



## Catch-Up Premium Plan Cockburn Haigh Road Academy

| Summary information  |                             |                               |                 |                                  |     |
|----------------------|-----------------------------|-------------------------------|-----------------|----------------------------------|-----|
| <b>School</b>        | Cockburn Haigh Road Academy |                               |                 |                                  |     |
| <b>Academic Year</b> | 2020-21                     | <b>Total Catch-Up Premium</b> | <b>£ 11,200</b> | <b>Number of eligible pupils</b> | 140 |

### 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 Y11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will currently 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   |
|---|---|
| <p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students.</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ <b>Supporting great teaching</b></li> <li>➤ <b>Pupil assessment and feedback</b></li> <li>➤ <b>Transition support</b></li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ <b>One to one and small group tuition</b></li> <li>➤ <b>Intervention programmes</b></li> <li>➤ <b>Extended school time</b></li> </ul> |

Schools should use this document to help them direct their additional funding in the most effective way.

Wider strategies

- **Supporting parent and carers**
- **Access to technology**
- **Summer support**

### Identified impact of lockdown

|                 |   |
|-----------------|---|
| <b>Maths</b>    | <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the White Rose Schemes of learning, we are able to swiftly identify missed learning. This will be addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons are clearly indicated with an 'R' on the 'Small Steps' documents and can be weaved into the sequence of learning, where necessary. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives.</p> <p>Children still have a n enthusiastic attitude towards maths and lockdown has not affected this, however they are quite simply missing some of the skills and knowledge that they would have reached, had they not been at home for extended periods of time.</p> <p>Recall of basic skills – children are able to recall addition facts, some of their times tables facts and remember and use some calculation strategies. This is reflected in teacher assessments.</p> |
| <b>Reading</b>  | <p>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, the gap between those children that read widely and those that don't is increasing and whilst interventions have begun, ongoing assessment will further identify those pupils who need additional support to accelerate their progress and close the gap.</p> <p>During lockdown and since returning in September, children were able to access online books via the Oxford Owl website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school.</p>  |
| <b>Writing</b>  | <p>Children haven't necessarily missed 'units' of learning in the same way as Maths. However, they have lost essential practising of writing skills. Grammar and punctuation 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 will have to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency.</p> <p>Handwriting was really affected during lockdown one. Through the introduction of daily handwriting sessions, the plan is that quality first teaching will address this for the majority of pupils.</p>   |
| <b>Non-core</b> | <p>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 as well as experiences and trips that they would have taken with their families.</p>  |

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

**i. Teaching and whole-school strategies**

| Desired outcome  | Chosen approach and anticipated cost   | Impact (once reviewed) | Staff lead                 | Review date                   |
|--|--|------------------------|----------------------------|-------------------------------|
| <p><u>Supporting great teaching:</u></p> <p>Classroom based staff including teaching assistants will focus on teaching through the Talk for Writing approach.</p>  | <p>Whole staff training autumn 2020 with additional in-house training.</p> <p>Follow up (audit and additional training) summer 2020 to review/regroup prior to the next academic year.</p> |                        | J Padgett                  | Dec 2021                      |
| <p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> | <p>Purchase and PIRA &amp; PUMA tests for Autumn 2020, Spring 2021 and Summer 2021</p>   |                        | R Pratt                    | Dec 20<br>April 21<br>July 21 |
| <p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Cockburn Haigh Road have an opportunity to become familiar and confident with the setting before they arrive.</p>                                    | <p>Release time (by DC) for staff to make transition videos to replace/supplement in person visits to school: teachers, 1 hour each, office staff 1 hour, premises 1 hour with RP.</p>     |                        | R Pratt                    | July 2021                     |
|  |  |                        | <b>Total budgeted cost</b> | <b>£ 3,026</b>                |

| ii. Targeted approaches  |   |                        |  |                          |
|--|---|------------------------|--|--------------------------|
| Desired outcome  | Chosen action/approach  | Impact (once reviewed) | Staff lead   | Review date              |
| <u>1-to-1 and small group tuition</u><br><br>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. | Membership of The School Psychology Service<br><br>Release time for TAs to take Precision Teaching training (see above membership)  |                        | J Padgett (SENCo)                                  | May 2021<br>July 2021    |
| <u>Intervention programme</u><br><br>NELI (Nuffield Early language Intervention) programme<br><br>Lego Therapy   | Funded training to be secured<br><br>Staff released for training by DC (4 days)<br><br>All support staff will be trained in-house via STARS team. Lego therapy to be used as intervention as part of catch up and as part of some children's support plans<br><br>DC cover for training   |                        | J Padgett (Literacy Lead)<br><br>J Padgett (SENCo) | July 21<br><br>July 2021 |
| <u>Extended school time</u><br><br>Identified children are able to access a weekly catch-up club (1 hour per night x4 days a week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.   | <b>Lunchtime interventions facilitated by employing two lunchtime assistants (Spring &amp; Summer terms) for KS1 to free up teaching assistants:</b><br>Friendship/wellbeing for children identified as having anxiety<br>Lego Club for children who are not able to self-manage for the whole of lunchtimes<br>Reading group of Y2 children using precision teaching and Chromebooks |                        | AR   | Ongoing                  |
| <b>Total budgeted cost</b>   |   |                        |  | <b>£4,359</b>            |

| iii. Wider Strategies   |   |                        |  |   |
|---|---|------------------------|--|---|
| Desired outcome   | Chosen action/approach  | Impact (once reviewed) | Staff lead   | Review date   |
| <p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>             | <p>Handwriting books for home use: YR, Y1 and Y2</p> <p>Maths Activity books for home use: YR, Y1 and Y2</p> <p>Stationery packs for every learner to make sure that all have appropriate resources for home learning, whether homework or as a result of self-isolation/further lockdown</p> |                        | <p>R Pratt</p> <p>A Glover</p>                                   | <p>April 2021<br/>July 2021</p> <p>April 2021<br/>July 2021</p> |
| <p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>   | <p>Purchase 4 Chromebooks. To be used to further support online access to resources for the children accessing extended school time.</p>  |                        | <p>J Padgett</p>   | <p>April 2021</p>   |
| <p><u>Access to team building and wellbeing activities</u></p> <p>Through enhanced curricular provision in school, children take part in high quality activities that inspire and enthuse them to learn.</p> <p>All children are able to take part in off-site activities that take advantage of outdoors settings to offset the amount of time children have been kept inside during lockdown/self-isolation periods. Funded because of financial hardship of increasing numbers of families. Activities feed into inspirational on-site activities.</p> | <p>ArtForms – skilled artists conduct on-site workshops to all children</p> <p>Visit to Yorkshire Sculpture Park provides provocation for an Eco Art Week. All children take part in activities, blending together to form teams that are both mixed age and mixed attainment.</p>            |                        | <p>H Reid<br/>(Art)</p> <p>J Padgett<br/>H Reid<br/>Y Delves</p> | <p>July 2021</p> <p>July 2021</p>                               |
|   |   |                        |  | <p><b>£3,815</b></p>  |
| <b>Total budgeted cost</b>  |   |                        |  | <p><b>£11,200</b></p>   |