

# HAYES MEADOW PRIMARY SCHOOL

*Be the Best We Can Be*



Catch Up Premium 2020/21

School Name	Hayes Meadow Primary School
Total Number of Pupils	169 (excluding Nursery)
Proportion of Pupil Premium Children	23%
Proportion of pupils with SEND	12%
Catch Up Allocation Amount	£13,520 £80 per child from R – Y6
Date Written	September 2020 – updated 20.11.2020
Review Date	December 2020/ April 2021/ June 2021
Written by	Sarah Sivieri
Chair of Governors	Margaret Wainwright
Known Impact of COVID School Closure	<ul style="list-style-type: none"> <li>• Increased gaps in reading, phonics, writing and maths for pupils who were unable to engage fully with home learning during lockdown.</li> <li>• Social, emotional and mental health needs of pupils exacerbated by the circumstances of lockdown.</li> <li>• Pupils learning behaviours decreased and their stamina for completing learning tasks is reduced.</li> <li>• Decrease in physical health due to lockdown circumstances.</li> </ul>
Key Priorities	<ul style="list-style-type: none"> <li>• Ensure all children are attending school regularly.</li> <li>• Ensure children are emotionally ready for returning to formal learning.</li> <li>• Ensure consistent high-quality teaching and learning across the school.</li> <li>• Ensure all staff quickly identify gaps in children’s knowledge and provide quality ‘catch up’ interventions.</li> <li>• Ensure all children have regular exercise to increase physical health.</li> <li>• Ensure SLT identify practical methods of remote learning for Hayes Meadow families.</li> </ul>

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. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>

**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>Quality First Teaching:</u></p> <p>The core subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Quality baseline assessments will be completed, questionnaires with pupils and meetings with the HT will take place to determine gaps in learning and focussed teaching for the term to enable support to be targeted to the appropriate places.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths. Additional maths resources purchased.</p> <p>Use of five day, mini maths and five a phonics to ensure pupils continue to build on previous knowledge and address any gaps/ misconceptions.</p> <p>Use end of unit assessments and regular assessment for learning information to identify gaps in learning and whether pupils are retaining knowledge. Eg. Repeating the end of unit in maths a few weeks on to see if pupils are retaining the knowledge.</p> <p>More frequent phonics sessions and further resources to support pupils.</p>	<p><b><i>Staff will identify which areas of learning have not be covered due to school closure period. Use curriculum mapping techniques and recovery curriculum to plan for this term.</i></b></p> <p><b><i>Purchase further assessments to be administered each term.</i></b></p> <p><b><i>Evaluate pupil's responses to questionnaire and identify emotional support required in each year group.</i></b></p> <p><b><i>Purchase additional manipulatives for maths lessons.</i></b></p> <p><b><i>Phonics resources and books to further support pupils</i></b></p>	<p>£500</p> <p>£2,000</p> <p>£500</p>	<p>SS All staff SS/PG/NM</p> <p>SP</p> <p>SP/SW</p> <p>NM</p>	<p>Dec 20</p> <p>Feb 21</p> <p>Dec 20/ April 21</p> <p>Dec 2020</p>

Total budgeted cost

£3,000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Salford Reading Test administered with pupils in Year 2, 3 and identified pupils in Year 4 following the staff training on the accelerated reader program.</p> <p>1:1 precision grids administered and reading ages assessed. Intention is for all reading ages to be in line with chronological age.</p>	<p><b>Purchase Salford Reading Test.</b></p> <p><b>Additional release time for staff to attend online training.</b></p> <p><b>Additional TA support to administer interventions.</b></p>	<p>£60</p> <p>£2,000</p> <p>£2,000</p>	<p>SS/ NM</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>DEMS programme purchased for pupils in Year 1 initially. This is to support the decrease/ lack of progress with fine/ gross motor skills following the school closure period.</p> <p>OWL behaviour support therapist in each weekly to support pupils across school with their emotional needs following the period of school closure.</p> <p>Speech and Language therapist in school each week to support the early identification and support of language in the EYFS and KS1 and communication needs in KS2.</p> <p>Forest School Leader trained to further support pupils emotional needs and mental health.</p>	<p><b>DEMS programme and resources purchased. Take ten programme purchased.</b></p> <p>Additional therapist to work with pupils, staff and parents.</p> <p>Speech and language therapist to work with pupils, staff and parents to support early language and specific needs.</p> <p>Whole Staff INSET day on forest school and outdoor learning provision.</p> <p>Leader training purchased to provide forest school for</p>	<p>£50.00</p> <p>£2,500 per term</p> <p>£2,000 per term</p> <p>£400</p>	<p>SS/ HH/AA</p> <p>SS/NM</p> <p>SS/NM</p> <p>SS</p>	<p>Dec 20</p> <p>Dec 20</p> <p>Dec 20</p> <p>Feb 21</p>

<p>Additional TA/ teacher time to provide interventions in KS2 with individuals and in small groups.</p> <p>Nurture sessions in KS2 for pupils requiring additional emotional support.</p> <p>Additional resources purchased to support pupils with additional needs improve concentration and approach to learning.</p>	vulnerable groups.	£900	SS/JC	Dec 20
	TA time increased to work on interventions including precision grids etc	£4,000 per term	SS/PG	Dec 20
		£1,000 per term	NL/SS	Dec 20
	A range of resources purchased to support these children.	£400	NM	Dec 20
<b>Total budgeted cost</b>				<b>£11,250 until Dec 20</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>Supporting parents and carers</u></p> <p>Support group for parents to access individualised support for home for children with additional needs, particularly ASD.</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><b><i>M Gomm to facilitate parents meetings on a weekly basis. Parents to raise issues and develop strategies to support.</i></b></p> <p><b><i>Additional online learning resources will be purchased for pupils to be able to access from home such as Numbots.</i></b></p>	<p>£500 for sessions in the Autumn Term</p> <p>£200</p>	<p>NM</p> <p>SP/PG/H H</p>	<p>Feb 21</p> <p>Feb 21</p>

<p><u>Access to technology</u></p> <p>Teachers have computers equipped with webcams and allow the teachers to enable pupils to join classes if they are self-isolating. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><b>Purchase webcams for class computers. Purchase some additional laptops for staff use.</b></p> <p><b>Staff training</b></p> <p><b>Release time</b></p> <p><b>Training from Link2ICT</b></p>	<p>£240</p> <p>£300</p> <p>£390</p> <p>£140</p>	<p>SS/NM/P G/HH</p>	<p>Dec20 and then plan further programs.</p>
<b>Total budgeted cost</b>				<b>£1,770</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£13,520</b>
		<b>Cost paid through school budget</b>		<p><b>£16,020</b></p> <p><b>+£8,500 potentially in spring term.</b></p>