of staff)</p> <p>Equip each classroom with appropriate resources to support implement Mastery strategies.</p>	<p>Funded by NCC via VNET – 2 x staff meetings + 1 full day support 4 x non-contact = £200</p> <p>NCETM funded</p> <p>£1000</p>	<p>Staff will feel confident in leading their subjects and better equipped to identify missed learning and how this can be incorporated into the ongoing curriculum. Gaps in learning will be more effectively closed.</p> <p>Training in maths will ensure that teachers and TAs have a strong understanding of 'ready to progress' measures and be able to identify where the children are now and where they need to get to.</p> <p>Staff currently engaging on a 'Teaching for Mastery' training programme will be able to deliver the learning they have acquired, supporting children in the use of manipulatives. Having a wider range of manipulatives available to all children at all times will enable them to demonstrate or model abstract concepts, therefore embedding their understanding more effectively and accelerate learning.</p>
Pupil Assessment & Feedback	Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time	Assessments in reading, phonics and maths completed in Autumn 2020. Following most recent lockdown,	Cost of JP in administering tests in Autumn - £561	The school has a clear understanding of the children's current levels in reading and maths. This will enable more effective interventions to be planned alongside supporting the teachers in the planning of their

	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.	<p>immediate assessment of maths to be carried out from March 8 2021 and of reading, using Salford reading assessment.</p> <p>Additional writing moderation session for staff to ascertain gaps in learning.</p> <p>Pupils will be provided with high-quality feedback and formative assessment practices will be developed using the 'Curricolour' approach.</p> <p>Parents will be informed on the use of Curricolour in order to further support their children at home.</p>	<p>Sandwell maths assessment - £365</p> <p>Cover for classes £200</p> <p>1 x staff meeting Additional half – day cover for teachers to prepare for Curricolour. £100 TA cover</p>	<p>whole-class teaching. Areas for development in writing will be clearly identified and programmes of support will be effective in improving quality of writing.</p> <p>Teachers will develop a more effective assessment and feedback system in lessons. This will ensure that all children get the support they need in lessons to make accelerated progress.</p> <p>Pupils will also begin to form a clearer understanding of their own needs, achievements and targets, enabling them to purposefully reach for their goals. Parents will use the same feedback practices at home, and work alongside the school in improving the identification of key areas for development.</p>
Transition events	All pupils will need support to transition back to school. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.	<p>Parents and children from Cherry Tree invited on to a zoom call to meet their new teacher.</p> <p>Transition events for new children starting in Nursery organised.</p> <p>An analysis of pupil engagement over lockdown has been undertaken to understand needs. Support for anxious parents / children provide by pastoral support worker.</p> <p>Teachers were in constant contact with families over lockdown.</p>	No cost	<p>Children returned to school on March 8. The return to school was extremely positive and the children settled back into school routines very quickly. No significant issues were raised.</p> <p>The youngest children had no difficulty returning to school or starting school after Easter.</p>
1:1 and Small Group tuition	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Ensuring 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.	Employ an additional qualified teacher to provide targeted support in Maths and phonics. This will also include higher ability children who have also been adversely impacted by the lockdown.	£2,466	<p>85% children in Year 2 passed their phonics screening check in Autumn 2020.</p> <p>Tuition will target specific needs and accelerate progress. Regular monitoring will measure the impact of the tuition, including testing, quizzing and ongoing formative assessment practices. Accelerated progress will be evidenced.</p>
Intervention programmes	The use of TAs to deliver high quality interventions, which complement the work of the teacher could be a powerful way of mitigating any impacts of time away from school	Established intervention timetable to be continued into the Summer term. Additional 'precision'	No cost – to be completed in school time.	By providing maths and reading catch-up interventions for identified children, data analysis will show that gaps in maths and reading close and

	<p>and see positive gains for pupils. These should be used to complement and extend class-based teaching and learning.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).</p>	<p>techniques for reading and spelling high frequency words to be introduced and delivered every morning.</p> <p>TA training in the use of Mastery Folders (Precision teaching) to be provided.</p>	<p>TA prep time - £50</p>	<p>progress is accelerated.</p>
<p>Supporting Parents & Carers</p>	<p>Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p> <p>Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.</p>	<p>Invest in additional learning platforms to be used at home (Times-tables Rockstars, Numbots, Developing Experts) and deliver additional workshops for parents in the new academic year to continue to support work at home.</p> <p>Invest in additional reading books that are closely matched to phonic learning - to be taken home.</p>	<p>£350</p> <p>£350</p>	<p>Parents will feel better equipped to make good use of learning platforms at home. Home learning will be closely matched to learning in school, enabling children to make links that reinforce learning.</p> <p>Reading books that go home will be closely matched to the phonics learnt at school, supporting reinforcement and development of decoding strategies.</p>
<p>Access to technology</p>	<p>As all pupils return to schools, technology could be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.</p>	<p>Purchase voice recorders to support the acceleration of progress in writing.</p>	<p>£200</p>	<p>Pupils need support in managing the different processes for writing and using voice recorders will help them organise and plan their writing more effectively, ensuring that ideas for writing are fluent and meaningful.</p>