



Hunslet Carr COVID-19 Catch-Up Premium Strategy

2021-22

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 has allocated further Catch-Up funding for the academic year 2021-22 based on the number of children attending a school that qualify for Pupil Premium Funding. For us that means we will have an additional £28,600 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**

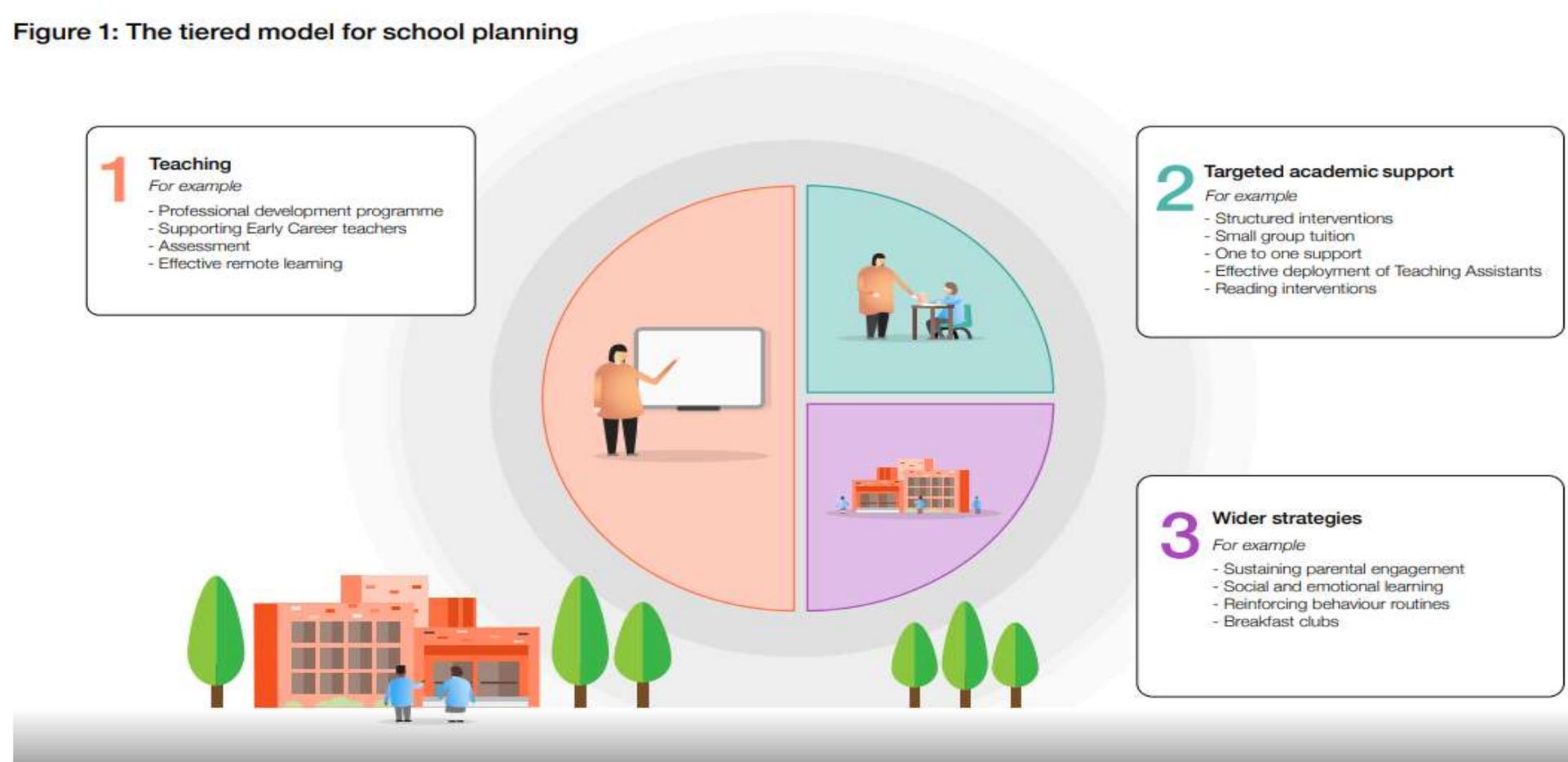
EEF Guide to Supporting Schools – Tiered Model

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 Mar 2020 – Jul 2020 and then again from Jan 2021 – Mar 2021, the school had a large number of children who were classed as vulnerable or were the children of key workers and remained open for over a quarter of the school cohort.

During the multiple lockdowns, the main barriers to education for the children who were not at school were:

- Free School Meals – even though a quarter 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 several 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 25% 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
- Many children returned with poor physical health:
 - There were more children classed as clinically obese
 - There were more children with rotten teeth or teeth that had decayed and fallen out
 - There were more children entering EYFS not potty trained
 - There were more children whose concentration span had significantly declined.
- Many children returned with poor mental health:
 - There were more children who returned to school and who disclosed wanting to self-harm or hearing voices
 - There were more children who returned to school who disclosed that they had self-harmed
 - There were more children who were anxious to leave their parents/carers on a morning and enter school.

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

Teaching Priorities	
A	There is a significant number of children assessed as Working Towards + at the end of 2020-21. Identify the gaps in the children's learning and address these gaps in both Quality First Teaching and Interventions
B	Staff develop a greater understanding of children's mental health needs through the Chimp model of behaviour
Targeted Academic Support	
C	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 in Years 2, 4 and 6
D	Introduce COVID Catch Up Interventions in Years 2, 4 and 6 using the teachers in that year group who are job-sharing and are not being used in whole class teaching that day
Wider Strategies	
E	Following a noticeable increase in children with poor mental health, introduce therapeutic support in school through Impact North
F	Restorative Learning (the school's bespoke alternative provision) continues 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
Identify the gaps in the children's learning and address these gaps in both Quality First Teaching and Interventions	<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 the gaps in learning of the children who were assessed as WTS at the end of 2020-21. Through PPA sessions, teachers use the 'S plan' strategy to map where children have misconceptions and to plan in opportunities to address this Teachers deliver lessons that address the gaps in the children's skills and knowledge in the core curriculum. Teachers plan interventions to be delivered by their TAs to address gaps in their learning. 	ML		Monitored by ML through 2021-22. Impact measured by: <ul style="list-style-type: none"> The progress of the children assessed as WTS+ The % of WTS+ children who achieved ARE
Staff develop a greater understanding of children's mental health through the Chimp model	<ul style="list-style-type: none"> SLT to devote 1 day inset in September to train them in the Chimp model of the brain. Teachers to work with the children in their class to teach them about the Chimp. AHT to produce videos to explain to the parents and carers the Chimp Model. Where there is an immediate need, children are able to access the 2 days of therapeutic support that the school has commissioned in 2021-22 to address the issue of long waiting lists 	AHTs	Cost of Chimp Training £1,200 Impact North £10,000	Monitored by ML through 2021-22. Impact measured by: <ul style="list-style-type: none"> A fall in fixed term exclusions A rise in Green behaviours
Targeted Academic Support				
Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact
Ascertain which children would benefit from 1:1 support in Years 2, 4 & 6	<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 (this is specifically an impact of lockdown, so children who were GDS and now are EXS or children who were EXS and are now WTS) 	ML		Monitored by ML through 2021-22. Impact measured by: <ul style="list-style-type: none"> The progress of the children who worked with GL, EC and JL
Intro COVID Catch Up Interventions in Yr2, 4 & 6 using teachers who job-share	<ul style="list-style-type: none"> Year 6 children identified to work with Gary L on Monday/Tuesday/Wednesday Year 4 children identified to work with Elizabeth C on Wednesday Year 2 children identified to work with Jasmine L on Tuesday/Wednesday 	ML	Teacher Wages £30,000	Monitored by ML through 2021-22. Impact measured by: <ul style="list-style-type: none"> The progress of the children who worked with GL, EC and JL

Wider Strategies				
Desired outcome	Chosen action/approach	Staff Lead	Cost	Impact
Introduce therapeutic support in school through Impact North	<ul style="list-style-type: none"> Specialist therapeutic support is sought for the children who attend 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 the issue of long waiting lists 	DB	Impact North £10,000	Monitored by ML through 2021-22. Impact measured by: <ul style="list-style-type: none"> The outcomes of children accessing therapy.
Restorative Learning to help children who are struggling to learn in a classroom	<ul style="list-style-type: none"> For children who return to school in September 2021 and who find the transition back to school too difficult we will use 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 learning in lessons. 	ML / DB	Wages for RL £14,000	Monitored by DB and ML through 2020-21. Impact measured by: <ul style="list-style-type: none"> A fall in fixed term exclusions A rise in Green behaviours

Total cost of the measures above = £65,200 with £28,600 coming from the COVID-19 Catch-Up Premium

The date of the next review of the school's COVID-19 Catch-Up Premium strategy

Jan 2022