



# Hambleton CE Primary School

## COVID Catch-up Strategy Report

### Aims:

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

### GUIDANCE

#### DfE: Using catch-up funding

Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the actions for schools during the coronavirus outbreak guidance.

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 learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

Schools can use catch-up premium funding to support any summer catch-up provision that they are offering and can carry funding forward to future academic years.

#### Education Endowment Fund (EEF) Recommended Support strategies

##### 1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

##### 2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

##### 3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a SEL curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
<b>*Every year group is 'uneven' in profile with some children making expected progress and other children losing ground</b>	
A	<p><b>A drop in attainment against non-COVID national averages in maths in every year group*</b></p> <ul style="list-style-type: none"> <li>• During periods out of school, some children were less able to progress with the maths curriculum than in other areas</li> <li>• Some parents reported that they were less confident to support mastery maths learning at home</li> <li>• Analysis of PUMA maths data shows that geometry and number have dropped in particular, with drops in areas including fractions, measures and statistics across different year groups</li> </ul>
B	<p><b>A drop in attainment against non-COVID national averages in writing in every year group*</b></p> <ul style="list-style-type: none"> <li>• Children's 'writing stamina' has decreased</li> <li>• Analysis of writing assessment sheets shows that children's recall of basic skills (e.g. punctuation and grammar) has decreased</li> <li>• (See also vocabulary and spoken language, Point D)</li> </ul>
C	<p><b>A drop in attainment against non-COVID national averages in reading in some year groups*</b></p> <ul style="list-style-type: none"> <li>• Analysis of PIRA reading data shows that comparison, impact, summary and vocabulary are areas which have dropped in assessment</li> <li>• Reading profile is uneven, with some year groups making good progress over the spring closure and others dropping in attainment:</li> </ul>
D	<p><b>Children's progress in vocabulary acquisition and spoken language has been impacted on by school closures*</b></p> <ul style="list-style-type: none"> <li>• Some children's vocabulary and spoken language has not continued to progress at the expected level over school closure</li> <li>• Some children's distinction between 'school' and out of school language has blurred (e.g. an increase in inappropriate language and some reduction in respectful language)</li> </ul>
ADDITIONAL BARRIERS	
E	<p><b>Social and emotional development has not always progressed as expected over the COVID closures:</b></p> <ul style="list-style-type: none"> <li>• Whilst the profile is uneven across the school, some classes continue to need support to re-connect as a class and resolve friendship issues</li> <li>• The number of vulnerable children needing in-school support (or safeguarding referral) because of changes in family circumstances or other trauma has increased</li> </ul>

# Planned expenditure for current academic year

Quality of teaching for all			
Action	Intended outcome and success criteria	Impact (once reviewed)	Review actions & dates

<b>High-quality teaching &amp; assessment for all</b>			
<p><b>1. Maths</b></p> <ul style="list-style-type: none"> <li>➤ NCETM Ready to Progress resources guide teachers to core objectives to cover <b>7<sup>th</sup> June</b> (develop from 2x staff working in Maths Hub Mastery Working Group)</li> <li>➤ PUMA analysis feedback guides areas for development <b>10<sup>th</sup> May</b></li> <li>➤ Daily reinforcement of number skills in mental arithmetic (supported by CPD from teachers participating in Mastery Working Group <b>7<sup>th</sup> June</b>)</li> </ul> <p><b>2. Writing</b></p> <ul style="list-style-type: none"> <li>➤ CDP time to identifying grammar strands which have dipped (from assessment grids). Recorded on LTP for following term/tracking <b>12<sup>th</sup> April</b></li> <li>➤ Short-burst topic-linked writing to embed basic skills and daily writing</li> <li>➤ CPD Eng Lead &amp; Shadow released for LA Pobble Moderation &amp; lead writing moderation in school <b>14<sup>th</sup> June</b></li> </ul> <p><b>3. Reading</b></p> <ul style="list-style-type: none"> <li>➤ CPD feedback from PIRA <b>reading</b> and guidance on developing comparison, impact and summary skills (e.g. Literacy Shed Plus and Classroom Secrets) <b>10<sup>th</sup> May</b></li> <li>➤ Pupil Progress Meeting focus on auditing and supporting reading-rich curriculum <b>w/c 17<sup>th</sup> May</b></li> </ul> <p><b>4. Vocabulary &amp; Spoken Language</b></p> <ul style="list-style-type: none"> <li>➤ TA CPD on tiers of vocabulary and identifying vocabulary next steps for children with SEN <b>25<sup>th</sup> April</b></li> <li>➤ Teacher CPD tiers of vocabulary. All classes will use strategy for daily vocabulary (e.g. word of the day) <b>10<sup>th</sup> May</b></li> <li>➤ Application for Nuffield Early Language Intervention (NELI) from <b>Sept 2021</b></li> </ul>	<p>Teachers plan around core catch-up objectives, have a clear understanding of gaps in learning and of how to plan for the catch-up of children most effected</p> <p>Teachers have a clear understanding of gaps in learning and of how to plan for the catch-up of children most effected</p> <p>Teachers plan around core catch-up objectives, have a clear understanding of gaps in learning and of how to plan for the catch-up of children most effected</p> <p>Daily vocabulary focus is embedded. All staff target understand how to identify which words to teach the children next</p>		<p>14<sup>th</sup> May lesson monitoring and books. Monitor again by end summer term. July PUMA data</p> <p>W/c 7<sup>th</sup> June. Monitor writing in writing, topic and sci books. July assessment</p> <p>July 21. Monitor reading journals. July PIRA data</p> <p>July 21. Pupil voice children on daily vocabulary learning. PIRA data July</p>

<p><b>Supporting Social, Emotional &amp; Behavioural Need</b></p> <ul style="list-style-type: none"> <li>➤ Whole school use <b>Place2be</b> programme for emotional wellbeing, resilience and recovery. 4x themes: self-efficacy, hope, gratitude and connectedness. One per week over <b>8<sup>th</sup> March to 16<sup>th</sup> April</b></li> <li>➤ School Christian Values re-embedded in daily CW and reinforced in every lesson</li> <li>➤ SENCo and TA train as licensed Childhood Thrive Practitioners, school access to online profiling and action-planning tool <b>18<sup>th</sup> May onwards</b> <b>Cost:</b></li> </ul>	<p>Teachers have a lead-in CW and resources to explore each weekly theme</p> <p><i>School adults have the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.</i></p>		<p>SLT July 21. Review and plan PSHE for autumn term</p> <p>SENCo review &amp; feedback to SLT July 21</p>
			Total budgeted cost:
Targeted support			
Action	Intended outcome and success criteria	Impact (once reviewed)	Review actions and dates
<p><b>High Quality Teaching</b></p> <ul style="list-style-type: none"> <li>➤ Year 1 basic <b>maths</b> skills intervention. 3x half hour sessions per week <b>Autumn term '20</b> <b>Cost:</b></li> <li>➤ Sound Linkage intervention used 1:1 to support Yr2 children not achieving in <b>phonics. Autumn term '20</b></li> <li>➤ Volunteers recruited, trained and deployed for fluency reading. <b>8<sup>th</sup> March onwards</b></li> <li>➤ Catch-up reading club targets readers below nat. expectations <b>7<sup>th</sup> June onwards</b></li> </ul>	<p>Basic skills in maths enable secure next steps</p> <p>Reading progress is accelerated</p> <p>Fluency developed in children working towards national</p> <p>Fluency &amp; VIPERS skills developed in children working towards national</p>		<p>PUMA data July 21</p> <p>PIRA data July 21</p> <p>PIRA data July 21</p> <p>PIRA data July 21</p>

<p><b>Supporting Social, Emotional &amp; Behavioural Need</b></p> <ul style="list-style-type: none"> <li>➤ Additional weekly of nurture support for increased number of vulnerable ch <b>8<sup>th</sup> March onwards Cost:</b></li> <li>➤ 12 week Drawing &amp; Talking programme used to support children acutely affected by lockdown <b>11<sup>th</sup> May onwards Cost:</b></li> <li>➤ Increased Teaching Assistant support for vulnerable children most affected by lockdown/transition back into school <b>12<sup>th</sup> April onwards Cost:</b></li> </ul>	<p>Vulnerable children are better supported to access the curriculum and catch-up lost ground</p>		<p>SLT Review July 21</p> <p>SENCO &amp; TA review July 21</p> <p>HT &amp; SENCo review July 21 &amp; autumn term</p>
			<p>Total budgeted cost:</p>

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	172	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£13520 total		