

# Catch-Up Premium Plan

## Hinckley Parks Primary School

Summary information					
<b>School</b>	Hinckley Parks Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£40,400	<b>Number of pupils</b>	505

**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 11.

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.

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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>

➤ Summer support

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed during the second half of the Spring term and throughout the whole of the Summer term. This has led to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however some are quite simply, 'behind' as evidenced in Covid baseline assessments.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.</p>
<b>Writing</b>	<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>
<b>Reading</b>	<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 have not practised previously learnt comprehension and higher order skills such as inference and deduction. The gap between those children that read widely (and continued to do so during lockdown) and those children who don't (and didn't) is now increasingly wide.</p>
<b>Non-core</b>	<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 memorable curriculum experiences e.g. trips, visitors and themed days.</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?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><b><i>Purchase and implementation of curriculum planning documents to support the delivery of Science, History, Geography, Art and Design Technology. External PE teachers to be employed to ensure high quality PE.</i></b></p> <p style="text-align: right;"><b>£1535</b></p>		DH/CS	July 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Implement the NFER National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance.</i></b></p> <p style="text-align: right;"><b>£589.70</b></p>		PC	Dec 20 Apr 21 July 21
<b>Total budgeted cost</b>				<b>£ 2124.70</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><b><i>Intervention teachers will be appointed to lead programmes of intervention for primarily disadvantaged pupils</i></b></p> <p style="text-align: right;"><b>£18257.35</b></p>		DH	July 21

<u>Intervention programme</u> <u>Additional 1-1/1-3 tuition</u>  Use is made of the <b>National Tutoring Programme</b> to address gaps in learning in Reading, Writing and Maths in KS2	<i><b>NTP accessed – children to be placed in small groups of three and to receive 15 hours of additional support.</b></i>  <b>£1710.00</b>		DH	July 21
<u>Extended school time</u>  Identified children are able to access a weekly extra-curricular clubs in order to boost mental health and well-being. The attainment of those identified children improves and effect of lockdown is becoming negated.	<i><b>Football Development Service to be employed to deliver after school and lunchtime clubs throughout the school year. FDS also to deliver high quality curriculum PE</b></i>  <b>£8550.00</b>		NG	Ongoing
<u>Forest School Intervention</u>  Children identified as vulnerable regarding mental health to be offered a six week programme of Forest School provision.	<i><b>Woodykins to provide six afternoons of Forest School activities for vulnerable/disadvantaged pupils who have been impacted by the lockdown.</b></i>  <b>£240.00</b>		DH	April 21
			<b>Total budgeted cost</b>	<b>£28538.62</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Supporting parents and carers</u>  Workbooks (English & Maths) to directly support the pre-recorded lesson videos as part of the Home Learning offer. Books to continue to be used as part of catch-up delivery once school is fully operational.	<i><b>CPG Grammar workbooks and White Rose Maths Unit booklets to be provided for every child. These are to be used daily as part of remote learning and for vulnerable children and children of critical workers.</b></i>  <b>£2953.95</b>		RW/JB	Feb 21
Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording	<i><b>Spelling Shed will be purchased so that children can practise spellings at home.</b></i>  <b>£358.68</b>		LD	Feb 21

<p>the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;"><b>£500</b></p>		CS	Feb 21
<p><u>Access to technology</u></p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchase Chromebooks and two storage trolleys. Chromebooks can now be used by the teaching staff to deliver the curriculum. Parents can also access to support home-learning if needed.</i></p> <p style="text-align: right;"><b>£5705.32</b></p>		DH	Feb 21
<b>Total budgeted cost</b>				<b>£9736.68</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£40400.00</b>
		<b>Cost paid through charitable donations</b>		<b>£0</b>
		<b>Cost paid through school budget</b>		£0