

Covid Catch-Up Premium Strategy Statement 2020-21



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 year's 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 2020/21 academic year. It will not be added to schools' baseline 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 curriculum expectations for the next academic year.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

School overview

Metric	Data
School name	Huntingtower CP Academy
Pupils in school	424
Proportion of disadvantaged pupils	34%
Covid catch-up premium allocation this academic year	£33,920
Academic year or years covered by statement	2020 - 2021
Publish date	4/12/2020
Review date	September 2021
Statement authorised by	Emma Harkins
Covid Catch-Up Premium Lead	Emma Harkins
Governor lead	Frank Knowles (Trustee)

Identified impact of lockdown	
Maths	<p>Whilst some specific content has been missed, leading to gaps in learning and stalled sequencing of journeys, the Huntingtower maths curriculum is well-structured and resilient to challenge. Children still have an appetite for maths and lockdown has not on the whole affected their attitudes. However, some children have more gaps than others.</p> <p>There are some instances where recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<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>
Reading	<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 the gap between those children that read widely and those children who don't is now increasingly wide.</p> <p>Our remote learning provision focused significantly upon the RWInc phonic programme (at KS1/EYs) and whilst missed phonics learning is clearly evident, there was evidence that some children had continued to access appropriate phonic resources and matched online decodable books. When EYs and Y1 pupils had the opportunity to return from 1 June, phonics and reading was a key focus for the earlier years (as we well as reading fluency throughout the Academy). Since September, there is a clear focus on phonics and fidelity of the use of the Read Write Inc scheme including for intervention for older pupils (lower KS2).</p>
Non-core	<p>There are now clear 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 curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

Strategy aims for pupils

Measure	Activity	How the impact will be monitored & evaluated	Budget
Priority 1	Mapping current attainment and impact of Covid closure: Ensure that assessment identifies gaps in learning and key areas of focus for quality first teaching.	<p>Use range of assessment strategies (informal and formal) to baseline and subsequently monitor progress of pupils as well as identification of gaps.</p> <p>Pupil Progress meetings</p> <p>Quality Assurance of planning and delivery to align gaps with provision.</p>	<p>£0</p> <p>This will be met through our existing Leadership Provision</p>
Priority 2	Quality first teaching: Ensure that quality first teaching is appropriately planned and sequenced to address gaps including resources to support.	<p>Quality Assurance of teaching and learning including scrutiny of work and pupil voice</p>	<p>£11055*</p> <p>*some online resources can be used to support parents</p>
Priority 3	Targeted intervention: Specific intervention delivered through small group teaching including the delivery of NELI including resources to support.	<p>Quality Assurance of delivery of Intervention.</p>	<p>£9965</p>

		Baseline and monitoring of progress including unit/gap analysis.	
Priority 4	Mentoring: Specific one to one or small group intervention provided by appointed Academy Mentors (one for primary literacy/one for primary mathematics)	Quality Assurance of programme provided by AM. Baseline and monitoring of progress including unit/gap analysis	£10,400
Priority 5	Mental health and well-being support: appropriately trained staff in place and with capacity to address including resources to support.	Pupil voice Pupil wellbeing survey Monitoring of behaviour/attendance/ wellbeing information	£1,000 This will also be met through existing Pastoral Provision.
Priority 6	Parental support: Access to technology in case of periods of isolation increased communication system	Remote Education survey Parent Survey including evaluation of communication	£1,500 £0 Platform is free to access
Barriers to learning these priorities address	Missed learning Insecurity in concepts Basic skills reinforcement High expectations of accuracy Anxiety and other Covid related well-being barriers		
Projected spending			£33,920

At Huntingtower, the adults who know our children best are those that are already part of our staff and those who work with the children each and every day. They are the best placed to identify barriers, gaps in learning and support the children in making the best progress.

The curriculum is carefully designed and sequenced to ensure the children make positive progress. Our Covid catch up funding will be used to ensure all children are provided with the opportunity to close the gaps to attain in line with their peers and meet or exceed the expected standard.