

Summary information					
School	Hallwood Park Primary School				
Academic Year	2020-21 (Updated March 2021)	Total Catch-Up Premium	£9,120.00	Number of pupils	114

Guidance	
<p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</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. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</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 March – June/July 2020

Provision	<p>Apart from an initial work pack, all teachers provided a weekly home learning plan that was posted on the school website, along with supplementary worksheet resources. The plans covered: reading, writing, phonics/spelling, maths, science and a range of other subjects, with sufficient work planned for several hours of work per day. Links were provided to websites such as Oak National Academy, and pupils were provided with log-ins to online resources such as TT Rockstars. Printed resources were provided on request. The school was not set up with Microsoft Teams at that point in time and so did not provide live online teaching sessions or recorded lessons. Regular contact with parents and carers was maintained throughout the lockdown.</p> <p>At the end of the summer term, a very high percentage of parents filled in a parental survey about their children's home learning. Teachers also carried out baseline assessments at the beginning of September 2020, from which they identified the significant gaps in pupils' learning. It was clear that a significant number of pupils had done very little work during the lockdown period, and very few (14%) had done a full day's work/learning activity each day.</p>
Maths	<p>Specific content has been missed, leading to gaps in learning. 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. Regression in maths problem solving and reasoning skills (KS1 and KS2).</p>
Writing	<p>Children have lost essential time practising 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 lost motivation and independence due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject, but focus on comprehension skills was considerably less evident than merely reading or sharing a book for pleasure. Parents were directed towards free online reading resources, but there was a low take-up. 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.</p>
Early Years	<p>Parents and carers devoted more time to reading and phonics, using books and videos produced by the class teacher on Facebook, and links to relevant websites. Maths received very little coverage: children had been making excellent progress in their understanding and manipulation of number prior to lockdown, but for many children this progress stalled and confidence was lost. There was a negative impact on communication and language (C&L) development and aspects of PSED.</p>
Other Subjects	<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 powerful curriculum moments. Many parents engaged with their children in practical activity such as art and growing plants, but there was evidence that this was quite "ad hoc".</p>

Identified Barriers to Learning March (June/July 2020)

Conclusions from the responses of parents and teachers:

- A lot of barriers were in evidence:
 - A significant number of pupils do not have access to a computer for working on and a minority do not have internet; As stated above, the school was not set up to deliver online teaching, but teachers signposted relevant websites and online resources;
 - Having several children in the family was the most frequently cited barrier (69%) and juggling responsibilities/time affected 50% or parents/carers;
 - Children's reluctance to work and resentment of their parents adopting the role of teacher was a significant concern for many parents, and many phone calls involved staff discussing strategies to promote emotional well-being and to manage challenging behaviour at home;
 - Lack of resources and/or printer was a barrier for nearly half of the families. The school offered to print material, and in some cases delivered it to homes, but we know from a previous survey about free school meals that families were very reluctant to leave the house and pick things up from school, due to concerns about transmission of the virus. Not many parents made the request for more resources.
 - Parents and carers seemed more confident with printed resources, and 40% chose to buy commercially-produced workbooks, rather than following the teachers' planning. Teachers reported very low use of online resources with personal log-ins provided by the school (eg My Maths & Bug Club.)

Identified impact of lockdown January – March 2021

Provision	<p>Workbooks were purchased in September 2020 for all pupils Y1 to Y6 as planned, and were issued along with a pack of work to be used in the first week of lockdown at the beginning of January. A computer and internet parental survey was carried out in September and laptops were issued to those children who needed them, plus support was given for accessing MS Teams via online gaming devices etc. From 11th January 2021, all teachers delivered four short, live teaching sessions per day (English, Phonics/Spelling, Maths and Science/Foundation subjects) and all pupils had the means of accessing them from home. The sessions were recorded and available to view on Teams. Teachers also emailed a weekly plan to parents so that if the teaching input was missed, children still had the means of doing the follow-up work in their workbooks. Parents were asked to email photographic evidence of their children's work each day to assist the teacher in adjusting plans. (See Contingency Plan for Remote Learning 2020-21)</p> <p>A high percentage of pupils joined in the majority of online lessons; this improved considerably over the first two weeks. Fewer children's parents provided evidence of work completed. Despite the level of engagement, there was, sadly, some negative impact of the lockdown on pupil progress, as detailed below:</p>
Maths	<p>Fractions, measures and decimals were not taught in several years groups. Pupils have regressed in terms of rapid recall of number facts and confidence to apply their learning. They have lost independence for their maths work, particularly reasoning and problem-solving activities, and are having to be encouraged to pay attention to detail.</p>

Writing	Across the age groups, pupils are making many more errors in grammar, punctuation and spelling, and are not applying their knowledge of phonics and/or spelling rules to their writing. Some pupils have lost confidence in their own ability to write at length.
Reading	Stamina for independent reading has been lost. In terms of reading comprehension skills, pupils' understanding of vocabulary and their skills of inference are the main areas to be addressed. These have always been key areas for development, but the progress being made previously has stalled.
Early Years	Whilst the vast majority of pupils attended all of the online lessons with their parents, and benefited from the daily input, there has been a noticeable loss of independence. Children returned to school having become over-reliant on their parents. In addition, the children had missed a range of experiences that they would otherwise have had via the continuous provision. During the lockdown, it was not possible to identify and address Incorrect letter formation, which is now having to be corrected.
Other Subjects	Although the foundation subjects were taught via the online learning sessions and the other work/resources provided, there were inevitable gaps in provision. Some units of work were not taught or were not covered in the same amount of depth that they would have been in school. These gaps have been identified and will be addressed systematically (in short "catch-up" sessions) during the summer term.

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 & anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>Supporting quality first teaching Teachers will have access to high quality resources in order to accelerate catch up and progress in reading and writing. Quality of teaching is enhanced and progression of skills and continuity are secured.</p>	<p>1. Purchase supplementary "Pathways to Write" resources (Powerpoint presentations) to facilitate teaching online or in the classroom. £30 per half term. (£180) 2. Purchase "Pathways to Read" for Years 2 – 6. (£1595)</p>		<p>KG MM</p>	<p>Jul 21</p>
<p>Pupil assessment and feedback Teachers will have a very clear, accurate understanding of what gaps there are in pupils' learning and will use this information to inform future planning.</p>	<p>1. Continue to purchase NFER termly assessments and use alongside other formative assessments to identify areas for development/catch-up. (Cost met from school budget.) 2. Continue to purchase subscriptions to TT Rockstars, Numbots, and My Maths, and track pupil learning outcomes. (Cost met from school budget.)</p>		<p>RF</p>	<p>Jul 21</p>
<p>Reading Books Teachers have planned English and Humanities lessons around quality texts. All pupils have access, even whilst learning remotely. The level of the texts are age-appropriate.</p>	<p>1. Purchase additional class sets of reading books to support Pathways to Read. (£500) 2. Purchase full KS2 sets of CGP History & Geography text books. (£600)</p>		<p>KG MM</p>	<p>Jul 21</p>
Total Budgeted Cost (Catch Up Premium)				£2,875.00

ii. Targeted approaches				
Desired outcome	Chosen approach & anticipated cost	Impact (once reviewed)	Staff lead	Review date
Individual Workbooks Pupils from Year 1 to Year 6 will be provided with a range of workbooks to support catch up in English and Maths. Learning will be matched as closely as possible to the planned curriculum in school.	1. Purchase CGP workbooks to support phonics/spelling, grammar, punctuation and reading comprehension. (£1190) 2. Purchase Power Maths workbooks, to align with the input in Maths lessons. (£492)		PS MM	March 21
Intervention Programmes Targeted pupils will use cloud-based software and conventional intervention resources regularly to close gaps in learning and to embed basic skills.	1. Purchase site license for IDL Literacy software. (£400) 2. Purchase conventional resources such as "Power of 2" books. Cost met through school budget.		LB	Jul 21
Extended school time Identified children are able to access a "catch-up" homework club after school. This addresses gaps in pupils' learning and negates the impact of the lockdown periods. Parent/carers ensure that there is commitment to attend. (Extend to Y6 in Aut '21)	KS1 and Lower KS2 will each identify a group of pupils (maximum 12 per group) who require additional intervention. The focus will be reading, learning number facts (using Numbots and TT Rockstars) and other basic skills as required. Spare DfE laptops to be used to give individual children access to internet-based programmes. The cost covers 2 TA's per club and snacks for the children. (40 x 1 hr sessions: £1,600)		AS PS	Ongoing
1:1 and Small Group Tuition Individuals and groups of pupils will become more confident learners and their attainment will move closer to age-related levels. (Either arranged via National Tutoring Programme or local supply)	As a result of pupil progress reviews in Summer '21, individuals and groups will be selected for tuition in Autumn '21: 1:1 maths tuition (via Third Space Learning) or small group tuition via local supply teacher agency. (£1650)		RF	Dec '21
Total Budgeted Cost (Catch Up Premium)				£5332.00

iii. Wider Strategies				
Desired outcome	Chosen approach & anticipated cost	Impact (once reviewed)	Staff lead	Review date
Supporting parents and carers Ensure that parents have access to basic maths and stationery equipment at home when their child is learning remotely. Provide parent guides and access to online parents' courses.	Photocopy workpacks and purchase additional counters, rulers etc for use at home. Produce help guides as required. Arrange sessions with Halton's Family Learning Team. (£913)		KG	Ongoing
			Total Budgeted Cost (Catch Up Premium)	£ 913.00
			Grand total:	£9120.00