



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 Government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from reception through to 11. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Alongside Government Guidance, Haselworth Primary Schools has consulted the Education Endowment Foundation (EEF) document a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students and the EEF document [school planning guide: 2020 to 2021](#)

Schools need to strategically plan the academic year to ensure that school improvement is driven. Haselworth Primary School develops a plan annually which is reviewed throughout the year. A simplified version of the School Development Plan can be found on the webpage. The school has adopted a tier approach to planning for the academic year and this forms part of the school development plan 20/21. The tiered approach is a guide that helps to focus on key strategies that make the most difference in schools.

The following strategies for the basis of the tiered approach:

1. High Quality Teaching
2. Targeted academic support
3. Wider Strategies that focus both on academic and social emotional and mental health and wellbeing.

1 Teaching

Staff development sharply focused on ensuring high quality teaching and learning including INSET, internal and external training closely linked to the School Development Plan and Performance Management

Internal and external coaching of the teaching staff based on research into current pedagogical practice (Rosenshine's Principles in Action)

CPD for early career teachers

Support from outside agencies including advisors from the Local Authority and Services for Young Children

Bespoke LSA training to meet the needs of vulnerable and SEND learners

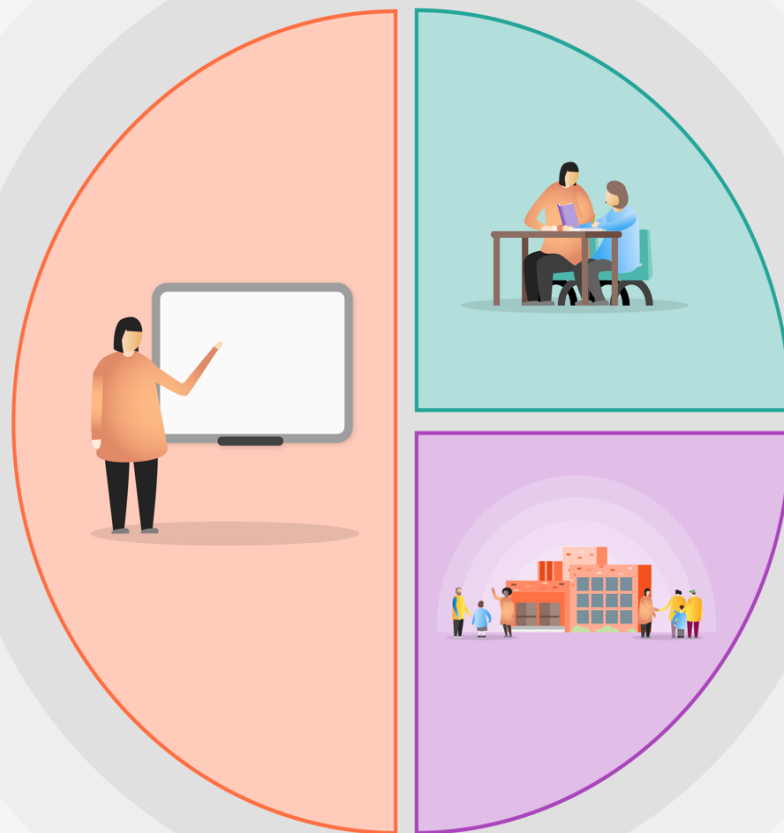
Regular formative and summative assessments to identify gaps in learning and then teach accordingly.

Regular pupil progress meeting between the HT and teaching staff

Whole school planning and recovery curriculum written to meets the needs of the school

Effective remote learning including through utilising Seesaw, Tapestry, the webpage, virtual teaching and home learning packs.

NELI (Nuffield English Language Intervention) involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support



2 Targeted academic support

HT and DHT released to provide small group tuition based on assessments, pupil progress meetings and meetings with the class teacher- reading focus

LSAs to deliver interventions based on the 'Keep up Catch up' approach in response to learning completed – Maths and English focus

Precision teaching – reading

Twice daily phonics sessions and a focus on early reading skills

Third Space one to one tuition in Maths for 20 pupils each term and FFT Lightning Reading intervention via NTP

3 Wider strategies

Outside agency support including Primary Behaviour Service, the Educational Psychology Service, SDAS, Children's Services, School Nursing Team and Mental Health in Schools Team.

Pastoral and ELSA worker full time including development of the 'New Sanctuary'.

Children's Counsellor employed by the school

Training – Therapeutic Story Writing

Breakfast Club for all children who wish to attend

A range of SEMH interventions delivered by the ELSA worker



Utilisation of Funding

The following table provides a brief summary of what the funding will be used for. Additional funding from the main school budget, for example money allocated to the training budget and Pupil Premium will be allocated to supplement where required. Staff lead/monitoring and evaluation will only be commented upon when Catch Up Premium has been allocated. Please consult the Pupil Premium Statement and School Development Plan for more detailed evaluations where other funding streams have been used.

Desired outcome	Chosen action / approach	Funding allocation	Staff lead/ monitoring	Evaluation
High Quality Teaching	Staff development sharply focused on ensuring high quality teaching and learning including INSET, internal and external training closely linked to the School Development Plan and Performance Management	Training Budget		
	Internal and external coaching of the teaching staff based on research into current pedagogical practice (Rosenshine's Principles in Action)	Training Budget Pupil Premium Budget		
	CPD for early career teachers	Training Budget		
	Support from outside agencies including advisors from the Local Authority and Services for Young Children	SLAs, Training budget and Pupil Premium		
	Bespoke LSA training to meet the needs of vulnerable and SEND learners	Training budget		
	Regular formative and summative assessments to identify gaps in learning and then teach accordingly.	Not applicable		



	Regular pupil progress meeting between the HT and teaching staff	Not applicable		
	Whole school planning and recovery curriculum written to meet the needs of the school	SLAs and training budget		
	Effective remote learning including through utilising Seesaw, Tapestry, the webpage, virtual teaching and home learning packs. Provide technology to those families who are unable to access through a lack of devices (20 laptop ordered). Additional hours allocated to a member of staff to support with remote learning including planning, feedback and welfare checks.	Subscription costs £6870- £1065	SLT to monitor the quality of the provision.	School had issues in securing laptops via the DFE. Email evidence has been collected to support this. Therefore, school invested money into purchasing laptops so equipment could be loaned immediately to children without technology. 14 laptops were issued as other children struggling with remote learning attended school instead. Loan evidence collected. Children remained in their classes with their teachers which also allowed staff to plan effectively and assess their own class. Therefore, an additional teacher supported staff who were having to teach both their class and those who were learning remotely in order to keep bubble numbers low. Foundation subject planning support, welfare calls and marking children's work. Remote learning checklist, SEESAW, Tapestry and CPOM evidence to support this.
	NELI (Nuffield English Language Intervention) involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support	Pupil Premium Funding		
Targeted academic support	HT and DHT released to provide small group tuition based on assessments,	Autumn Term spent update: £1793.22	HT to monitor	This was implemented in the autumn term but ceased due to lockdown.



	pupil progress meetings and meetings with the class teacher- reading focus		DHT to lead the planning and evaluation of the sessions. Pupil Progress Meetings, formative/summative assessments and evidence from sessions to be reviewed for impact against pupil progress.	Funds redirected to support remote learning provision.
	LSAs to deliver interventions based on the 'Keep up Catch up' approach in response to learning completed – Maths and English focus	Not applicable		
	Precision teaching – reading	Not applicable		
	Twice daily phonics sessions and a focus on early reading skills	Not applicable		
	Third Space one to one tuition in Maths for 20 pupils each term. Third Space is an approved member of the National Tutoring Programme	Catch- up Premium Budget = £ 5500	Class teacher Maths Leader SLT Impact of sessions through reviewing assessments and data generated by Third Space.	These sessions were postponed until full opening. They will commence the week beginning 8 th March. School was credited the sessions missed due to lockdown. Summer 21- 20 children accessed an additional 202 teaching hours. The children followed a diagnostic programme of



				assessment and teaching from initial starting points. 100% of children made progress from their initial starting points. Records of progress have been kept.
	FFT Lightning Reading Intervention via the NTP for 40 pupils	Catch up Premium Budget =£ 2200	Class teacher English Leader	Sessions to commence 17 th May 2021. FFT were not able to secure a tutor to run the intervention. This did not commence.
Wider Strategies that focus both on academic and social emotional and mental health and wellbeing.	Outside agency support including Primary Behaviour Service, the Educational Psychology Service, SDAS, Children's Services, School Nursing Team and Mental Health in Schools Team.	SLAs		
	Pastoral and ELSA worker full time including development of the 'New Sanctuary'.	Pupil Premium Budget and Main School Budget		
	Children's Counsellor employed by the school	Pupil Premium Funding		
	Training – Therapeutic Story Writing	Training Budget		
	Breakfast Club for all children who wish to attend	Pupil Premium Funding		



Total Catch up Premium Received = 132 pupils x £80 = £ 10560.00

Total Catch up Premium Spent = £13034.73

Balance = -£2474.73

Spring update:

Total Catch up Premium Spent = £15228.22

Balance = -£4668.22

Summer Update

Total Catch up Premium Spent = £17428.22

Balance = -£6868.22

Final Summer Update

Balance = -£4668.22