

Catch-Up Premium Plan

Hagley Primary School 2021-23

Summary information					
School	Hagley Primary School				
Academic Years	2021-23	Total Catch-Up Premium	£50,040	Number of pupils	628

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 year 6.

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

Identified impact of lockdown

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<p>Writing</p>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<p>Reading</p>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
<p>Non-core</p>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and enriching curriculum experiences eg residential. The school can evidence at the end of the summer term 2022 that gaps in knowledge have been addressed and trips/ visits have been recommenced.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
Teaching assessment and feedback Teachers have a very clear understanding of what gaps in learning remain and use this to inform planning. Accurate assessments across each year group further inform next steps in learning.	Purchase and implement NFER assessments for Autumn, Spring and Summer. Complete termly tests and record assessments to identify gaps. (£4683)	Gaps have been identified and specific interventions have been run. Assessment data showed positive impact in Summer 2021 and 2022. Further assessments will be carried out in December 2022.	RT All teachers to implement	December 2022
Enhancing learning through technology Teachers to be provided with up to date technological equipment to ensure they are able to support remote learning as well as enhance the learning experience within class.	Laptops (that can function as visualisers) to allow for teachers to record lessons for those learning away from school. (£11,120)	Feedback from parents showed that remote learning provision was enhanced over time. School leaders consider the investment in technology contributed to this improvement.	RT TR	Summer 21
Total budgeted cost				£15,803

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>Extra provision for home learning</u> Additional home learning resources will support parents and carers at home with identified areas of learning.	All children across the school to receive specific home learning resources/ books based on areas of learning identified by each year group or following individual conversations with families who may require specific educational resources at home. (£2,448)	Parents report that extra materials have been very useful.	RT	July 2023
<u>Targeted small group intervention programme</u> Afternoon targeted intervention groups specific to the needs of each year group will provide those children in need of further practice/ support with the time and opportunity to do so.	Afternoon targeted intervention in each year group x4 per week, starting from Spring 1 and running until the end of the Summer term. (£29,789)	Gaps have been identified and specific interventions have run for the last 2 academic years. Assessment data showed positive impact in the summer 2021 and summer 2022. Further assessments	VP	July 2023

		will be reported during PP meetings in July 2023.		
Total budgeted cost				£32,237

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>Mental Health First Aid</u> Staff to have a greater understanding on mental health and recognise the impact the past year may have had on the children's mental health. Staff to understand signs and be able to help identify children and families in need.	Staff to receive MHFA training and set up a support system that will help identify and support those who may be suffering with mental health problems, possibly as a result of time away from school. (£1,000)	Training complete and action plan written for academic year 2022-23.	RT/ JC/ EH/ KB	July 2023
<u>Enrichment Activities</u> Children to visit external locations to enhance their learning experience	Staff to arrange visits with local educational settings i.e. synagogue to support a deeper learning experience. (£1,000)	Children to develop a better understanding of the local community, the wider community and the diversity across the county	VP	July 23
Total budgeted cost				£2,000
			Cost paid through Covid Catch-Up	£50,040
			Cost paid through charitable donations	None
			Cost paid through school budget	None
				£50,040