



Hunslet Carr COVID-19 Catch-Up Premium Strategy

2020-21

Hunslet Carr Primary School recognises that all children, regardless of background, should have equal access to a curriculum which helps them reach their full potential. The impact of COVID-19 and the disruption it caused to education is still being assessed. What we do know is that lockdowns and home learning have impacted families in children in different ways. The COVID-19 Catch-Up Premium is a government initiative that targets extra money to help support those families in children most affected by the pandemic.

The government will allocate £80 per child that attends HCPS in our Reception through to Year 6. For us that means we will have an additional £30,000 in our school budget. At present, there are no plans for additional funding to be allocated in additional years.

The Catch-Up Premium should be used for specific activities to support children to catch-up for lost teaching, in line with the guidance published by the DfE. Although the DfE note that schools have flexibility to spend the funding in the way that best meets their needs.

The DfE and Ofsted will hold schools accountable for how this additional money has been used to support children and families.

As such, governors should scrutinise the actions taken by schools to mitigate the impact of the pandemic and details of this should be noted in minutes of governor meetings. Parents and carers should also have the opportunity to check how the school is spending the premium, with details published on the school's website.

Information included in this document...

- **A guide to the DfE support given to schools to help spend the COVID-19 Catch-Up Premium effectively**
- **A summary of the impact on children and families from lost teaching due to COVID-19**
- **School's COVID-19 Catch-Up Premium allocation amount**
- **How and why school will spend the COVID-19 Catch-Up Premium to address barriers**
- **How school will measure the impact of the COVID-19 Catch-Up Premium**
- **The date of the next review of the school's COVID-19 Catch-Up Premium strategy**

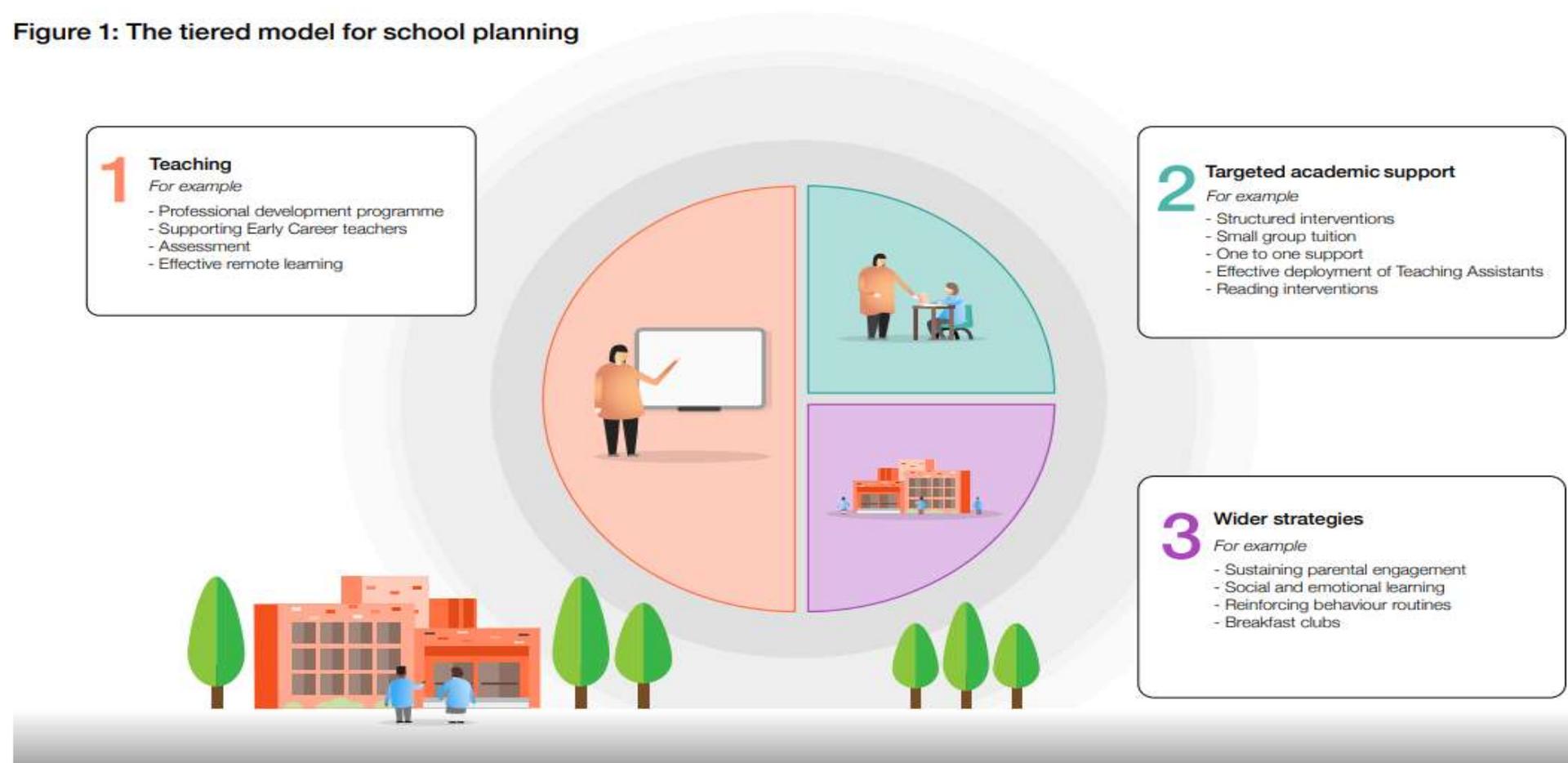
EEF Guide to Supporting Schools – Tiered Model

Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change. However, the idea of tiers of support can offer a useful framework for thinking

about how to balance different challenges created by whole school returns. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning



A guide to the DfE support given to schools to help spend the COVID-19 Catch-Up Premium effectively

In August 2020, the DfE in partnership with the EEF, published a guide to help schools spend the premium effectively. The report set out a number of options schools could implement to attempt to mitigate the impact of the pandemic based on evidence of what had worked in the past.

The guide established a three-tiered approach to catch-up activities.

1. Improve the standard of teaching that children would receive
2. Target academic support at children who have been affected by the pandemic
3. Introduce wider strategies that will impact on the community that the children are part of.

Our plan to spend the COVID-19 Catch-Up Premium is broken down into these three tiers.

A summary of the impact on children and families from lost teaching due to COVID-19

The LSOA in which the school is located is has a ranking, in terms of deprivation, which means only 2% of areas in England have higher deprivation. All of the specific measures indicate very high levels of deprivation.

Figures from the January 2020 school census reveal that:

- **44% of children are eligible for Free School Meals (22% Leeds, 16% National)**
- **51% of children attract pupil premium funding**
- **27% of children are from Black and Minority Ethnic backgrounds (37% Leeds, 34% National)**
- **21% of children have English as an additional language, (23% Leeds, 21% National)**
- **18% of children have special educational needs, (15% Leeds, 13% National) and 1% have an EHCP**
- **92% of children who attend the school live in an area classed as being in one of the 20% most deprived areas of England**
- **78% of children who attend the school live in an area classed as being amongst the 10% most deprived in England**
- **53% of children live in an area classed as being amongst the 3% most deprived.**

When schools were closed to the majority of children at the end of March 2020, the school had a large number of children who were classed as vulnerable and remained open for over ¼ of the school cohort.

At the time of this first lockdown, the main barriers to education for the ¾ of children who were not at school were:

- Free School Meals – even though ¼ of children were attending school, there were still over 100 children who were not classed as vulnerable but were in receipt of FSM
- Limited or no access to technology – many families only had one internet connected device which was the parent/carer's mobile phone. This was a particular barrier if the parent/carer needed their phone to work from home or if the family had sever children being asked to work online
- Limited or no access to materials – many families did not have the basic materials you might expect such as paper, pens, pencils, reading books etc.
- Limited or no adult support – for a number of reasons, many children did not have an adult who could help them with their learning at home. This might have been because English was an additional language in the home, adults might not have been confident in their own English and Maths skills or the adults in the house were working in roles that were not classed as essential roles.

The impact of these barriers was that during the first lockdown only 1/3 of children who were not at school accessed online learning in a meaningful way.

As well as this, these barriers meant:

- On children's return to school in September 2020, the standard of handwriting and presentation had significantly declined
- Many children had not read a book/text that was not presented on a screen for over 6 months
- Many children had not used mental arithmetic, including number bonds or times tables for over 6 months

School's COVID-19 Catch-Up Premium allocation amount

Number of children in school = 375

Catch-Up Premium = £80 per child

Catch-Up Premium Total = £30,000

How and why school will spend the COVID-19 Catch-Up Premium to address barriers

Teaching Priorities	
A	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected by lockdown and COVID-19.
B	Teachers use of the home learning platform needs to be improved in order to make lessons more engaging and to be able to teach new content to the children.
C	Identify the aspects of the English and Maths curriculums that have been taught/started/not taught and which objectives are essential for the children to move forward in 2020-21
Targeted Academic Support	
D	Using 'low stakes' quizzes ascertain which children have been adversely affected by the loss of teaching during lockdown and would benefit from 1:1 support
E	Work with the teaching staff to look at how to introduce 'same day interventions' to their classrooms so that they can address any misconceptions/gaps in learning that have appeared due to lockdown
Wider Strategies	
H	Following a noticeable increase in obesity in the children, the introduction of physical activity breaks, the daily mile and other initiatives to combat the decline in healthy lifestyles
I	Following a noticeable increase in children with poor mental health, who are unable to access CAMHs due to a 16 month waiting list, introduce therapeutic support in school
J	The increased capacity of Restorative Learning (the school's bespoke alternative provision) to help children who are struggling with their mental health and as such are unable to learn in a mainstream classroom

Teaching Priorities				
Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact in July 21'
Staff develop a greater understanding of children's mental health needs in order to support chd who've been affected by lockdown and COVID-19.	<ul style="list-style-type: none"> • SENCo/SEND team work with Impact North and Cluster to develop materials to share with staff such as social stories that will help support children on their return to school • SLT to devote ½ day inset in September to preparing all staff for the return of children to school and the issues staff might face • SENCo and KS1 AHT to deliver training in staff meetings based on the small adaptations that can be made in a classroom to help support children on their return • SENCo and AHTs to purchase equipment to help children cope with their SEMH needs, these might include sensory blackout tents, ear defenders, fidget toys etc 	DB / ML	Equipment Cost £1,000 Trackit costs £1,000	<ul style="list-style-type: none"> • Behaviour for children with SEMH needs has been managed well as seen through Trackit Data. • 98% of all interactions were green. • The number of Fixed Term Exclusions was the lowest for three academic years. • Notes of Visit from Jackie Reid, Collin Davies, Steve Dawson all report excellent levels of behaviour in school. • Correspondence from SEND specialists at STARS, SENIT all report excellent levels of provision and outcomes for SEND children and those with SEMH needs.
Teachers' use of ClassKick to be improved to make more engaging and to be able to teach new content to the children.	<ul style="list-style-type: none"> • AHTs develop ClassKick so that it can be more interactive, engaging and include videos of teachers teaching • AHTs to train teachers in a series of staff meetings on the skills needed to make Classkick more engaging • AHTs to identify which children will require boxes of materials to support Classkick at home • AHTs to identify which children will require a home visit to hear children read in the event of collapse or lockdown • AHTs to identify which children will require twice weekly phone calls to hear them read and to practice key maths facts such as number bonds • Staff to undertake home visits in conjunction with home learning in the event of a collapse or further lockdowns 	AHTs	ClassKick Cost £500 Equipment Cost £500	<ul style="list-style-type: none"> • 83% of all children in school interacted with our curriculum in Lockdown 3 (Jan-Mar 21') either in school or via home learning. • This was up from 25% in Lockdown 1 (Mar-Jul 20') • Remote Learning in Lockdown 3 was effective in teaching children new content via the platform 'Loom'. This was crucial in children in EYFS/KS1 continuing to learn phonics, as evidenced by the 70% of children in Year 1 (2020-21) who passed the Year 1 phonic screening check and the 80% of children in Year 4 who passed the Year 4 Multiplication Check. • Parents/Carers in EYFS showed their appreciation for home visits with comments on Tapestry.
Identify parts of the curriculums which are essential for the children to move forward in 2020-21	<ul style="list-style-type: none"> • Leaders identify which objectives / Maths no Problem! units were taught, started or not taught in 2019-20 • Through staff meetings leaders direct teachers on aspects of the curriculum they should focus on when teaching 2020-21 and how they should address gaps in learning • Use 'S plan' strategy to predict where children might have misconceptions & plan in opportunities to address this • These meetings include the reintroduction of the school's handwriting scheme and nightly homework over the first 6 weeks of term 	KS/EW CS	H.Writing cost £500	<ul style="list-style-type: none"> • The standard of presentation in the children's journals remains of high standard and the children demonstrate pride in their books. • The % of children attaining the required standard at the end of Year 6 (2020-21) taking the 2019 suite of SAT papers in strict SAT conditions showed the impact of the school's teaching pre-COVID and during the pandemic. • 76% EXP and 24% GDS in Reading • 73% EXP and 9% GDS in Writing • 67% EXP and 16% GDS in Maths

Targeted Academic Support				
Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact
Ascertain chd who've been affected by the loss of teaching in lockdown and would benefit from support	<ul style="list-style-type: none"> Through the use of 'Low Stakes' quizzes children are assessed over the course of the first four weeks of the term to ascertain which children have been affected by lockdown Year 5/6 children identified to work with Cheryl L via Zoom using Catch-Up Reading Materials Year 5/6 children identified to work with Beckie H in person supporting children in Writing and Maths 	ML	Contrib to HLTA Wage £10,000 Teacher Wage £12,000	<ul style="list-style-type: none"> Children in Yr5/6 who were assessed as on track before lockdown but below EXP on their return were identified and assigned a tutor in school. CL (Zoom – Catch Up Reading) and BH (In person Writing and Maths) worked with children in 2020-21 to ensure that the children returned to ARE. 86% of all children who worked with CL and BH returned to ARE by the end of 2020-21.
Intro 'SDI' so gaps in learning can be address	<ul style="list-style-type: none"> AHTs continue to develop 'Same Day' interventions so that it they can address gaps in learning in the moment or that day AHTs to train teachers in a series of staff meetings on the skills needed to make 'Same Day' intervention effective 	ML		<ul style="list-style-type: none"> AHTs delivered the SDI training to the teachers in their phase. In-Year data between Sep 2020 and July 2021 showed good progress, despite Scale Scores being lower in July 2021 than Apr 2020.

Wider Strategies				
Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact
Combat the decline in healthy lifestyles	<ul style="list-style-type: none"> Emma Bunce to trail and then introduce increased physical activity to the school curriculum, including the daily mile, activity/dance breaks during the day, yoga and outdoor learning 	EB		<ul style="list-style-type: none"> The % of children participating in 30 mins of activity a day was 100% in 2020-21. A combination of PE, Daily Mile, Brain Breaks.
Introduce therapeutic support in school	<ul style="list-style-type: none"> Specialist therapeutic support for the children at HCPS This could be through referrals to the cluster Where there is an immediate need, children are able to access the 1.5 days of therapeutic support that the school has commissioned in 2020-21 to address long waiting lists 	ML / DB	Impact North £6,000	<ul style="list-style-type: none"> Behaviour for children with SEMH needs has been managed well as seen through Trackit Data. 98% of all interactions were green. The number of Fixed Term Exclusions was the lowest for three academic years.
Restorative Learning to help children struggling to learn in a classroom	<ul style="list-style-type: none"> For children who return to school in September 2020 and who find the transition back to school too difficult we will increase the number of places in Restorative Learning This will allow these children the opportunity to successfully engage in school with learning and SEMH strategies while also allowing the children in their class to focus on their learning. 	ML	Wages for RL £14,000	<ul style="list-style-type: none"> Behaviour for children with SEMH needs has been managed well as seen through Trackit Data. 98% of all interactions were green. The number of Fixed Term Exclusions was the lowest for three academic years.

Total cost of the measures above = £45,500 with £30,000 coming from the COVID-19 Catch-Up Premium