

Horbury Primary Academy Catch Up Premium Strategy 2020-2021

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst principals/headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Transition

Wider strategies

- Supporting parent and carers
- Access to technology
- Worry club

Summary information

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| School | Horbury Primary Academy | | |
| Academic year | 2020-2021 | Number on roll (total) | 406 |
| Allocated funding (Catch Up) | £33360 | Number of PP on roll (total) | 46 |

Accord MAT Vision (KPs)

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| <p>Key Priority 1 Leading Success Leaders at all levels demonstrate a relentless focus on securing the best possible outcomes for young people across the academy.</p> | <p>Key Priority 2 Achieving Success All students (including identified groups) across all key stages secure at least good outcomes in relation to their starting points</p> | <p>Key Priority 3 Securing Success Teaching, learning and assessment are all highly developed across all subjects and lead to excellent outcomes and progress for all students across all key stages.</p> | <p>Key Priority 4 Developing Success All colleagues are supported to develop their practice and pedagogy through continuous and collaborative high-quality professional development and partnerships.</p> | <p>Key Priority 5 Standards for Success All students maintain the highest standards for success across all aspects of academy life.</p> | <p>Key Priority 6 Supporting Success All students are supported to live balanced, healthy lives that are rich with both academic and extra-curricular opportunities.</p> |
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Barriers to learning as identified in September 2020

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| B1 | Literacy skills - Gaps in knowledge that have appeared between March and July 2020 |
| B2 | Numeracy skills - Gaps in knowledge that have appeared between March and July 2020 |
| B3 | Attendance - Maintaining a high attendance % for all pupils as a priority |
| B4 | Parental engagement - Ensuring parental engagement levels are maintained during the 'virtual meeting' era |
| B5 | Transition – Ensuring that children are not disadvantaged by enforced lack of effective transition due to Covid-19 particularly in Early Years |
| B6 | Access to technology and remote learning - Ensuring all students can access online learning at home and that all staff are confident in delivering remote learning |
| B7 | Pastoral - Ensuring our SEND and Disadvantaged pupils are making social, emotional and academic progress following the lockdown period. Understanding the anxieties all children may have following lockdown. |

Teaching and whole school strategies

| Action | Barrier/KP | Intended outcome | Implementation | Staff lead Costs | Review |
|--|---|--|---|--|--|
| High quality teaching for all (face to face and remotely) | B1, B2, B4, B7, KP1, KP2, KP3, KP4, KP6 | Expert teachers develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their pupils, positively impact upon learning. | <ul style="list-style-type: none"> Training for all staff on using 'live lessons' in Microsoft Teams Parent FAQs re remote learning written and shared Bank of laptops to be set up to support children without access during a bubble closure Vulnerable and disadvantaged list revisited to ascertain laptop requirements | JT/JW/JY | Through monitoring calendar Through sampling of recorded live lessons |
| Effective diagnostic assessment | B1, B2, KP1, KP2, KP6 | Own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils and subsequent remodelling of curriculum and interventions. | <ul style="list-style-type: none"> Ongoing assessment to ascertain those children who would benefit from additional catch up Standardised assessments in literacy or numeracy used to identify pupils who would benefit from additional catch-up support. Completion of RAP sheets including target setting information. Discussion with SLT at pupil progress meetings | JT SLT £2636 UPS3 Maths/Lit £1920 | September 2020 for initial assessment Review at first data point and discuss at pupil progress meetings |
| Supporting Early Career Teachers | B4, B7 KP3, KP4 | All Early Career Teachers (NQTs and RQTs) are supported so that gaps in pedagogy caused by Covid 19 lockdown are filled. | <ul style="list-style-type: none"> NQT programme to include year group partner and mentor meetings Access to Trust and LA NQT CPD Opportunities to observe peers Regular learning walks from SLT and observation by mentor | JY/RH £2080 £360 £406 | Weekly NQT mentor meeting Termly NQT review meeting |
| Transition support | B1, B2, B5, B7 KP2, KP6 | Children in UF settle and are more able to access the UF curriculum and full-time education | <ul style="list-style-type: none"> Close and regular liaison with Nursery teacher Use of Wellcom intervention to support development of PSE prime area Identification of targeted small groups of children Identification of appropriate teacher to work with these groups | JW/FL £513 | At each data point entry |
| Cost | | | | £7915 | |

Targeted approaches

| Action | Barrier/KP | Intended outcome | Implementation | Staff lead | Review |
|---|-----------------------|---|--|--|---|
| <i>Year 5 and 6 literacy and numeracy catch up programme</i> | B1, B2, KP1, KP2, KP6 | To close gaps in knowledge in identified subjects through developing interventions to proactively meet the needs of learners and allow pupils to make progress. | <ul style="list-style-type: none"> • Identification of small groups of children for intervention • Appointment of qualified teacher to work with these groups • Purchase of Letterbox trust for vulnerable children other than PP • Regular quality assurance of these sessions. • Review of progress through RAP sheets and subsequent amendment of pupils involved in programme | JY ST £7430 AS £3933 £725 | At each data point entry through the use of RAP |
| <i>Year 2 literacy and numeracy catch up programme</i> | B1, KP1, KP2, KP6 | To close gaps in literacy and numeracy through developing interventions to proactively meet the needs of learners and allow pupils to make progress. | <ul style="list-style-type: none"> • Identification of small groups of children for intervention • Appointment of qualified teacher to work with these groups • Purchase of Letterbox trust for vulnerable children other than PP • Regular quality assurance of these sessions • Review of progress through RAP sheets and subsequent amendment of pupils involved in programme | JW SLT £1318 FA £7253 £725 | At each data point entry through the use of RAP |
| <i>UF and Year 2 phonics catch up intervention</i> | B1, KP1, KP2, KP6 | To close gaps in phonics knowledge through developing interventions to proactively meet the needs of learners and allow pupils to make progress. | <ul style="list-style-type: none"> • Identification of small groups of children for intervention • Identification of appropriate phase for intervention • Appointment of qualified teacher to work with these groups • Regular quality assurance of these sessions. • Review of progress through RAP sheets and subsequent amendment of pupils involved in programme | JW SLT £1318 FA £1813 | At each data point entry through the use of phonics screening check |
| | | | | Cost | £24515 |

Wider strategies

| Action | Barrier/KP | Intended outcome | Implementation | Staff lead | Review |
|---|----------------------------|---|---|-------------------------------------|---|
| Parent/carer support programme | B5, B7 KP2 | Increase parental engagement in the academy | <ul style="list-style-type: none"> • SLT weekly parent update letter/bulletin • MAT weekly newsletter • Continue with weekly bedtime stories to encourage parents to do this and to demonstrate how to read effectively • Ensure regular and effective communication with parents via Seesaw and Teams • Investigate the use of technology to conduct virtual parent consultation evenings | JT £44 £157 | Parent questionnaire |
| Access to technology and remote learning for all | B1, B2, B4, B6 KP2, KP3 | All children have access to remote learning during partial or full closure. Disadvantaged children without technology are identified and laptop loan put in place | <ul style="list-style-type: none"> • Parent FAQs re remote learning written and shared • Bank of laptops to be set up to support children without access during a bubble closure • SLT monitoring of data to ensure access for all children • Vulnerable and disadvantaged list revisited to ascertain laptop requirements • Use technology weekly for the delivery of homework to ensure the consistent use of Teams and Seesaw by children and parents • Invest in Rising Stars online to increase the amount and frequency of home reading | JT JY/JW £811 £375 | Review half termly to ensure Disadvantaged list is up to date Review technology provision for Disadvantaged children when a bubble is closed |
| Worry club | B4, B5, B7 KP3, KP4 | Children identified with anxieties due to Covid-19 and school closure will work in small groups with Learning Mentor to discuss and improve children's resilience | <ul style="list-style-type: none"> • Children identified by SENDCo for small group work • Training for learning mentor • Regular quality assurance of these sessions • Use of FiM to support children and their parents | HC/TS £358 | Review half termly to ensure correct children in the groups and swap around where necessary |
| | | | | Cost | £1745 |
| | | | | Overall cost | £34175 |