

Holland Haven COVID Catch-Up Premium Report

SUMMARY INFORMATION

Total number of pupils:	384	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:		Amount anticipated :	£30,720 over 2020-21
		Amount HH has actually spent from budget:	£33,740

STRATEGY STATEMENT

Overview of our catch-up premium aims.

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

The overall priorities of our catch-up premium strategy are:

- Phonics: To bring Phonics in Year 1 in line with national standards.
- Phonics: To support Year 2 with delayed phonics screening in Autumn 2020
- EYFS Develop age appropriate speech and language skills so that pupils can access the curriculum.
- Year 1: Equipment and resources to continue to support the development and curriculum opportunities that pupils missed due to COVID
- Ensuring all pupils are making exceeding progress from the baseline assessments in September
- Tutoring for pupils who have been identified as needing support to close the attainment gap due to COVID school disruption. (class teachers tutoring pupils from their own class, after school with specific focus on closing identified gaps)
- Support assistant for SENCo to facilitate identification of SEND and intervention.
- Mental health and wellbeing (including Learning Outside the Classroom Project, additional adults to support pupils within bubbles at lunchtimes and additional Art Therapist hours)
- Remote learning platform to support pupils who are unable to attend school due to Covid before and after September 2020

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- Ensure children have more internet access at school; limit the amount of users for pieces of hardware equipment
- Additional library staff to ensure children continue to have access to library resources throughout the week
- MDA first aid training to ensure bubbles are covered for first aid needs
- Additional DSLs to allow for extra child protection support during Covid lockdown incidents

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	SEN currently at 78 pupils 20%
B	Disadvantaged 105 pupils 27%
C	Baseline data shows that the 5 months which pupils did not attend school has created a large gap in academic achievement for most pupils in all subject areas.
D	EYFS pupils not attaining the Wellcomm Assessment for speech and language skills
E	Pupils have experienced disruption to their schooling due to lockdown and all had different home-schooling experiences despite the remote learning offer provided by school, therefore pupils have gaps in all areas of the curriculum which need to be addressed.
F	Social and Emotional difficulties have increased due to COVID and have a negative impact on academic attainment and engagement with learning.

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

G	Pupils non attendance due to anxieties through lockdown and COVID- for some families whose attendance is normally low this has become a reason for additional non attendance periods.
H	Remote learning participation and varied parental support
I	The period of time it takes for COVID tests to be returned especially via post.
Safeguarding and Wellbeing barriers: (issues which require action to support the rise in difficult family circumstances and safeguarding concerns)	
J	CP incidents/ disclosure have increased in the Autumn Term 2020
K	Parents who have due to COVID become unemployed- families under pressure financially

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
		Professional knowledge with evidence about approaches that are known to be effective. Refer to: <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 			

30 additional Chromebooks and trolleys in Year 5 and 6 so that only 2 classes share one set instead of 4.	Chromebooks £7185 for 30 Storage/ charging trolley £1000 Reduced possibility of transmission of COVID if less pupils are sharing the Chromebooks Pupils have more opportunity to take part in ICT activities	Currently 107 pupils are sharing 30 Chromebooks. The intention is that pupils are able to access the ICT curriculum, Reading Plus, Purple mash, etc on a more regular basis if the access is 107 to 60 Chromebooks.	Increased use for online learning such as Reading Plus, Lexia, Purple Mash, Rock stars time tables, My maths, RM Maths Expectations of use clear to teachers and support staff. Monitoring of pupils' progress termly.	Headteacher Matt Hutton ICT lead Abbi Cardy/Catherine Cole as Interim link	April 21
Additional library support LSA so pupils' books are changed safely on a daily basis.	£7800 per year Pupils make good progress in reading Gaps in reading are closed	Support for reading at home. This gives pupils the opportunity to read at home and make better progress in reading using our Accelerated Reading scheme. Without this support reading books would not be able to be changed on a daily basis..	Action plan has been drawn up so that books can be collected, delivered and changed daily without pupils moving around the school.	HT	July 21
EYFS outdoor learning equipment for outside Year 1 classrooms.	£901 Pupils will have the learning experiences they missed in EYFS.	Year 1 pupils missed a whole term of EYFS and many have come back to school needing transition from EYFS to Year 1. They are not ready for the more formal learning we have in Year 1 so we have set up EYFS style outdoor learning outside the classrooms in a safe area.	EYFS teachers have met with KS1 teachers to discuss which resources would be most suitable. Teachers have set these resources up on the grass areas outside their classrooms.	Abbi Cardy KS1 Phase Leader	April 21
LSA SENCO support additional hours to assist with early identification of need	£4334 Early identification of need so that provision can be	We have employed a LSA with prior SENCO experience, to support the SENCO in the afternoons completing tasks such as diagnostic assessments and observations aimed at early identification of need,	SENCO delegates tasks to SENCO assistant and follows up with SENCO assistant. We have a document to log the tasks that need to be done and those that have been completed.	SENCO	July 21

and facilitate the graduated approach.	targeted effectively. Pupils will make expected progress.	to work with pupils to support the one planning process and to manage specific interventions aimed to close the gap caused by pupils time out of school due to COVID. Over the past two years the SEN register has doubled and since COVID the register has increased in both number and complexity of need and so the SENCo requires support to ensure that pupils needs can be identified and addressed effectively.	SENCo and SENCo assistant meet weekly to discuss task progress.		
Total budgeted cost:					£28,420
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Small group after school tuition by class teachers	2 additional teachers to the 8 teachers already doing tuition £2000 for 3 terms The attainment gap will be closed and pupils will make at least expected or accelerated progress.	EEF teaching and learning toolkit suggests a 4 month gain for pupils in small group tuition. Tutors are the pupils' own class teachers and therefore best placed to tailor the tutoring to individual pupils' needs as well as developing strong links between the learning in the tuition group and the learning that takes place in the classroom.	SENCO/ DH has written the Intervention map which is reviewed termly. This is shared with all teachers. Parents are informed about their child's participation via letter. Tutor to keep a register of attendance SENCO/DH and HT to monitor pupils' progress. HT and teachers to complete data summary documents	SENCO/ DH	Termly

Additional half day for COMMUNICATE speech and language therapist (SALT)	<p>£6000 additional funding needed</p> <p>Pupils with complex speech and language needs will be supported to make progress in their speech and language development.</p> <p>Staff will be supported to run effective speech and language interventions.</p> <p>Staff have a better understanding of phonics and phonological awareness.</p>	<p>Pupils coming into EYFS this year have an increased need in speech and language. Year 1 pupils who missed half of their EYFS year continue to need speech and language support to bring their language up to age appropriate levels. There are a higher number of pupils with complex speech and language needs. Our Communicate speech therapist is also able to support school staff who are delivering speech and language intervention and ensure quality of interventions. The current half day would not accommodate this need and so we have had to change external support to a whole day.</p> <p>In addition to the support described above, our Communicate SALT has created a bespoke phonics training package to develop staff knowledge and understanding of phonics and phonological development. EEF teaching and learning toolkit indicates that effective phonic teaching has a +4 month gain in attainment.</p>	<p>SENCo and Speech Therapist work together to prioritise pupils with the greatest level of need.</p> <p>Staff who deliver speech and language interventions are well supported and can access the speech and language therapist for advice when needed.</p>	SENCo	April 21
Additional morning for Art Therapist	<p>£3900</p> <p>Pupils who have complex emotional needs will be supported by a qualified art therapist.</p>	<p>Pupils have had more issues around mental wellbeing since the start of the school year (September). We are not able to provide support for these pupils without specialist expertise.</p>	<p>Head teacher, SENCo and Learning Mentor work closely to identify pupils who would benefit from art therapy. Art Therapist and Learning Mentor liaise weekly to monitor the progress of the pupils who are accessing art therapy.</p>	SENCo and Learning Mentor	

	Pupils will be observed to have improved emotional regulation and greater resilience. Pupils are able to learn in the classroom environment				
Total budgeted cost:					£11,900
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
First aid training for 10 adults	£320 Pupils are safe and cared for at lunchtimes	MDAs need to be first aid training in order to tend to the children in their allocated bubble; limiting the need for children to go to a central first aider and mixing bubbles	MDAs have been trained and have the appropriate equipment to deliver this. All adults have walkie talkies for serious incidents.	Head Teacher MDA supervisor	When restrictions need Could be good practice to keep as a permanent change
DSL training for 2 additional members of senior staff	£300 Child Protection incidents are dealt with immediately at all times	With the potential of another lockdown or staff illness due to Covid, extra DSLs are needed onsite for safeguarding.	2 extra members of SLT who are in separate bubbles are trained to deal with safeguarding in the event that other DSLs are not able to be on the school premises.	Headteacher DSLs	When restrictions need Could be good practice to keep as a permanent change
Total budgeted cost:					£620

