



**HAVERSHAM
VILLAGE SCHOOL**

Covid Catch-Up Premium Plan

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

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

Supporting parent and carers
Access to technology
Summer support

Summary information					
School	Haversham Village School				
Academic Year	2020-21	Total Catch-Up Premium	£80 per pupil x 132 pupils = £10560	Number of pupils (October census 2020)	132
<p>At Haversham Village School we aim to use the catch-up premium funding to support our pupils to catch-up from lost teaching during the lockdown in order to raise attainment and close gaps. We also aim to use this funding in order to reduce the attainment gap between our disadvantaged pupils and their peers.</p> <p>Our key priorities will be:</p> <ul style="list-style-type: none"> • To ensure that the mental health and wellbeing of our pupils remains at the forefront of all that we do. Support will be provided to individuals where required and this may take the form of small group or 1:1 interventions. • Focus on phonics and reading for pupils in KS1. Phonics will be taught daily and interventions put in place to support all the pupils identified as needing catch-up. Reading interventions will be provided for identified pupils to close the gap between them and their peers. • Interventions will be put in place to support pupils identified as needing further support to close their gaps and this will include those pupils who did not pass the phonic screen check at the end of year 1. • Focus on development of reading comprehension skills in years 3 to 6 to close gaps and support pupils to catch-up following school closure. Identified pupils will be given additional support in school through small group intervention and 1:1 reading. • Focus on spelling and grammar in KS2 to ensure that pupils are able to secure skills lost during school closure and to support development of progressive skills in writing. Interventions will be put in place for identified individuals to address gaps and raise their attainment. • Initial focus on arithmetic skills in KS2 to ensure that gaps in learning are addressed and ensure that pupils acquire the key skills necessary. Identified pupils will receive small group intervention to secure age appropriate skills and close gaps. • Where interventions are used to support pupil progress they will be high quality and led by either teachers or teaching assistants who have been well trained and directed by the teacher. Assessments will be used to identify pupils who require intervention and to track the progress of pupils who are receiving interventions. 					

Identified impact of lockdown	
Maths	Children have received a daily lesson of Maths (live KS2 / Video KS1) so are not behind in terms of surface coverage but have obviously not covered concepts or content in the same depth that they would have within a usual class based sequence of lessons. We recognise that as the children return to the classroom teaching will require a greater emphasis on depth and challenge. Teachers will also need to assess and prioritise pupils that are not making the required amount of progress and target them for small group interventions.
Writing	Children haven't necessarily missed 'units' of learning as they have receive daily literacy, SPaG, phonics and reading lessons over the closure period. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much will have to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Core elements of discrete GPS will need to be taught to ensure gaps are not widened.
Reading	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 the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 10% of readers have been disproportionately affected. We need to raise the attainment of all pupils to close the gap created by Covid-19 school closures.
Non-core	There are now gaps in skills acquisition and knowledge across different year groups depending on the units missed – 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.

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?
<u>Supporting great teaching:</u> Identified children across Key Stage 2 will have weekly sessions to close the gaps between them and their peers in their reading and writing. The foundation subjects 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.	TA moved to full time contract from mornings to afternoon to allow small group interventions to take place £8000 Staff meeting time to review impact of sessions missed and plan to reduce gaps.		DL / MH HM / EP / JA / HR / MH	July 2021 May 21

Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to ensure secure subject knowledge and understand of reasoning.	Purchase additional manipulatives to enable classes to have their own resources £560			Feb 21
<u>Teaching assessment and feedback</u> 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.	Subject leads to ensure all pupils are sufficiently challenged. Subject leads to lead staff meetings sharing objectives planning and support for the upcoming sequences of work		HM / EP/ JA / HR / MH	
Small group daily phonic sessions in Reception, Year 1 and Year 2.	<i>No cost – teaching assistants re-directed from across the school.</i>		JA / SM / HM	Jul 21
ii. Targeted approaches				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programmes</u> Appropriate Maths, English and SEMH focused interventions to take place daily with identified children (PP, SEN and bottom 20%) to close the attainment gap and ensure wellbeing.	KP to deliver KS1 interventions BH to deliver KS2 interventions. £2000		HM / EP/ JA / HR / MH	July 21
iii. Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Access to technology</u> During any time that children will have to learn remotely from home, children can access effective, targeted teaching via teams / class dojo	‘Turn It On IT’ will be the provider to ensure that Microsoft Teams 365 is set up. Training needed for all staff and then for children. Parents need information of how to navigate site to access learning also. £1,500		DL /MH	March 21

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.	At least two laptops in each class- can now be used by the children to support the curriculum. More ipads ordered- can be leant to parents to support home-learning if needed. Home/ school agreement devised. In total, we have now received 4 DFE laptops			Feb 21
			Total budgeted cost	£12060
			Cost paid through Covid Catch-Up	£10560
			Costs reimbursed (Turn it on IT)	£1500