



Hughenden Primary School Covid-19 'Catch up' Premium Statement 2020 - 2021

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

Covid Catch up Recovery Curriculum Statement

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 catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning Hughenden Primary School will be in receipt of £15,440 (193 x £80). The funding will be received in 3 tranches and the spending of this money will be down to schools to allocate. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

Spending:

At Hughenden Primary School, this money will be used in order to focus on:

- Reducing the attainment gap between our disadvantaged pupils and their peers
- Raising the attainment of all pupils to close the gap created by COVID-19 school closures
- High-quality teaching and targeted academic support as identified through analysis of internal assessment data
- Wider strategies – to include supporting the mental health and well-being of our pupils

This will include:

- Purchasing curriculum resources and materials that support pupils to get “back on track”. These include the White Rose Hub on line maths resources and KAPOW Well-being resources
- Pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing “catch up” in their learning.
- Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

Aims

The broad aims for “catch up” at Hughenden Primary School:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in December 2020. This means that if a child was working at an age-related expectation in a subject in December, they are working at least to an age-related expectation in that same subject by the end of the academic year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2018-2019 academic year (the last external assessment point).
- The mental health and wellbeing needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Catch Up at Hughenden Primary School is ...

For all pupils:

- **Working through well sequenced, purposeful learning schemes.** For example, our school planning documentation is being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise the NCETM resources alongside White Rose Hub on-line resources. We have purchased additional class reading materials and an online wellbeing resource to further support this
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the Summer and Autumn terms 2021. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the Summer term.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. Additional support staff will further support the teaching of smaller groups
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

We recognise that some pupils may require additional support and therefore will provide:

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Funding at £80 per child equates to £15,440

Area to Address	What doing	Finance	Monitoring	Timing	Impact
Curriculum – Teaching and Learning					
To continue to improve the great quality of teaching and learning for all learners	Ensuring all teachers are supported and prepared for the new year and ready for Covid disruption.	Resources purchased to support wider areas of the curriculum -Art / DT / Music £200 each = £600	SLT / subject leaders	September 2020 onwards	All pupils transition back to school well and are able to access full range of curriculum subjects
To monitor the gaps in pupils knowledge from the summer term and dovetail into the curriculum to ensure that they are addressed throughout the year. (including foundation subjects)	<p>Assessments</p> <p>Maths - using White Rose Hub</p> <p>English – Cold writing task</p> <p>Spelling – assessment of the appendix words</p> <p>Reading -Benchmarking KS1</p> <p>Phonics – Yr1 & Yr2 assessment at the end of Phase 5 phonemes and graphemes</p> <p>Wider curriculum subject class teachers to be aware of the objectives of the foundation subjects that were taught in the summer term and ensure that opportunities are planned to cover these objectives.</p>	N/A	IDH	On going	Any gaps in the curriculum will be understood and addressed for all children.

<p>1:1 catch up support for identified pupils</p>	<p>Identified pupils will receive support from a qualified teacher.</p> <p>They will be prioritised in the following order:</p> <p>Vulnerable pupils (disadvantaged, FSM, LAC, CP, EAL, CIN)</p> <p>Lower ability pupils</p> <p>Higher ability pupils who have fallen behind progress expectations</p> <p>Middle ability pupils who have fallen behind flight path</p> <p>Pupils who did not engage in home learning</p> <p>Support will be provided in line with the curriculum expectations for that year group and will be delivered 1:1. The focus will begin at the top end of KS2 and cascade down as the school year progresses.</p> <p>The schools existing “keep up not catch up” programme of interventions will also be used to support these pupils in KS1 and lower KS2.</p>	<p>Teacher time for interventions and booster during the academic year</p> <p>£2,500</p>	<p>HT</p> <p>Phase Leaders</p>	<p>In place by October Half term</p>	<p>All pupils back on track and identified gaps addressed.</p> <p>Pupils are able to access aged related curriculum contents.</p>
<p>Additional support for those pupils who did not finish their EYFS</p>	<p>Additional learning support assistants to be placed in both Year 1 classes to ensure smooth transition from EYFS and KS1</p> <p>Focus on teaching early reading and phonic skills</p>	<p>1 x morning LSAs</p> <p>£5.5k</p>	<p>DHT</p> <p>AHT</p>	<p>September 2020 – July 2021</p>	<p>All pupils complete EYFS curriculum.</p> <p>Attainment against the ELGs is in line with national expectations</p>

	LSA support to provide 1:1 interventions				Pupils who required additional EYFS have made progress and are ready to access KS1 curriculum.
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Curriculum – Mental Health and Wellbeing

To ensure pupils mental health and wellbeing is supported	Dedicated check in with class teachers to ensure pupil wellbeing Pastoral team maintaining regular contact with pupils from vulnerable families	N/A Money already allocated in school budget for Nurture provision	IHT	On going	All pupils feel listened to / they know where to ask for help
To continue the schools work on being a mentally health school	Nurture LSA employed within the school. Dedicated curriculum time through both PHSE and Values / mindset input and lessons to support pupils with their mental health and expressing their emotions and feelings	MHFA – training to be sought for nurture LSA already deployed within the school	HT	On going	All pupils are confident in expressing their feelings and emotions Pupils are mentally robust and able to access their learning due to their strong mental health

To provide bereavement support for individual pupils as needed	HT and IHT have attended training from the Child Bereavement Trust	£25 per member of staff for future training Time as required	IHT	As required	Pupils who have experienced bereavement are supported and able to access their learning due to being well supported with their emotions and feelings.
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Learning Continuity Plan					
Continued provision school related curriculum provision in light of self-isolation / bubble closure / school closure.	<p>To ensure all identified pupils still have good access and support during the lockdown period.</p> <p>Self-Isolation Contingency packs – send home with all pupils to be held safely at home in the event of self isolation. Class teachers will set work inline with the school curriculum on Class Dojo and pupils will be expected to complete set work and submit on Class Dojo daily. Pupils will receive a copy of CPG workbook to keep at home as well as other English related resources to support the schools curriculum.</p> <p>Bubble Closure / School Closure Daily check-ins for all pupils and video lessons will be provided for pupils. The contingency packs will ensure that all pupils have access to the same resources. Classwork / videos will be loaded on the ClassDojo and pupils will be expected to</p>	£3150 (If the resources are not required they will be returned to school and used for future years)	SLT	Packs are prepared and will be disrupted before half term. They will be used as required.	<p>All pupils have access to school based curriculum remotely.</p> <p>Parents are not required to print work and therefore do not require a printer at home and therefore pupils will be able access</p> <p>Pupils in isolation will be able to follow the school's curriculum</p>

	<p>follow the school allocated time table.</p> <p>Ensure that pupils who are self isolating are about follow school based curriculum.</p>				
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Other Key Areas of Consideration – Curriculum

Assessment levels	<p>Baseline assessments were carried out in September 2020, the school has 3 further assessment points: December, March and June.</p> <p>Pupil progress meetings will be used to identify pupils who require 1:1 intervention</p> <p>Termly opportunities for liaison with parents with strengths and areas for development will be in place in November / March. This is in addition to Class DoJo which is used for regular informal communication</p>	N/A	Class Teachers SLT	Termly	<p>Gaps are identified and curriculum planning is adjusted accordingly.</p> <p>Pupil progress is closely monitored</p> <p>All pupils make progress in line with their expectations</p>
Maths	<p>All classes have access to an LSA during Maths teaching.</p> <p>Same day interventions are used for Maths and each Year group has an allocated LSA to deliver these interventions</p>	LSA time already allocated from the school budget	IHT and IDH	Daily	Pupils achieve as expected or make better than expected progress.

<p>English - Writing</p>	<p>Pupils and staff to work together at start of year and have a clear understanding of the key skills and objectives in the unit of work. Use these as the basis of the Autumn terms planned interventions.</p> <p>Cold writing tasks used to identify any gaps in key skills. – Hot writing task delivered at the end of the unit of work.</p> <p>Modelled and shared writing used to support high quality writing.</p> <p>A range of high quality texts both modern and classics used to support the teaching of writing.</p> <p>Staff being really precise on questioning and feedback to gain maximum progress from all learners.</p>	<p>N/A</p>	<p>English leader</p>		<p>Children will be fully engaged in writing and applying age appropriate spelling and grammar.</p>
<p>Reading</p>	<p>Early arrival times is used for 1:1 reading with pupils all pupils in EYFS and KS1 are heard read twice a week.</p> <p>Pupils in KS2 are expected in read independently every day</p> <p>Reading records sent home to encourage reading at home. These are uploaded to ClassDojo and rewards are provided for those who read regularly.</p>	<p>N/A</p>	<p>English leader Phase leader</p>	<p>On going</p>	<p>Children develop strong reading habits</p> <p>Early reading is consistently taught across EYFS and KS1</p>

	Whole class high quality texts are used in KS2 to broaden pupils reading habits.				
Phonics	<p>Daily phonics lesson in KS1 and EYFS using RWI resources</p> <p>Intensive Phase 5 phonics revisit for pupils in Year 2</p> <p>Review of Phases 2 & 3 before commencing Phase 5 for pupils in Year 1</p>	Resources already purchased	M Penfold -- EYFS leader	On going	Pupils achieving the phonics screening check will be at least in line with national averages
PE	<p>Pupils will receive 2 hours high quality PE a week.</p> <p>Additional physical breaks are provided for KS1 in the afternoons</p> <p>Due to the rotation of bubbles there is more space for pupils to be active during their lunch break</p>		All staff and children take part in this. Monitor the quality of the activity and how active and engaged children are with pupil voice.	Whole year and beyond	

PHSE	The school will follow the PHSE curriculum provided by KAPOW	Resource purchased £200	IHT	On going	The school will meet statutory requirements for PHSE
MFL	The teaching of MFL continued during the lockdown period led by our MFL lead – a native French speaker Additional resources have been purchased to support the teaching of MFL	KAPOW £100	H Alani – MFL Leader	On going	
Music	Specialist music teacher continues to be employed and delivered music lessons and singing assemblies virtually to continue the delivery of high quality music teaching. Music is been timetabled for each class weekly. This time is protected and pupils enjoy the lessons.	N/A	H Sumner – Music Teacher	On-going	Pupils engage and enjoy music lessons Staff feel confident in delivering music
Art / DT	A new curriculum map was designed for the teaching of art and DT. KAPOW planning resources were purchased to support staff workload and ensure that there was a clear progression of skills across the curriculum. Timetabling of Art and DT for 1 pm session a week ensures that pupils are provided a broad range of curriculum opportunities. And that the time is protected	£200	H Kittler– Art /DT leader	On-going	Pupils engage and enjoy DT and Art lessons Pupils develop strong creative skills Staff feel confident in delivering Art / DT

<p>Humanities / Science</p>	<p>Curriculum mapping to ensure that objective taught in the Summer Term 2020 via remote learning were covered sufficiently through home learning.</p> <p>Where gaps in the key content have been identified these will be woven into the current year group teaching.</p> <p>The monitoring of planning during the lockdown period demonstrated that the humanities subjects were covered well during this time.</p>	<p>N/A</p>	<p>H Kittler – Humanities leader</p> <p>C Churchill – Science Leader</p>	<p>On-going</p>	<p>Pupils still experience the full range of curriculum subjects</p> <p>Pupils understanding of key knowledge is evident</p>
<p>RE</p>	<p>Weekly RE lessons to be delivered during PPA means that this time is protected and progression is delivered for pupils.</p> <p>Bucks Syllabus for RE continues to be used</p>	<p>N/A Discovery RE already in place in school</p>	<p>A Ali – RE subject leader</p>	<p>On-going</p>	<p>Pupils still experience the full range of curriculum subjects</p> <p>Pupils understanding of key knowledge is evident</p>
<p>Computing</p>	<p>Weekly Computing lesson to be delivered during PPA means that this time is protected and the staff member has a clear view on progression.</p> <p>School own curriculum is used.</p> <p>KAPOW framework is used</p>	<p>N/A</p>	<p>A Creech – Computing Lead</p>	<p>On- going</p>	<p>Pupils still experience the full range of curriculum subjects</p> <p>Pupils understanding of key knowledge is evident</p>