

Hemingbrough Community Primary School COVID CATCH-UP Plan 2020-2021



Amended March 2021

Reviewed May 2021

Reviewed Sep 2021

This plan is to address and support the areas for development identified from assessment undertaken following School closures due to COVID 19.

It is expected that significant progress will be made throughout the year.

From September 2021, this document will be used to record school expenditure of the Catch -up premium. Our School Improvement Plan for 2021-2022 includes areas for development and details of interventions and implementations.

Catch-Up Premium Allocation	
Total Allocation	£10,800
Autumn	£3,020
Spring	£3,280
Summer	£4,500

School Expenditure to date	
On Track Interventions	£1300
Additional TA hours	£840
Jigsaw scheme	£2,285
Leadership time (training and monitoring)	£400

Literacy Shed +	£98
White Rose Premium	£99
Rising Stars Online (KS1 & 2)	£467
REST	£100
PIRA / PUMA (updated versions)	£438
NTP Maths	£1068
Thrive Online	£394
NTP Reading	£1068
Alexa x 3	£142

Aspirational Outcomes (Years 1-6)
(in light of COVID Closures)

	% ARE at End 2019 (107 pupils)	% ARE at End Autumn 2020 (110 pupils)	% Target ARE at End 2021
Reading	Whole School - 74 Year 2 - 81 Year 6 - 88	Whole School - 72 Year 2 - 58 Year 6 - 60	Whole School - 71 Year 2 - 74 Year 6 - 78
Writing	Whole School - 74 Year 2 - 87.5 Year 6 - 96	Whole School - 80 Year 2 - 58 Year 6 - 60	Whole School - 71 Year 2 - 74 Year 6 - 85
Maths	Whole School - 82 Year 2 - 87.5 Year 6 - 79	Whole School - 73 Year 2 - 65 Year 6 - 48	Whole School - 79 Year 2 - 78 Year 6 - 70

	2019 Year 1 % Wa	Autumn 2020 Year 2 % Wa	% Target Year 1 Wa 2021
Phonics	86.7	90	88

Area: Teaching (Tier 1)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
<p>Pupils</p> <p>School closure due to COVID 19 has meant some pupils have fallen behind, having gaps in learning, particularly in Reading, Writing (including phonics) and Maths</p> <p>Teachers/staff</p> <p>Need the confidence to know they can narrow the curriculum to focus on and dedicate greater time to the core areas of Phonics, reading, writing and maths in order to enable pupils to make accelerated progress and address gaps in learning</p> <p>Teachers need to use consistent approaches and</p>	<p>Pupils</p> <p>Standards of attainment are improved, with all pupils making expected progress or better by the end of the year</p> <p>Children are engaged, motivated and enthusiastic in their learning</p> <p>Teachers/staff</p> <p>Have full awareness of the gaps in learning of pupils in their class</p> <p>Plan appropriate lessons that support and challenge pupils, enabling them to catch-up and make accelerated progress</p> <p>Fully utilise new and existing resources</p>	<ul style="list-style-type: none"> Assess all pupils using PiRA, PUMA and phonic resources Low stakes assessment across curriculum Attend network meetings, access relevant CPD and disseminate to staff through staff meetings Subject leaders monitor the Q of E in their subject, analyse data and produce subject summary Subject leaders to offer formal and informal support High expectations of all pupils in all subjects 	<p>Training</p> <ul style="list-style-type: none"> Online phonic training (TA's) Networks, CPD, staff meetings Utilise support from NLE Teachers to support and train TA's Metacognition Subject Leader support <p>Resources</p> <ul style="list-style-type: none"> EEF PiRA/PUMA No Nonsense Phonics White Rose Premium Resources Literacy Shed + Pobble On track Maths/English Rising Stars digital resource (KS1&2) Rockstars/Numbots 	<p>Autumn</p> <ul style="list-style-type: none"> Class action plans completed Yes Catch-up activities implemented in classes Ongoing TA's confident and able to deliver intervention activities Yes Entry data recorded Yes White Rose fully embedded across school Yes All staff have full knowledge of resources available and these are used Yes O track updated On going Subject Summaries complete Yes

<p>resources agreed at whole school level to support pupils</p> <p>All teachers need to have high expectations of all pupils</p> <p>Attainment</p> <p>Pupils at risk of not achieving age related expectations or expected progress at the end of the year</p>	<p>Use and support TA's effectively to deliver high quality, measurable interventions and classroom support</p> <p>TA's to take part in any training activity/reading to deliver effectively</p> <p>Plan creative, engaging lessons, reducing use of power points</p> <p>Attainment</p> <p>Children make at least expected progress</p> <p>Outcomes at end of year improve</p>	<ul style="list-style-type: none"> • TA's to deliver appropriate, targeted interventions and additional activities as directed by class teacher in core areas • Reading, writing and phonics embedded across the curriculum in every lesson • Homework suitably planned to meet individual needs whilst supporting and extending learning • Whole school implementation of metacognition • Appropriate books selected for children at KS2 • Regular opportunity for pupils to read aloud and listening to adults read across the school • Phonic, spelling, and vocabulary displays in all classrooms • 2 times daily phonic sessions at EYFS & KS1 	<ul style="list-style-type: none"> • Benchmark Reading Assessment • Toe by Toe • Plus One • Metacognition session plans <p>Monitoring</p> <ul style="list-style-type: none"> • PiRA/PUMA analysis • Marking and feedback • Low stakes testing • Pupil Voice • Subject monitoring/Summaries • Governor challenge <p>Coaching</p> <ul style="list-style-type: none"> • Support TA's in resource delivery • Subject Leaders support staff in implementation activities 	<ul style="list-style-type: none"> • Metacognition display in all classrooms Yes <p>Spring</p> <ul style="list-style-type: none"> • Subject monitoring complete during COVID closure, including Remote Learning Provision Yes • Range of assessments completed/analysed across curriculum continue to inform T&L Yes • Subject Leaders revise/amend LTP's in light of assessment Yes on website • O track updated Yes • Subject summaries complete Yes • Subject Action plans updated • Class action plans updated <p>Summer</p> <ul style="list-style-type: none"> • Range of assessments continue to inform T&L
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		<ul style="list-style-type: none"> • Phonic sessions at KS2 as appropriate • Follow white rose planning, incorporating regular problem solving and reasoning activities 		<ul style="list-style-type: none"> • Interventions show pupil progress/catch-up • Reduction in use of power points • Pupil voice indicates pupils are confident and enthusiastic <p>Need to ensure pupils can talk about different subjects – Subject leaders to conduct pupil voice and teachers to make it overt which subjects are being taught</p> <ul style="list-style-type: none"> • Governors have informed overview of school Evolving through zooms and Gov meetings • All Subject leaders to have met with link Governor Yes • Pupil attainment rises and progress is at least good • All Subject leaders have carried out monitoring activities Eng/Maths/PE/DT. Other June • O track updated • Subject summaries • Subject action plans updated
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Area: Targeted Academic Support (Tier 2)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
<p>Pupils</p> <p>School closure due to COVID 19 has meant some pupils have fallen behind, having gaps in learning, particularly in Reading, Writing (including phonics) and Maths</p> <p>Some of these children require additional, precise, small group/individual support</p> <p>Teachers/staff</p> <p>Do not have sufficient time within classroom to deliver appropriate, targeted support for all children</p>	<p>Pupils</p> <p>Gaps in learning are addressed, enabling them to make at least expected progress</p> <p>Teachers/staff</p> <p>Identify those in need of targeted support</p> <p>Support staff have the skills and knowledge to deliver activities effectively</p> <p>Attainment</p>	<ul style="list-style-type: none"> Assess pupils and analyse data Identify and RAG rate those in need of targeted support Purchase 'On Track' Structured interventions implemented Pupils are challenged with high, aspirational expectations Low ability readers have opportunities to read daily with an adult Communicate with parents, providing additional support materials 	<p>Training</p> <ul style="list-style-type: none"> Class teacher/subject leaders support TA's to deliver specific interventions THRIVE <p>Resources</p> <ul style="list-style-type: none"> Employ TA for additional half day per week Time allocated for staff training HLTA EEF PiRA/PUMA No Nonsense Phonics White Rose Premium Resources Literacy Shed + 	<p>Autumn</p> <ul style="list-style-type: none"> Focus on reading and phonics Yes Employ TA Yes – additional half day to undertake intervention RAG rate pupils/identify specific need Yes through PiRA/PUMA and O track TA's effectively deployed Yes Catch-up activities implemented Yes Exit data shows good progress Those in intervention made progress

<p>Support staff need support and training to deliver interventions effectively</p> <p>Attainment</p> <p>Children at risk of falling further behind their peers and not achieving expected progress</p>	<p>Children make appropriate progress to catch-up with their peers</p>	<ul style="list-style-type: none"> Catch-up clubs across school Yes National Tutoring Programme (maths) Yes all classes 	<ul style="list-style-type: none"> Pobble On track Maths/English Rising Stars digital resource (KS1) Benchmark Reading Assessment Lego therapy Sensory Room (when possible) <p>Monitoring</p> <ul style="list-style-type: none"> Entry/exit data PiRA/PUMA data Class teachers/Subject leaders <p>Coaching</p> <ul style="list-style-type: none"> Leaders support staff in implementation activities 	<ul style="list-style-type: none"> Pupils working within age related expectations <p>Spring</p> <ul style="list-style-type: none"> Differentiation and support within remote learning provision Complete Reading Intervention Exit data shows progress <p>overall data for whole school showed dip following Jan lock down. To be addressed/monitored on return</p> <p>Summer</p> <ul style="list-style-type: none"> Focus on maths & writing Employ TA RAG rate pupils/identify specific need TA's effectively deployed Catch-up activities implemented Including RESET curriculum Exit data shows good progress Pupils apply skills and knowledge in reasoning and
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				problem solving activities • Pupils working within age related expectations NTP maths and reading
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Area: Wider Strategies (Tier 3)

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
Pupils Some pupils are experiencing existing and emerging difficulties and anxieties in relation to COVID and their return to school, impacting on emotional health and wellbeing. Some pupils have poor language skills on entry Some children to not have access to digital technologies Attainment	Pupils Pupils are given the necessary tools, skills and strategies to understand, explore and regulate their feelings and emotions Pupils are given the opportunity to ask questions Pupils feel less/no anxiety as their emotional health and wellbeing improves Children have high aspirations Teachers/staff Have skills and knowledge to address and support	<ul style="list-style-type: none"> • Involvement in NELI • Pastoral support/resources for disadvantaged pupils • Nurture and wellbeing activities in and out of class • Hemingbrough Honours aspirations programme • Outdoor learning opportunities • Introduce Jigsaw • After school clubs • Whole school theme days • Metacognition • Y6 transition Plans in place 	Training <ul style="list-style-type: none"> • NELI • Jigsaw • Government Education Return Programme • PSHE networks/courses • Psychological First Aid • Compass Buzz • REST • Staff meetings • THRIVE • Behaviour management training and new Relational models policy adopted Request for training/support submitted	Autumn <ul style="list-style-type: none"> • Pastoral needs identified • Intervention activities implemented • Engage in NELI • Complete Jigsaw training • After school clubs begin • Provision for home learning • Tracking shows positive impact of activities Spring <ul style="list-style-type: none"> • Jigsaw introduced across school Yes • Pupils scored using REST Yes

<p>At risk of negative impact on attainment and progress and future life chances</p>	<p>emotional health and wellbeing</p> <p>All staff promote emotional health and wellbeing</p> <p>Staff have high expectations for all</p> <p>Create opportunities for and support children to participate in activities and experiences</p> <p>Intervention activities fully implemented</p> <p>Attainment</p> <p>Pupils have good mental and physical health and wellbeing</p> <p>All pupils have equality of opportunity to succeed</p>		<p>Resources</p> <ul style="list-style-type: none"> • Anna Freud • Children's guide to COVID • Wellbeing for Education return • Mind matters • Sporting Start • Outdoor Ted • Outdoor learning equipment • Hemingbrough Honours • Jigsaw Scheme • NELI • REST • Home resources <p>Monitoring</p> <ul style="list-style-type: none"> • Track and analyse data • Social, emotional and behavioural competencies profile • Pupil/parent voice • Club uptake • Rolling programme for pupil participation <p>Coaching</p> <ul style="list-style-type: none"> • Staff support each other in delivery of activities 	<ul style="list-style-type: none"> • Recovery Curriculum implemented Yes. This can continued to be utilised as appropriate <p>Summer</p> <ul style="list-style-type: none"> • Resume Forest Schools (COVID permitting) • Weekly outdoor learning in every class, every week in addition to PE & forest School • Good engagement with Honours programme (in particular with disadvantaged pupils). Introduce lunchtime 'University' (COVID permitting) • SEMH needs addressed • Identified need through REST addressed, REST scores show improved resilience/engagement Needs identified. Outcome of intervention TBC • Y6 prepared for High School • Improved spoken language ability NELI
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				<p>underway, delayed due to COVID</p> <ul style="list-style-type: none"> • Pupils have good mental health • Behaviour is good across school • Project PM's in Y5/6 to address SEMH, provide positive role models, positive experiences and promote positive attitudes to learning
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