

## HOCKLEY HEATH ACADEMY

### COVID catch-up premium report

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SUMMARY INFORMATION			
Total number of pupils (R-Y6):	205	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,400		

In March 2020, the government announced that the country was going in to a lockdown due to Coronavirus. Schools across the nation were shut and, as a result of this, children across the country have experienced disruption to their education.

Schools have been granted a one off allocation of funding to support pupils to 'catch up'. Our aim is that the learning that we provide to our pupils gets back to normal as quickly as possible now that we are fully open.

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.

Schools are being asked to 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](#).

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](#) 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 that actions are split into: teaching and whole school strategies, targeted approaches and wider strategies.

This report will provide information for the current academic year about:

- How it is intended that the grant will be spent
- How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed

## STRATEGY STATEMENT

### **The aims of our catch-up premium strategy:**

To raise the attainment of all pupils to close the gap created by COVID-19 school closures

### **Our catch up priorities (based on identified impact of lockdown):**

- Reading – vocabulary, language and comprehension
- Writing – basic skills (grammar, spelling and punctuation) and composition
- Maths – number and arithmetic skills
- Phonics – FS2, year 1 and year 2
- Home learning – blended learning approach between home and school
- Curriculum provision – where are the gaps across the curriculum and how are they being filled
- Wellbeing – support pupils with coming back into school and independence
- EYFS – personal, social and emotional development

### **The approaches we are implementing in order to help pupils to catch up:**

- Reading support through either specific intervention and/or through access to class text
- Phonics – specific intervention groups to support pupils to close gaps
- Home learning – teachers to plan for home learning tasks that link to in school lessons for a more integrated approach
- Curriculum provision – subject leaders and class teachers to know where the gaps in teaching and learning are and to plan and teach for these accordingly. Use pupils' starting points to address gaps in knowledge. Use knowledge organisers.
- EYFS – books and resources to support pupils' with PSED in class

## ACADEMIC BARRIERS TO FUTURE ATTAINMENT

A	Pupils who have not regularly accessed the home learning during lockdown may have greater gaps and need more input to catch up
B	Phonics knowledge could impact on English skills
C	Arithmetic recall (fluency) and number skills need to be secure in order for pupils to progress in maths

## ADDITIONAL BARRIERS

D	Low attendance (pupils following self-isolation guidance)
E	Home learning (pupils completing/accessing tasks from home, level of pupil support needed to access learning, parental level of engagement)
F	Levels of independence from pupils in lessons (strategies to support them with being independent learners).

**Planned expenditure for current academic year**

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Baseline all pupils. Use new assessment system to closely track pupils through year group expectations.	<p>Gaps will be identified. Pupils close gaps because teaching matches pupils academic needs and is targeted.</p> <p>SC:</p> <ul style="list-style-type: none"> <li>-pupils are baselined</li> <li>-data entered and analysed</li> <li>-lessons match pupils needs and are responsive</li> </ul>	Baseline data shows that pupils returning to school are lower than where they should be based on where they left in March 2020 and our projections for expected attainment.	<p>Monitoring of books and of internal data.</p> <p>Pupil progress meetings.</p>	SLT	Termly

<p>Subject leads to identify gaps in teaching and learning caused by closure</p>	<p>Teachers know what needs to be covered for their year group because they know what has been missed.</p> <p>Planning and books show this has been addressed.</p> <p>SC:</p> <ul style="list-style-type: none"> <li>-subject leads to complete gap analysis before September and share this with staff</li> <li>-pupils achieve because their learning is progressive</li> </ul>	<p>Teachers' feedback shows that not all pupils accessed home learning consistently and regularly during lockdown.</p> <p>Home learning during lockdown (March 2020 –July 2020) so different pupils' had different experiences of education.</p>	<p>Book monitoring</p> <p>Internal data</p> <p>Gap and coverage analysis</p>	<p>SLT for core</p> <p>Subject leads</p> <p>LP as curriculum lead</p>	<p>Termly</p>
<p>Teachers' plans will be adapted to ensure gaps in previous year groups' knowledge are addressed</p>	<p>Learning will be progressive</p> <p>SC:</p> <ul style="list-style-type: none"> <li>-teachers planning will reflect what their children can do and where they need further support</li> </ul>	<p>Teachers are aware that pupils' experiences of education during lockdown will have been varied.</p> <p>Baseline data and assessment information on return shows that there are gaps within learning that need to be addressed.</p>	<p>Monitoring</p> <p>Internal data</p>	<p>SLT</p>	<p>Termly</p>

Knowledge organisers	Pupils have strategies that can support them to be independent learners and build on knowledge. SC: pupils have access to a bank of knowledge (core and topic) to support them with their learning. These can be referred to during lessons.	Pupils have gaps in their learning or have some knowledge missing that has previously been taught but not been retained. These are not fully identifiable gaps but strands of knowledge that pupils can independently refer to support them with being independent in lessons.	Monitoring	JA and VG	Termly
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<p>Home learning</p>	<p>Pupils will be able to continue their learning journey in the event that they have to work from home.  Learning will mirror the learning taking place in school.  Teaches will plan activities that can be accessible at home and match (where possible) the learning in school.  SC:  -Remote learning policy  -Clear guidance to staff and parents about expectations  -Blogs are set up and ready with activities in the event that pupils need to self-isolate in the short term for immediate access</p>	<p>Pupils coming into and out of school need to have access to high quality education so that their gaps do not increase.</p>	<p>CPD  Monitoring and staff feedback about pupils' performance through pupil progress meetings</p>	<p>SLT</p>	<p>As often as required in line with new guidance and school needs based on levels of attendance</p>
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To purchase key texts (cost TBC)	Pupils can continue their English learning journey when remote learning (reading and writing) SC: Pupils have a key text English learning is planned for and shared Pupils take part in remote learning that matches school learning	Baseline data shows that English is a priority  Children need to have key text available at home to continue their learning between home and school	Texts are ordered Expectations shared with staff, pupils and parents Remote learning is accessed by pupils and submitted to teachers Pupils have a working knowledge of text through the lessons they have accessed and can then slot back into their school learning	VG	Half termly
3x per week arithmetic sessions	Pupils' arithmetic recall will improve	Number fluency (school target set by maths lead) Baseline data	Arithmetic test scores	JA	Half termly
Improve PSED within EYFS	Pupils will use their words successfully when communicating their wants and needs. Pupils will be happy to come to school and will begin to solve their own disagreements.	Baseline data and how the children have settled back into school with following expectations and how they interact with their peers has highlighted low PSED.	Monitoring of behaviour and observations.	AH	Half termly
Total budgeted cost:					£60
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?



<p>£375 – writing intervention Rising Stars VG</p>	<p>Selected pupils' writing will show progress from starting points in sentence construction, text structure and vocabulary choices.</p>	<p>Teacher's assessments of key skills gaps during lockdown.</p>	<p>English lead to lead on provision and in training staff to use this resource.</p>	<p>English lead</p>	<p>At the end of each 6-session cycle of interventions.</p>
<p>£490 – Improve reading skills through targeted intervention sessions reading intervention Schofield and Sims Complete Comprehension VB</p>	<p>Pupils' accuracy and fluency, vocabulary, inference, prediction, explanation of understanding, retrieval and summarizing of texts. SC: -targeted, high quality interventions are run and these are skills focused -skills are improving</p>	<p>Teacher's assessments of key skills gaps during lockdown. Baseline data Government and DfE focus on reading as a core skill Whole school focus</p>	<p>Class teachers to use new assessment of intervention process CPD Review current resources available and evaluate provision.</p>	<p>English lead and class teachers</p>	<p>At the end of each 6-session cycle of interventions.</p>
<p>£229 – online punctuation and grammar resource "Grammarsaurus"</p>	<p>Selected pupils' application of grammar, punctuation will show progress from starting points.</p>	<p>Teacher's assessments of key skills gaps during lockdown</p>	<p>English lead through monitoring of writing.</p>	<p>English lead and class teachers</p>	<p>At each monitoring cycle.</p>

<p>Improve knowledge of spelling rules through targeted intervention sessions £253.98 – online spelling resource “Spelling Shed” (added onto Literacy Shed + account)</p> <p>(note – this includes MathsShed so money is split into maths and spelling)</p>	<p>Selected pupils’ application of common exception spellings and spelling rules learned will show progress from starting points in their writing</p> <p>SC:</p> <ul style="list-style-type: none"> <li>-intervention is in place</li> <li>-impact is visible in writing.</li> </ul>	<p>Teacher’s assessments of key skills gaps during lockdown</p> <p>Baseline data</p>	<p>English lead through monitoring of writing</p> <p>CPD</p> <p>Plan for when interventions can take place</p> <p>Teachers to know what gaps need filling.</p>	<p>English lead and class teachers</p>	<p>At each monitoring cycle.</p>
<p>Maths – JA £550</p> <p>Third Space Learning Tuition</p>	<p>Identified pupils will receive an hour of individual tuition per week for 12 weeks focusing on specific areas of the maths curriculum (Y6 in Spring Term, Y5 in Summer Term)</p> <p>SC:</p> <ul style="list-style-type: none"> <li>-package is purchased and used</li> <li>-outcomes will improve (assessed through diagnostic test).</li> </ul>	<p>Baseline data</p> <p>Class teacher knowledge of specific pupils and areas to target.</p>	<p>CPD</p> <p>Monitoring progress on individual assessment sheets.</p> <p>Pupil feedback.</p>	<p>Maths lead to organise</p> <p>TA to supervise pupils in sessions</p>	<p>End of intervention</p>

To run phonics intervention	Pupils' gaps from baseline will close SC: -intervention is in place -scores and knowledge will improve	Baseline data Teacher's knowledge of what needs to be taught and caught up on	Phonics data is submitted to VP every half term. Gaps will close and scores will improve. Monitoring of phonics sessions	VP	Half termly
To improve number fluency through purchasing and implementing Numbots for KS1 and TT Rockstars for KS2 £207	Identified pupils will demonstrate improved number fluency and fact recall SC: -package is purchased and used -outcomes will improve	Baseline data Class teacher knowledge of specific areas to target	CPD Monitoring use Monitoring progress on the fluency tracker	Maths lead	Half termly
To set bespoke homework tasks where appropriate and engage parents	When supported at home, pupils will demonstrate an improvement in the area provided as a target SC: -parents are aware of a particular target -work is set and completed -outcome shows improvement	Baseline tasks Class teacher knowledge of specific areas to target	School expectation	VP	Termly
Total budgeted cost:				2104.98	

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To support pupils' wellbeing and mental health.	<p>Pupils will be positive and ready to learn. They will well transitioned back into school.</p> <p>SC:</p> <ul style="list-style-type: none"> <li>-pupils know where to go in order to access support</li> <li>-Time for You sessions</li> <li>-In class pastoral support is provided</li> </ul>	<p>Pupils had 6 months out of school through enforced school closure</p> <p>National statistics</p> <p>Pastoral awareness of families circumstances</p>	<p>Provide resources to staff</p> <p>Sharing of information</p> <p>School is safe and children are happy. Feedback from families supports this.</p>	JG	As needed
To improve access to technology.	<p>Pupils can access the online interventions being run through purchasing additional technology (laptop).</p> <p>SC:</p> <ul style="list-style-type: none"> <li>-pupils are completing online tasks independently to improve outcomes</li> </ul>	<p>Only one class can access laptops at any one time (30 in school)</p> <p>Some pupils cannot access technology at home.</p>	<p>Monitoring the use</p> <p>Pupil outcomes</p> <p>Pupil use will be shown in tracking</p>	VP SBM	Termly
Total budgeted cost:					£600



## ADDITIONAL INFORMATION

The following information has been used to support the decisions made about spending and priorities:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records