

Holbrook Primary school Covid-19 Catch up premium funding

In June, the government announced a £1 billion fund for education with the money split between a catch-up premium and a national tutoring scheme (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>)

The catch-up premium is funded on a per pupil basis at £80 per pupil. The spending of this money will be down to schools to allocate as they see best. 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.

“For many pupils, compensating for the negative impact of school closures will require a sustained response. It is unlikely that a single approach will be enough.” EEF Support guide for schools June 2020

The EEF recommend strategies grouped into three categories:

A. Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

B. Targeted Academic Support

There is extensive evidence supporting the impact of high quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

C. Wider Support

Schools can deploy a range of wider strategies to support their pupils with creativity and commitment.

At Holbrook, this means:

(For all children)

- **A focus on consolidation of basic skills** - the core skills that enable successful learning. 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.
- **A 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.
- **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.

(For some children)

- **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 practise 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.
- **Additional time spent on mental health, wellbeing and social skills development** – supported by additional staffing – dependent on need as identified through ongoing assessment.

Catch up at Holbrook IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- A reduced narrow curriculum offer for children

School overview

Total number of pupils	413 pupils
Amount of catch-up premium received	£80 per pupil
Total catch up premium budget	£33, 040
Top-up funding (Tutoring)	£1417.50 (DfE) + £2200 (school contribution)

A. Teaching

Key actions	Intended outcomes
<ul style="list-style-type: none"> • Baseline assessments to identify gaps in learning and identify areas for intervention • Objectives identified as not taught or taught but not fully embedded are being revisited alongside a broad and ambitious curriculum • High quality feedback used to make next steps explicit to children • Reminder of research based high quality teaching (EEF) – working memory, retrieval practice, pre-learning of topic, knowledge organisers and low stakes assessments • Relaunch Holbrook Learning skills and characters • Maintaining a broad and engaging curriculum 	<ul style="list-style-type: none"> • Analysis will show that whole class gaps have been filled • Analysis of individual data will show that gaps have been filled and progress is being made • Staff confident to deliver high quality teaching • Children and staff use the language of the Holbrook Learning Skills • The Holbrook curriculum remains broad and ambitious

B. Targeted academic support

Key actions	Intended outcomes
<ul style="list-style-type: none"> • Inform parents about their child's next steps and how to support at home • Establish pre-teaching as a tool to make curriculum access more equitable • Teacher led interventions – content determined by analysis of baseline assessments (cover provided to release class teachers) • Tutor led interventions for individual pupils 	<ul style="list-style-type: none"> • Parents informed and supporting their child's learning at home • Children benefit from pre-teaching which ensures access is equitable for all • Individual gaps are filled

C. Wider strategies

Key actions	Intended outcomes
<ul style="list-style-type: none"> • Staff CPD to develop mental health and well-being awareness for staff and pupils • Individualised SEMH support for pupils who require it • Informing and including parents in their child's next steps through the use of technology (Seesaw and Evidence Me) 	<ul style="list-style-type: none"> • Staff are better informed and have greater clarity about how to support themselves and their children with mental health needs • Children with SEMH feel supported • Parents feel supported and are involved in their child's next steps

Planned expenditure 2020-21

Action	Intended outcome	Evidence/rationale	Implementation	Cost	Review
Teaching Early Reading and Phonics identified as an area for development from data analysis	Children to show improvements in reading skills and develop a love of Reading	Numerous evidence exists about the importance of Early Reading from EEF, DfE and Ofsted	Teacher assessments Pupil voice	c.£3,000	February 2021 April 2021
Targeted academic support – cover to release class teachers to lead interventions – informed by their assessments Individual tuition using the NTP tbc	Gaps to be closed Children back on track	Evidence from EEF and Sutton Trust for teacher to lead interventions groups Evidence from EEF	Teacher records Book looks for transfer of knowledge/skill independently Tutor records Pupil voice	c.£19,000 £?	December 2020 February 2021 April 2021 Monthly reviews
Wider strategies Staff training for extra Learning Mentors to provide support for those children struggling to learn	Children show greater resilience and more ready to learn Children will have strategies to regulate their emotions and be in a better position to learn	Evidence from the EEF on the advantages of metacognition in children – low cost for high impact	CPD led by AHT LM records Pupil voice	£2000	February 2021 April 2021
TOTAL Budgeted cost				c.£24,000	

April 2021 – review data and consider how to make best use of remaining £9,000

Planned expenditure 2021-22

Action	Intended outcome	Evidence/rationale	Implementation	Cost	Review
<p>Teaching Reading Continue investment in Early Reading books (Y2) Bottom 20% (levelled books for KS2) Extra TA support for Y2 to support reading</p>	Children to show improvements in reading skills and develop a love of Reading	Numerous evidence exists about the importance of Early Reading from EEF, DfE and Ofsted	Continual review of books and rolling programme of replacement	£3000	February 2021 April 2021
<p>Targeted academic support – cover to release class teachers to lead interventions – informed by their assessments Individual tuition using the NTP funding</p>	<p>Gaps to be closed Children back on track Individuals identified for targeted tutoring</p>	<p>Evidence from EEF and Sutton Trust for teacher to lead interventions groups Evidence from EEF</p>	<p>Teacher records Book looks for transfer of knowledge/skill independently Tutor records Pupil voice</p>	£8000	December 2020 February 2021 April 2021 Monthly reviews
<p>Wider strategies Remote Learning Continued investment in Seesaw across the whole school to support continuation of learning Curriculum</p>	<p>No breaks to happen in children's learning due to Covid – illness or isolation. All families have a device at home to provide access to remote learning Children have access to wide range of</p>	<p>Attendance low in some cases due to isolation, vulnerable families DfE report Reduced offer has meant children have</p>	<p>School to use Seesaw to be able to provide remote learning. Previously, funds used to provide laptops plus DfE laptops scheme. Further funds available</p>	<p>£1850 £3000 £5000</p>	<p>February 2021 April 2021 September 2021 ongoing September 2021 ongoing</p>

<p>Ensure that we return to offering as many wider opportunities as possible</p> <p>Well-being Use the RS Pupil Well-being assessments to monitor pupil well-being and mental health</p> <p>Learning Mentors Use additional Learning Mentors to support needs of the children</p> <p>Counselling Use external agency (Fegans) to support our most vulnerable children</p> <p>Covid safety Ensure that the school is as covid-secure as possible</p> <p>High quality CPD for all staff within the school including Senior Mental Health Lead</p>	<p>curriculum opportunities</p> <p>Children are happy and thriving</p> <p>Children are happy and able to access their learning</p> <p>Children have access to a trained MH professional</p> <p>To keep the school open and as many children and staff in attendance</p> <p>Staff have access to high quality CPD at school or remotely</p> <p>School has a fully qualified Senior Mental Health Lead</p>	<p>missed out on trips, visits etc</p> <p>Anna Freud Mental health report</p> <p>EEF report</p> <p>Children showing higher levels of anxiety or mental health issues</p> <p>Non-attendance is detrimental to children's education</p> <p>EEF report</p> <p>Anna Freud Mental health report</p>	<p>Reintroduce trips/visits, sports and enrichment experiences</p> <p>Children at risk are identified and individual action plans put in place</p> <p>Learning Mentors trained and in place, referral system used by teachers</p> <p>Continuation until May 2022</p> <p>Enhanced cleaning Cleaning staff PPE & cleaning supplies</p> <p>Utilise the school's National College subscription to ensure we continue teachers and support staff professional development</p>	<p>£300</p> <p>£3500</p> <p>Included in HSP contribution</p> <p>£2500</p> <p>£2000</p>	<p>September 2021 Termly ongoing</p> <p>September 2021 ongoing</p> <p>May 2022</p> <p>September 2021 ongoing</p> <p>September 2021 ongoing</p>
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			AHT signed up to SMH Lead qualification	£1800 (to be claimed back)	September 2021 ongoing
TOTAL Budgeted cost				£54, 950	