**HARCOURT PRIMARY SCHOOL**

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**CATCH-UP PLAN**

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| **Summary information** | | | | | |
| **School** | Harcourt Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £ 14560 | **Number of pupils** | 181 |

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| **Guidance** | |
| 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 aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.  Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.  As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools’ baselines in calculating future years’ funding allocations. | |
| **Use of Funds** | **EEF Recommendations** |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus (COVID-19) support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programmes * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

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| **Identified impact of lockdown** | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’.  Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn’t write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. |
| **Reading** | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide. The school maintains a strong commitment to reducing the gap in reading and has investigated significantly in our reading provision. |
| **Non-core** | There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. |

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| **Priority One – Securing Parent Support and Good Levels of Attendance** | | | | |
| Actions | By whom | By when | Costs | Success Criteria |
| Ensure all children are attending school regularly   * Monitor attendance daily and liaise with parents/carers * Record Covid related absences separately and close track return to school dates * Work closely with the SLO to ensure all children return to school after lockdown * Appoint a part time FLO to support staff and parents to support school attendance. Equivalent of two days week. | School Attendance Officer  Headteacher  Class Teachers | On-going  On-going  On-going  November 2020 | No cost  No cost  No cost  £2641 until March 2021 | * Attendance will be in line with National Expectations * Parents who struggle to bring their children in to school will be supported * FLO will be support more effective use of DSL and SLT teaching time |

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| **Priority Two – Supporting Children’s Emotional Well Being** | | | | |
| Actions | By whom | By when | Costs | Success Criteria |
| Ensure all pupils can access and manage their return to school   * Complete Leuven Scales both at school and a simplified home version * Identify children that require intensive support above our school’s offer * Initial assessment by Play Therapist using SDQs * Play Therapist to work with three identified children. * Revisit and review Leuven scales to identify additional need | Class Teachers  SENCO  Play Therapist  SENCO and Play Therapist | Week 3  Week 4  Week 5  Week 7  On-going | 25 x £140 = £4000 | * School and parents will be aware of target pupils * Strategies will have been identified to support pupils * Targeted intervention will be in place * SDQ and Leuven will demonstrate impact for pupils * Progress will be evident in class and around the wider school. |

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| **Priority Three – 1 to 1 and Small Group Tuition in Reading, Writing and Maths** | | | | |
| Actions | By whom | By when | Costs | Success Criteria |
| * On-going assessment and gap analysis to identify pupils that are most at risk of falling behind * Teachers to plan appropriate intervention to feel identifiable gaps * Teachers to lead appropriate catch-up groups before or after school. * Review impact of tuition on an on-going basis. | Class Teachers and SLT  Class Teachers  Class Teachers  SLT and Subject Leaders | On-going  Term 2  Term 2  On-going | £3750 | * Identified children will be making accelerated progress in RWM. * Children will be confident when describing their learning |

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| **Priority Four – To ensure sufficient reading books are available for all levels of ability** | | | | |
| Actions | By whom | By when | Costs | Success Criteria |
| *Review of current provision and assessment of pupils in September 2020 identified the need to purchase multiple copies of some RWI texts to support home reading.*   * Identify what level of books we require through on-going assessment * Order appropriate books * Purchase books * Monitor use of books and progress in reading | Reading Leader  Class Teacher and Reading Leader | October 2020  October 2020  On-going | £700 | * All children will be able to access age appropriate books * All children will be reading regularly and with fluency * Children will be making age expected progress in reading. – At first formal assessment drop. |

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| **Priority Five – Continuous Provision Extended into Year 1** | | | | |
| Actions | By whom | By when | Costs | Success Criteria |
| *Our current Year 1 cohort has a higher than normal proportion of pupils with additional educational needs. This includes two pupils with EHCPs and 33% of the cohort receiving external Speech and Language support.*  *In April 2020 52% of the current Year 1 cohort were working at GLD at the time of lockdown, identifying a need for a continuance of the Early Years curriculum and approach in Year 1.*   * Baseline of children entering Year 1 against early years framework. * Provide training for Year 1 teacher on continuous provision, including meeting with KCC school improvement advisor * Set up a Year 1 classroom and outdoor area that provides opportunities for continuous provision. * Work with Year 1 teacher to plan continuous provision activities intended to move the cohort towards GLD/working at Year 1 level. * Monitor Year 1 children’s progress in achieving GLD/children working at Year 1 level, including moderation meeting with Year 1 teacher. * Identify areas of learning in which children need additional support to achieve GLD and plan appropriate provision. * Continue to resource classroom provision in line with teacher judgements/planning | Early Years teacher/  KS1 lead  KS1 lead  KS1 lead/Year 1 teacher  KS1 lead  KS1 lead/Year 1 teacher  KS1 lead/Year 1 teacher | April 2020  July 2020  September 2020  Ongoing  October 2020  October 2020  Ongoing | £1000 | * 80% or more of the cohort will be working at GLD/ready to move to the Year 1 curriculum by the end of term 2. * All Year 1 children will be provided with opportunities to access continuous provision * Children will excited and engaged in their learning upon their return to school. |

**Total Cost of Catch-Up Funding Plan: £12, 091**

**Note: At the current time we have not allocated the further £2469 so that we have a contingency fund to respond proactively to any further needs or concerns that arise during the 2020-21 academic year.**