

Primary Catch-up Grant Plan

School	Hunningley Primary School	Allocated Grant funding:	£28,960
Year	2020-2021	Number of pupils:	383
Number of SEN pupils:	76 pupils 21%	% Pupil Premium pupils:	51%

Rationale

The impact of Covid-19 has provided school with an unprecedented number of challenges meaning that the 2020-21 school year is a crucial time for re-establishing routines and re-connecting with pupils so that are able to achieve their best. We have found that the national lockdown has created new barriers to learning or exacerbated existing challenges for lots of our children, many of whom, particularly those from disadvantaged backgrounds, or who are vulnerable in other ways, have been adversely affected by their extended time away from school. Some have inevitably suffered the loss of family members or have struggled with the loss of familiar routines. Many were unable to access and engage fully with remote learning due to a lack of technology in the household or because multiple siblings were requiring the same device, resulting in gaps in children's knowledge and understanding and a disregulation of their emotional health and well-being.

We have identified the key barriers to future progress and attainment and through our baseline assessments and detailed gap analysis, planned a clear three tiered approach to enable us to address the challenges presented to us as a result of the impact of Covid-19.

Our three tiered approach focusses on:

Tier 1: Quality First Teaching – These are the strategies used within each classroom on a daily basis.

Tier 2: Targeted Interventions – These are the additional interventions used across the school to address specific gaps that cannot be met within the classroom.

Tier 3: Whole School, Wider Strategies - These are the strategies used to ensure that school support families within the community.

Identified key barriers to future attainment.

1. Lost Learning – identifying what is rusty and what is lost?
2. Reading fluency, stamina, language acquisition and phonological understanding.
3. Writing – language acquisition, spelling, sentence construction and paragraphs, particularly for boys.
4. Maths – place value, four operations of number, missing objectives from Spring and Summer Term.

5. The widening gap in all year groups, with the exception of Year 2 of disadvantaged and non-disadvantaged children.
6. Speech and Language – delayed language acquisition due to a lack of high-quality interactions.
7. Continuity of Learning / Attendance

Teaching and Whole School Strategies		
<p>Rationale: Teachers are clear about the impact Covid-19 has had and are able to plan a modified/enhanced curriculum to enable all children to rapidly catch up.</p> <p>Baseline assessments highlight gaps in pupils' knowledge, understanding and skills. These result from information not having been taught, forgotten or having become 'rusty' following partial school closure. QFT being the key to catch up.</p> <p><i>Baseline Reading data indicates that pupils lack the stamina and reading fluency to complete the test paper. It also highlighted that pupil's knowledge of Tier 2 & 3 vocabulary was a key focus for rapid improvement. Baseline assessments in Phonics show that children don't have the phonological awareness needed to access the next steps in learning.</i></p> <p><i>The high proportion of disadvantaged pupils in school suggests that many children will not have had a high exposure to high quality texts which will support their overall progress and attainment. Scrutiny of pupils' work and pupil conferencing across the curriculum indicate a lack of technical vocabulary, particularly for disadvantaged pupils.</i></p> <p><i>Barriers in English: baseline data highlights gaps in pupils' knowledge, understanding and skills throughout school, specifically in grammar, spelling and vocabulary choices.</i></p> <p><i>The effects of Covid-19 mean that many children have missed nearly half a year of Maths teaching and the opportunities to practice and recall previously taught concepts. The White Rose Hub curriculum provides a timetable for catch up, whilst still teaching the current year's objectives.</i></p> <p><i>Refresher CPD in the Rosenshine Principles of Instruction will further enable all staff to deliver QFT that is effective in delivering rapid catch up in a consistent manner throughout the school.</i></p>		
Actions:	Intended impact	Cost
<p>Establish a starting point</p> <ul style="list-style-type: none"> ▪ Baseline the children using PIRA, PUMA, United Learning Writing Assessment and Teacher Assessment. ▪ Identify gaps and missed learning using September assessments as: <ul style="list-style-type: none"> - Common across all children – whole class - Common across several groups – whole class - Common to one group – small group (3-6 children) - 1:1 children who have fallen significantly behind, ▪ Identify why it is a gap - (eg. not taught, not understood question, vocabulary, number sense, poor tables knowledge, basics are not at their fingertips, etc.) 	<ul style="list-style-type: none"> ▪ Gaps in knowledge and understanding have been identified in Reading Writing and Mathematics. <p>Teachers have identified which children are:</p> <ul style="list-style-type: none"> ▪ Wave 1: on track but rusty, ▪ Behind requiring a specific intervention ▪ Significantly behind and causing concern. <ul style="list-style-type: none"> ▪ Identify critical learning so focus on missed learning will underpin learning in the current year. ▪ Time is not spent on non-critical learning 	No Cost

<ul style="list-style-type: none"> ▪ How will gaps, (<i>gaps are now defined as forgotten or missing learning</i>) be closed? ▪ When gaps will be closed? – throughout the year when that strand is being taught, unless it is an absolute basic that needs to be tackled early to ensure learning is not compromised across the subject. Delivered mainly by teachers, with CPD identified as needed and delivered by subject leaders. ▪ Where will it be taught? within class or year group bubbles. 		
<p>Rosenshine</p> <ul style="list-style-type: none"> ▪ Quality first teaching – using Rosenshine's principles and the Great Teaching Toolkit, based on forensic gap analysis of September assessments. 	<ul style="list-style-type: none"> ▪ Book scrutiny, lesson drop ins and pupil conferencing show that pupils know, remember and can do more – they have filled gaps in their knowledge and are accessing an age appropriate curriculum, where they are cognitively able to do so. ▪ Puma and PIRA scores rise. ▪ Pupils' work and assessment information demonstrates that scaffolding is effective in enabling the less able pupils to fill gaps in their knowledge and understanding. 	
<p>Recovery Curriculum</p> <ul style="list-style-type: none"> ▪ Of the curriculum missed from the last academic year, concentration on teaching the critical learning as identified by WRH, and English and Maths subject leads in consultation with external consultants. ▪ Additional Phonics lesson per day in Years One and Two (Whole Class and in Phonics Groups). 	<ul style="list-style-type: none"> ▪ Focused, sharp, concise and precise teaching and learning of critical gaps missed in last academic year. ▪ Pupils are able to access the age-related curriculum for their year group, as key learning from the summer term has been caught up. 	
<p>Basic Skills</p> <ul style="list-style-type: none"> ▪ Basic skills built into all Maths, Reading and Writing lessons and practice to become automatic through home learning on Sway and Teams. 	<ul style="list-style-type: none"> ▪ Automatic remembering will free up memory for learning as research shows that little and often, spacing and retrieval practice, better puts learning into the long term memory. 	
<p>Plugging Gaps in the Wider Curriculum</p> <ul style="list-style-type: none"> ▪ Opportunities are planned across the wider curriculum to revisit gaps in learning through a modified timetable. 	<ul style="list-style-type: none"> ▪ Children will be given more opportunities to embed skills across a range of curriculum subjects. 	
<p>CPD matched to QFT:</p> <ul style="list-style-type: none"> ▪ Examples include: Rosenshine refresher, United Learning curriculum, Nuffield Literacy, White Rose Hub recovery curriculum. 	<ul style="list-style-type: none"> ▪ Teachers are able to plan and deliver lessons which address gaps and misconceptions meaning all children are able to make rapid progress. 	

<p>Reading</p> <ul style="list-style-type: none"> Develop a positive whole school culture and climate for Reading through investment in reading materials which include a new reading scheme, school and class libraries. All staff to undertake training on Reading Fluency (12th November 2020). All staff to undertake Letters and Sounds refresher training (2nd November 2020) EYFS, Years 1, 2 & 3 to have Pinny Time phonics flash card time. All staff have 'How to read with a child' training (19th November 2020) All children in KS2 to have a Bedrock Learning login and home learning expectation for the acquisition of Tier 2 vocabulary. Purchase Year 2 reading comprehension materials to bridge the gap between Letters and Sounds and whole class reading lessons. Use of online reading through use of Bug Club. 	<ul style="list-style-type: none"> The teaching of Reading is highly effective across the school and enables all children to catch up, achieve their individual targets and build upon prior attainment. At the early stages of learning to read, reading materials are closely matched to children's phonological knowledge. 	<p>Reading schemes £9699</p> <p>Library £2700</p> <p>Reading Fluency £152</p> <p>Bedrock Learning £1258</p> <p>Bug Club £990</p> <p>Rising Stars SATs revision £165</p> <p>Misc £200</p>
<p>Writing</p> <ul style="list-style-type: none"> Additional strategy of explicit GPS skills taught during Morning Challenge through Deepening Understanding materials. Additional opportunities for Writing across the curriculum planned for and added to LTP. 	<ul style="list-style-type: none"> The teaching of Writing is highly effective across the school and enables all children to catch up, achieve their individual targets and build upon prior attainment. 	<p>Deepening Understanding £257</p> <p>Rising Stars £165</p>

		Misc £200
<p>Mathematics</p> <ul style="list-style-type: none"> Forensically identify gaps in each strand of learning from the previous year group. Embed the use of White Rose Hub recovery curriculum in all year groups Additional 30 minutes per day Maths lesson in all year groups using NECTM fluency materials to support gap filling and mental strategies. Purchase revision books for Year 6. Use of Hegarty Maths for Year 6. All pupils to continue to use TT Rockstars. Purchase additional concrete maths resources to support pupils' mathematical understanding. Embed learning at school through homework Sway/Teams consolidation. 	<ul style="list-style-type: none"> Maths teaching is highly effective across the school and enables all children to catch up, achieve their individual targets and build upon prior attainment. 	<p>Rising Stars SATs revision £165</p> <p>TT Rockstars £95</p> <p>White Rose £139</p> <p>Maths books £62</p> <p>Misc £200</p>

Tier 2: Targeted Strategies

Rationale:

Common barriers across school in Phonics, Reading, Writing, Maths.

- A large proportion of the Summer Term curriculum was not taught.
- Gaps in pupils' knowledge and understanding limit children's ability to access the correct age-related curriculum objectives for the Autumn term 2020-21.
- Low baseline in EYFS for Communication and Language.
- Reading fluency, stamina, language acquisition and phonological understanding is low in all year groups.
- Significant gaps in Phonics due to missed learning.
- Writing – language acquisition, spelling, sentence construction, grammar and paragraphs, particularly for boys.
- Maths – place value, four operations of number, missing objectives from Spring and Summer Term.
- Baseline indicates gaps in word recognition processes (including phonics) and language comprehension processes.

These are the common barriers across school in Language.

- Speech and Language – Limited use of language in lockdown.
- Delayed language acquisition due to a lack of high-quality interactions
- Poor language skills, limited vocabulary and inaccurate GPS impact writing.
- Lack of models of grammatically accurate English at home.

Disadvantaged Pupils

- School have a much higher than average proportion of disadvantaged children. During lockdown, the take up of online learning was poor; many households were unable to provide children with support to keep up with the curriculum and with experiences/materials to enhance their cultural capital.
- The gap between all disadvantaged and non-disadvantaged pupils has widened in all year groups, with the exception of Year 2 in Reading, Writing and Mathematics.

Actions:	Intended impact:	Cost:
<p>Phonics Rationale: Phonics Baseline data identifies gaps in pupil's knowledge and regression for some children.</p> <ul style="list-style-type: none"> ▪ Phonics Catch Up – additional phonics sessions delivered to pupils not meeting age related milestones. Sessions are organised in small groups. ▪ Rapid Phonics Intervention. ▪ English basic skills catch up sessions in Year 1 for identified children which focus on gaps from Reception. ▪ Intensive Phase 4 and 5 Phonics lessons for children in Year 3. 	<ul style="list-style-type: none"> ▪ Reception – All non-complex children to achieve ARE in phonics by the end of the Summer term. ▪ Year 1 - All non-complex children targeted to pass the phonics screening test (80% to be reviewed at Christmas). ▪ Year 2 – All children targeted to achieve a pass in the Year 1 phonics screening test to have done so by the end of the Autumn term. ▪ Year 3 - All children targeted to achieve a pass in the Year 2 phonics screening resit test by the end of the Autumn term. 	<p>Rapid Phonics £116</p>
<p>Reading</p> <ul style="list-style-type: none"> ▪ CatchUp Literacy – A structured one-to-one intervention to support children in their ability to read and access a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension. 	<ul style="list-style-type: none"> ▪ Struggling readers from Years 2 – 6 to achieve more than double the progress of typically developing readers. 	<p>£450 per practitioner trained</p>
<ul style="list-style-type: none"> ▪ Identified children to access 1:1 reading at least 3 times per week. 	<ul style="list-style-type: none"> ▪ Children increase their reading fluency and verbal responses to questions. PIRA scores increase. 	
<p>Oral Language</p> <ul style="list-style-type: none"> ▪ EYFS Language catch up (Nuffield) – additional oral language intervention for children in Nursery, Reception and Year 1 who show weakness in their oral language skills and who are therefore at risk of 	<ul style="list-style-type: none"> ▪ Children to have improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling will also have improved, indicating the foundations of phonics were in place. 	

<p>experiencing difficulty with reading. Sessions are organised in small groups.</p>	<ul style="list-style-type: none"> Children to be working at ARE in their respective year groups. 	
<ul style="list-style-type: none"> 1:1 Speech and Language interventions for identified children. Speech and Language Intervention Teaching Assistant (0.5) to target identified children in EYFS and KS1. Teaching Assistant to support the delivery of objectives set by the Speech and Language Therapist. Continue to use Well Comm intervention. 	<ul style="list-style-type: none"> Children to meet individual targets set by Speech and Language Therapist, therefore narrowing the gap towards ARE. Trained SALT TA to deliver high quality language interventions. 	<p>A2E Toolkit £1300</p>
<p>Maths</p> <ul style="list-style-type: none"> On Track Maths Engaging in National Tutoring Programme to target disadvantaged children to ensure that children receive additional support both before and after school 1:1/small group Catch Up classes. 	<ul style="list-style-type: none"> End of term assessments demonstrate that identified gaps in knowledge and understanding have been addressed. 	<p>On Track Maths £400</p> <p>NTP costs: 1:3 - £730 (£60 per pupil)</p> <p>1:2 - £1,094</p> <p>1:1 (per child) - £182</p>
<p>Writing</p> <ul style="list-style-type: none"> On Track English Engaging in National Tutoring Programme to target disadvantaged children to ensure that children receive additional support both before and after school 1:1/small group Catch Up classes. 	<ul style="list-style-type: none"> End of term assessments demonstrate that identified gaps in knowledge and understanding have been addressed. 	<p>NTP costs: 1:3 - £730 (£60 per pupil)</p> <p>1:2 - £1,094</p> <p>1:1 (per child) - £182</p>

<p>Disadvantaged Pupils</p> <ul style="list-style-type: none"> Engage in the National Tutoring Programme to build on and reinforce learning in the classroom (QFT and the Catch Up Curriculum) for disadvantaged children, before and after school. Prioritise Chrome Books for disadvantaged children causing the most concern. 	<ul style="list-style-type: none"> Target children will make good progress towards their individual targets and achieve a Reading age within 6 months of their chronological age. 95% of targeted pupils will achieve their individual Maths and Writing targets. 	<p>NTP costs: 1:3 - £730 (€60 per pupil) 1:2 - £1,094 1:1 (per child) - £182</p>
<p>Tier Three: Wider Strategies</p>		
<p>Speech and Language Rationale: <i>Baseline data identifies speaking and understanding are key areas for development for EYFS pupils delayed language acquisition due to a lack of high-quality interactions.</i></p> <p>Continuity of Learning Rationale: <i>A lack of up to date technology has limited pupil's access to remote learning, especially for disadvantaged pupils and large families requiring multiple devices during lockdown. School's IT equipment and infrastructure requires upgrading to enable live streaming to take place. Training for staff is needed to enable them to deliver a blended form of teaching as well as support for children and parents to enable them to access this.</i></p> <p>Attendance Rationale <i>To ensure absence caused by COVID 19 does not impact on pupil access to learning.</i></p> <p>Home Learning Rationale <i>SWAY has been established as an effective vehicle for home learning and this familiarity needs to be maintained to allow a quick and effective transition, should it be required.</i></p>		
<p>Actions:</p>	<p>Intended impact</p>	<p>Cost</p>
<p>Speech and Language</p> <ul style="list-style-type: none"> Provide staff with CPD to enable them to further support the development of speech and language throughout school. 	<ul style="list-style-type: none"> Children will have improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound 	

<ul style="list-style-type: none"> Support parents' understanding of the importance of oral language development through parent workshops and home learning activities. 	<p>knowledge and spelling will also have improved, indicating the foundations of phonics are in place.</p> <ul style="list-style-type: none"> Identified adults are highly effective in developing communication and language amongst children. Communication and language strands of Development Matters will show a rapid progression from on entry baseline percentages. Trained SALT TA to deliver high quality interventions, whilst empowering other TA's to deliver individualised interventions to other children. 	
<p>Continuity of Learning</p> <ul style="list-style-type: none"> School to develop a programme of remote learning for all children. SCA bid to provide school with: new IT Infrastructure and desktops for all teachers which have the capability to deliver remote teaching from the classroom. Purchase microphones, visualisers and webcams. Establish 365 Office accounts for all children. Assign Chrome Books to all Year 6 children and those disadvantaged children causing the most concern. All staff to access training on how to access and use new technology enabling them to effectively deliver live teaching. Families to continue to access home learning through Sway and Teams. School to produce 'How to' guides to support parents in delivering home learning. Parental Engagement lead to offer online workshops that will support parents with access to online materials. 	<ul style="list-style-type: none"> Children and families will continue to engage with online learning so in the event of partial or whole lockdown, the familiarity with blended learning will still be there. 'Rusty learning' can be successfully over practiced through online learning. 	<p>Visualisers £975</p>
<p>Attendance</p> <ul style="list-style-type: none"> Family Support Worker, supported by admin assistant (x1 hour per day) to ensure follow up calls and letters made to families as well as isolation materials, are distributed in a timely manner so that school are able to keep up with volume of cases. 	<ul style="list-style-type: none"> Families are contacted about absence in a timely manner and non-attendance is followed up robustly. Pupils absent as they are isolating but not ill, receive work to do on the first day of absence and are provided with the necessary equipment for sustained home learning . 	
<p>Home Learning</p> <ul style="list-style-type: none"> Home learning set via SWAY to ensure families/staff/pupils maintain their familiarity with the programme in the event or partial or full lockdown. Forms to be embedded as a tool for registration. 	<ul style="list-style-type: none"> In the event of isolation or lockdown, SWAY is used to provide work to pupils. All users remember how to access and to use the programme and the transition is quick and effective 	

	<ul style="list-style-type: none"> Coverage continues to track what would have been taught had the children been at school. Records of engagement are kept and follow up actions taken 	
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Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	
Targeted	
Wider	
	Total
	Allocation