



Harewood C of E Primary

COVID 19 Catch Up Premium Grant Summary Report



Educating For life In All Its Fullness

(John 10:10)

As a school, we shape all that we do, to allow children to develop a strong sense of their Emotional, Spiritual and Cultural self.

Through our Christian values:

- **Honesty**
- **Forgiveness**
- **Courage**
- **Hope**
- **Community**

We ensure that children are prepared for life as active citizens in the world they live in.

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote Education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

Ofsted will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

The EEF guidance suggests a 3-tiered approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)

- Literacy skills
- Gaps in curriculum
- Readyng the school for further home learning needs
- Ensuring all pupils can access online learning at home
- Gaps in knowledge that have appeared between March and July 2020 (as identified through baseline assessment in Autumn 1)
- Ensuring our SEND pupils are making social, emotional and academic progress following the lockdown period
- Understanding T&L strategies within the 'new normal' way of teaching
- Maintaining a high attendance % for all pupils is a priority
- Wellbeing: Pupils adjusting to the new school routines and structures
- Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
- Ensuring parental engagement levels are maintained during the 'virtual meeting' era
- The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful

Context of the School

Harewood C of E Primary School is located on the outskirts of Leeds; the level of disadvantage in our school is low compared to national average- presently 7% children are in receipt of pupil premium funding. We strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Catch Up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning.

The vast majority of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and uploaded to Tapestry. This also enabled effective communication and feedback from parents. Children downloaded the work and uploaded photos or copies of completed work. This medium was used to communicate daily with children and parents. School used Times Table Rock Stars, Bug Club, BBC Bitesize, The Oak Academy and White Rose Maths to supplement on-line provision.

(A copy of our school Contingency Planning to cope with any future closures or children being educated off site is available on the school website)

Allocated Catch Up Grant

Total number of pupils on roll	103
Amount of CCUPG to be received per pupil	£80
Provisional Allocation	£8240

Priorities, Strategies and Planned Use of the Grant

Teaching Priorities	
Barrier	Desired Outcome
Staff require CPD to develop a greater understanding of children's mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. this is a focus of the first 2 weeks back in school and then as a greater priority through our PSHE planning in the autumn term.
Home learning requires further refinement and development in order to improve access to learning and ability to provide more individualised feedback at home for all pupils. Develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online.	A strong remote learning offer is in place involving use of Tapestry and all staff are trained in its use. Updates are uploaded and feedback to pupils given accordingly. Teachers follow the school contingency plan to provide work for and support children who are home learning for periods of time.

Targeted Academic Support	
Barrier	Desired Outcome
Some pupils had limited access to maths materials/teaching during the summer term and therefore, their maths attainment is lower than expected in terms of ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
Although online learning materials provided for Reading during the summer term were accessed by the majority of pupils, baseline assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working well below ARE.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
Due to the emphasis on on-line learning, standards in handwriting and spelling in some children are lower than expected in terms of ARE.	Pupils make accelerated progress in writing and spelling skills from their starting points at the beginning of the Autumn Term.

Wider Issues	
Barrier	Desired Outcome
A minority of pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons and behaviour incidents are minimal.

Strategies			
Issue	Actions	Success criteria	Lead
Supporting Return to school and mental well-being.	<ul style="list-style-type: none"> -Recovery curriculum in place from the start of term. -Initial intensive PSHE input using the Jigsaw recovery programme. -PSHE LTP reorganised so the Autumn term unit of work is the Mind Mate unit for every class. -Teachers aware of strategies to support those under stress upon return to school. 	<ul style="list-style-type: none"> -Children settle back into school and learning quickly. -Minimal friendship and behaviour issues observed. -Children coping well with new/adapted school routines. -Those requiring additional support have access to the required strategies. -Small group or individual support available where needs are identified. -Parents happy with the return to school and feel that school is doing what it can to keep the children safe both physically and mentally. 	AR (HT) AE (PSHE Leader) JB (SENDCo) All Teaching Staff
Refining the Home Learning offer for children having to self-isolate.	<ul style="list-style-type: none"> -Audit the provision from the summer term to analyse uptake ease of use. -Develop a consistent whole school approach to the types, frequency and amount of home learning children will be provided with. 	<ul style="list-style-type: none"> -All families signed up for, and have access to Tapestry. -Staff training in place to support the use of Tapestry as the tool for communicating learning with families. 	All Teaching Staff

	<ul style="list-style-type: none"> -Balance the need for providing home learning with the workload required from staff who may have to be teaching a class and delivering home learning. -Consult families on their ability to access the learning via Tapestry and the families access to the technology required. -Continued subscription to Tapestry for the whole school. 	<ul style="list-style-type: none"> -Children who are away from school have access to learning which is in line with the learning of their peers in school. -Staff workload and well-being is not too heavily impacted by the provision of home learning in addition to classroom learning. -Families who are struggling to access learning through a lack of technology are supported with devices or alternative learning. 	
Slower than expected progress is addressed in key curriculum areas.	<ul style="list-style-type: none"> -Baseline assessments are purchased and carried out by all classes on return to school in September. -Attainment from previous KS is compared with baseline results to identify children in need of additional catch-up. -Children identified are given targeted support via, Quality First Teaching, group and individual intervention. -End of term assessments undertaken to identify impact of intervention and support. -Families are informed of additional needs through informal conversations with staff and via Autumn Term Consultation Evenings. -Additional teacher hours are purchased to support and target children who have been identified as requiring additional support. 	<ul style="list-style-type: none"> -Attainment gaps are diminished when compared with projected attainment from previous data. -Any additional gaps are planned into future recovery work for classes, groups or individuals. -Additional adult support is being used effectively in classes to enhance QFT and interventions. -Discussions in Pupil Progress meetings evidence accelerated progress of pupils where required. 	SLT All Teaching Staff Support Staff SP (Class 4)

<p>Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.</p>	<p>-Children supported on their return to school through additional opportunities for discussion and circle time type activities to rebuild / repair friendships affected by the break. -Introduction of the school Anti-bullying and behaviour policies developed in conjunction with the school council. -Teachers to communicate expectations and new classroom routines.</p>	<p>-Classrooms have a calm learning environment. -Behaviour at play times, and in less structured periods, is within the expectations of the behaviour code. -Classroom and home learning routines are in place and being adhered to giving opportunity for effective learning.</p>	<p>Class Teachers Support Staff SLT</p>
---	--	---	---

Governance – monitoring the effectiveness of the COVID Catch Up Grant

Governors involved:

- Chair of Governors
- Chair of Finance
- Headteacher
- Assistant Headteacher

Review Dates		
Autumn: January	2021 Spring: April 2021	Summer: July 2021
Autumn Summary		
Spring Summary		
Summer Summary		