

Hadley Wood Primary School – Coronavirus (COVID-19) Catch-Up Premium 2020-2021



At Hadley Wood, we value the abilities and achievements of all of our pupils and are committed to providing each pupil with the best possible environment for learning. We have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We are determined to ensure that our children are given every opportunity to realise their full potential and be “*confident, capable and caring*” young citizens.

From Government Guidance <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

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. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

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 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 [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. As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

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Summary information			
School	Hadley Wood Primary School	Headteacher	Fran Worby
Catch-Up Funding Allocation	£16, 560	Date of First Strategy	November 2020
Total number of pupils	207	Date for review of this strategy	January 2021

Strategy Statement

Covid-19 has impacted on all our lives. There are many positive implications arising from the national lockdown and school closure and it is important to celebrate these with our young children. As a school we provided the children an opportunity to do this through interactive online Teams meetings ahead of a return to full-time school to ensure children could recognise the positives arising from their time at home.

We also need to be mindful that many of our children have not been in school since March and the impact that this will have had on both their education, emotional wellbeing and readiness to learn. All of our children were provided with high-quality home schooling provision throughout school closure. The school provided daily video lessons and differentiated resources via our home learning online platform, Office 365. However, it is important to remember that children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly, as if they had been in school being taught during this time.

From March to June 1st, our school was open to key worker and vulnerable children only and for this period 6% of the school population attended. When, Reception, Year 1 and Year 6 pupils were invited back from 1st June, we had the following attendance:

Reception = 33% Year 1 = 33% Year 6 = 83%

Unfortunately due to the small size of our workforce, the school was unable to bring back our Year 5 cohort (who are now our Year 6 cohort). The statistics from our baseline assessments outline that the children in our Year 1, 2 and 6 cohorts (2020/21 academic year) have over a term's worth of learning to catch up on. This means there will be challenges in supporting these children to 'catch up' on missed learning.

The local nursery that many of our children attend before starting in Reception was closed throughout the lockdown period. As a result we have identified that many of our Reception children are working significantly below national expectations particularly in the personal, social and emotional development (PSED) strand. We now have to address this interruption to our children's education in order that it does not impact on their lives in the future. Alongside everyday teaching, there will be extra provision given to pupils to address these gaps and will include:

The staff have spent time during the lockdown adjusting the curriculum to address the learning that the children have missed: our Recovery Curriculum	All year groups
Fully qualified teacher delivering mathematics interventions across Key Stage 2 for those children identified as requiring extra support	Years 3,4,5 and 6
Experienced Maths Teacher delivering whole-class intervention in Year 6 to offer additional weekly booster session	Year 6
An HLTA supporting with reading interventions across Key Stage 2 (KS2) for those children identified as requiring extra support	Years 3,4,5 and 6
An HLTA supporting with reading interventions across Key Stage 1 (KS1) for those children identified as requiring extra support	Year 2

During the lockdown, the school spent time developing every area of the curriculum. Even though we acknowledge that Reading, Writing and Maths need to be a focus to help the children to 'catch up' on their missed learning, our intention is to still offer a broad and balanced curriculum for all of the children. In line with our latest risk assessment we will further adjust the curriculum to make sure that it is Covid safe. The following link will take you to our website where each year group's curriculum can be found in order for you to see what we aim to teach our children per term: <https://hadleywood.enfield.sch.uk/curriculum-overviews/>

Targeted Support	
1.	Wellbeing/Emotional Support/Behaviour
2.	Reading
3.	Writing
4.	Mathematics
5.	EYFS (Early Years Foundation Stage)

Planned expenditure of the Catch-Up Premium 2020-21

1. Targeted Support: Wellbeing/Emotional Support/Behaviour

Concern	Chosen action / approach	Success Criteria	Staff and/or Budget
<u>Mental Health</u> Mental Health and well-being curriculum – developed to address the effect Covid-19 pandemic has had on pupil wellbeing.	<ul style="list-style-type: none"> A Recovery Curriculum for PSHE (Personal, Social, Health and Economic education) to be implemented during Autumn 1 across the whole school. The curriculum was written in collaboration with ETSP (Enfield Town Schools' Partnership) schools and addresses areas such as hope, dealing with loss, coping with anxiety and good personal hygiene 	<ul style="list-style-type: none"> Smooth transition into a new year group via a curriculum that focusses on integrating back into school life and addressing anxieties around Covid-19 Opportunities for individual children to share their experiences are given and PSHE lessons are planned according to this Children have opportunities to self-reflect on their experiences during PSHE lessons 	All teaching staff No cost as accessed via ETSP
<u>Separation</u> Some children will find leaving family extremely difficult and traumatic as it will be 6 months from last coming to school and separating from those they are closest to.	<ul style="list-style-type: none"> PSHE, assemblies, reflection and mindfulness are an integral part of the school day and staff will plan explicitly for this. At the start of the school year, assemblies will focus on wellbeing and mental health. Full-time Learning Mentor role created to support children with anxieties around separation. Nurture group provision at the start of the day and break and lunchtimes 	<ul style="list-style-type: none"> Needs of the individual class are met by PSHE lessons in accordance to their needs around separation anxiety Where child is still suffering from separation anxiety refer to Learning Mentor. 	All teaching staff Contribution towards Learning Mentor salary: £5000

<p><u>Behaviour</u> Children have had up to 6 months away from routine, policies, practices and the discipline school brings. With social distancing and class bubbles in place, implementing the known behaviour policy cannot happen in the same way as it did before lockdown. The updated behaviour policy needs to be understood by all and implemented daily but also sensitively to meet the needs of all children.</p>	<ul style="list-style-type: none"> • Explicit teaching in behaviours for learning in the classroom environment such as independence and resilience – as children educated at home will have experienced 1:1 support. • Updates to behaviour policy needs to be discussed, understood and implemented by all pupils and staff. • Risk assessment actions carried out to ensure all members of the school community feel safe. • Good to be Green behaviour system needs to be re-launched and prevalent around the school • Whole-school assemblies to focus on behaviour and expectations • Whole-school behaviour management training – Team Teach – for all support staff and relevant class teachers • Class teachers and support staff supported by Learning Mentor to develop positive behaviour management strategies. 	<ul style="list-style-type: none"> • Hadley Wood Values are integrated back into the children’s learning and reflected in their daily behaviour • Behaviour policy with changes implemented and all children feel safe in and around school • Changes made to normal routine of the school day are implemented as per risk assessment and action plan to maintain the safety of all members of the school community 	<p>All teaching and support staff Learning Mentor</p> <p>Team Teach training for support staff and relevant class teachers: £1195.60</p>
<p><u>Anxiety</u> Parents, children and staff are anxious about returning to school after such a long break and about the continuing virus threat to their health</p>	<ul style="list-style-type: none"> • Wellbeing posters around the school and in each classroom to signpost children to external agencies if they feel they need extra support outside of school, e.g., Childline. • Keep parents informed of any changes to DfE guidance through weekly updates/newsletters as relevant. • School Counsellor employed weekly to work with children who staff identify are displaying high-anxiety 	<ul style="list-style-type: none"> • Pupil and parent voice is encouraged to understand individual lockdown experiences and bring the community back together. • Parental engagement increases not only with the positive messages but also for access to support in the community for all family members. 	<p>Inclusion Manager School Counsellor</p>
<p><u>Routines</u> Everyone has been disrupted since the country went into lockdown and everyone needs to establish routines once again. This starts at home with bed time routine, start of the day and stamina throughout the day. School will provide routine very quickly and supporting families to create a routine at home will be priority.</p>	<ul style="list-style-type: none"> • Use of visual timetables in all classrooms in order to ensure structure, routine and predictability for the children • Daily Collective Worship to be delivered virtually and to invite children shielding at home to attend • Hadley Wood Values to be integrated into PSHE lessons and children are to be reminded of high expectations, particularly when discussing sensitive issues as a class • Mindfulness routines to be reintroduced throughout the autumn term to plan for times of ‘calm’ within the school day. 	<ul style="list-style-type: none"> • Visual timetables help children understand the routine of the day. • Routine to school day to re-start in order that children have familiarity and know what is happening per day. • Mindfulness ‘calm me’ times become routine and a valuable part of every day and help individual children cope with the demands of returning to school. 	<p>All staff</p> <p>Research costing of the Headspace app renewal for this academic year as this was free to all educators last academic year.</p>
Budgeted Cost			£6195.60

2. Targeted Support: Reading			
Concern	Chosen action / approach	Success Criteria	Staff and/or Budget

<p>Children will have missed 6 months of Phonics teaching. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.</p>	<ul style="list-style-type: none"> • Purchase of Read, Write Inc. scheme to provide teaching staff with a consistent scheme across KS1 and the school. Baseline assessment indicates the children are reading at a lower level than in previous year groups so a new scheme has been researched and implemented which will enable teaching staff to offer structured catch up interventions which can be run by support staff with minimal training. • Additional adults support 1.5 days per week (2 additional afternoons and one full day) in Year 2 to support small group reading interventions 	<p>Pupils in Year 1 will have recapped and completed Phase 3 in early Autumn 1 and progressed to Phase 4 in a timely manner. Pupils in Year 2 will be ready and prepared for Phonics Screening test in the second half of the Autumn term that was missed in June 2020. Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.</p> <p>Children will feel confident with familiar staff to help, not only with transition into new year group but also with assessing the children at the start of this unique term</p> <p>Read, write Inc. will provide a consistent approach to phonics will be delivered across KS1 which will enable children 'catch up' on lost learning</p>	<p>Teaching staff</p> <p>Approximate purchase of Read, Write Inc. materials: £2000</p>
<p><u>Independence & Fluency</u> Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence and competence to read independently and fluently may have decreased and, alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning.</p>	<ul style="list-style-type: none"> • Use of baseline tests early in the autumn term to gain an accurate baseline in core subjects. • Opportunities to read in every lesson in order to develop fluency and independence in reading. • Regular MIDAS group reading sessions for targeted groups as an afternoon school intervention to work on the reading domains. Year 3 – Year 6 delivered by a trained HLTA (Higher Level Teaching Assistant) • Small group support for Year 2 children twice a week embedding MIDAS principles for KS1 children, delivered by HLTA. • Development of reading approach across the school to embed whole-class reading approach. Reading will be prioritised through timetabling (30 minutes a day 5 x a week). 	<ul style="list-style-type: none"> • Assessments in reading in early September will give baseline assessment for Reading on which interventions can be based and children will receive and develop their reading accordingly and gaps in learning, knowledge and understanding will be narrowed. • More access to individual reading will take place both in school for all pupils as well as before school (for pupils in Year 6) who require extra support. • Focus on reading in all lessons will develop vocabulary opportunities for all pupils. • Vocabulary and meaning of words will develop, fluency of reading will increase and comprehension skills will deepen allowing understanding of texts in all subjects to improve 	<p>Teaching staff</p> <p>MIDAS trained HLTA</p> <p>Contribution towards HLTA leading MIDAS intervention (5 x afternoon session) and resources: £1400</p>
Budgeted Cost			£3400

3. Targeted Support: Writing

Concern	Chosen action / approach	Success Criteria	Staff and/or Budget
<p>Pupils have fallen behind with their writing over the lockdown period and have not been exposed to quality teaching. They will need to opportunity to build up their stamina.</p>	<ul style="list-style-type: none"> • Training in Talk for Writing is completed by all staff. • Training development allows staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils. • Whole-school writing project to develop spiral skillset/curriculum across the school using Pie Corbett's Talk for Writing principles throughout the spring and summer terms 	<ul style="list-style-type: none"> • Quality of writing improves across the school with more pupils achieving age related or above expectations in writing. • Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects. • Confidence of the pupils increases in writing. • Children are able to write at length work of a high quality 	<p>LJ, LA, RB.</p> <p>Approximately £1000 for training</p>
<p>Basic Skills knowledge and understanding of writing is not age related due to missed learning throughout lockdown.</p> <p>Vocabulary, understanding and the meaning of new words has not been developed creating a knock-on effect on the spelling of age related words and their use in writing</p>	<ul style="list-style-type: none"> • Spelling Shed interventions to support spelling lessons in class from spring term onwards • Spelling Shed to be used from Year 2-6 to cover a structured spelling programme that children can also access at home as part of their homework. 	<ul style="list-style-type: none"> • Spelling ability increases which in turn aids the quality of writing. • Spelling scores in external assessment improves and children achieve age related or above expectations in SPaG (Spelling, Punctuation and Grammar) and writing assessments. • Gaps in knowledge and understanding of punctuation, grammar and spelling are narrowed. <p>More pupils achieve age related or above expectations in SPaG.</p>	<p>LJ, LA, RB</p> <p>Cost of purchase of Spelling Shed: £171.70</p>
<p>Presentation is not at the expected standard.</p>	<ul style="list-style-type: none"> • Daily handwriting practice across the school through the use of handwriting scheme. • Research and purchase of whole-school handwriting scheme to reinforce consistency of handwriting joins across the school. 	<ul style="list-style-type: none"> • Improved handwriting presentation across the school. 	<p>LJ, LA, RB</p> <p>Approximate cost of handwriting scheme £502</p>
Budgeted Cost			£1673.70

4. Targeted Support: Mathematics

Concern	Chosen action / approach	Success Criteria	Staff and/or Budget
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<p>The progression in learning Times tables has been halted due to lockdown and children's knowledge and understanding of the times tables for their year group is not secure.</p>	<ul style="list-style-type: none"> • Use of Times Tables Rockstars to assist in teaching of tables and practice at home. • Weekly competitions to be set up by class teachers for the children to complete at home. 	<ul style="list-style-type: none"> • Times tables learnt for each year group and used in daily maths lessons to assist in the development of fluency and reasoning in maths. • Pupils more confident with times tables. • Year group competitions actively played at school and at home 	<p>Maths lead – GC, All teaching staff</p> <p>Cost of TT Rockstars: £96.80</p>
<p>Accurate understanding of all pupils' maths ability not known due to 6 months out of school for majority of pupils.</p>	<ul style="list-style-type: none"> • Use of baseline tests early in the autumn term to gain an accurate baseline in core subjects. • Implementation of the Recovery Curriculum to consolidate core knowledge from previous year group. 	<ul style="list-style-type: none"> • Assessments in reading in early September will give baseline assessment for Reading on which interventions can be based and children will receive and develop their reading accordingly and gaps in learning, knowledge and understanding will be narrowed. • Work for all pupils pitched at an appropriate level with challenge for all in maths lessons evident based on accurate assessment of ability. 	<p>All teaching staff</p>
<p>Number and place value understanding is not at age related levels due to missed teaching during lockdown</p>	<ul style="list-style-type: none"> • Interventions for place value and number for children who are identified as working below age-related expectations to close the attainment gap. • Highly experienced maths teacher - one day a week to lead mathematics interventions across KS2 (Years 3-6) • Staff will use the planning and resources created by White Rose Maths Hub to supplement training and interventions. • Purchase NumBots for Reception, Year 1 and Year 2 to develop recall and understanding of number bonds and addition and subtraction facts. These are critical foundations in maths. The children in Year 1 and 2 missed the opportunity to secure their understanding in this due to the lockdown. Children will be able to access this both at school and home. 	<ul style="list-style-type: none"> • Understanding and ability to apply knowledge and skills of place value and number lead to age related expectations and above being met in maths. • Reasoning and fluency in maths increases as a result of a better understanding of number and place value. • Improved understanding of number bonds and addition and subtraction facts for Reception and Year 1. Gaps in Year 2 will be addressed. 	<p>All teaching staff</p> <p>Maths lead - GC</p> <p>Contribution towards Maths Lead teacher's salary: £5000</p> <p>WRM online Platform: £99</p> <p>NUMBOTS: £94.90</p>
Budgeted Cost			£5290.70

5. Targeted Support: EYFS

Concern	Chosen action / approach	Success Criteria	Staff and/or Budget
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<p>Children showing weakness in their oral language skills.</p> <p>Many of the Reception children have not attended nursery since March 2020 and as a result have weaknesses in their oral language skills which will impact on their reading.</p>	<ul style="list-style-type: none"> • Apply to trial IOE Flexible Phonics. The trial will provide strategies to: <ul style="list-style-type: none"> - enhance the teaching of phonological awareness; - suggest how to optimise the order graphemes are taught in, based on their frequency of occurrence in children’s books; - encourage children to use their understanding of the meaning of words to support their decoding; and provide teachers with appropriate short texts to use on the same day as introducing a new grapheme for children to practise applying their knowledge of the new grapheme. • Purchase of Read, Write Inc. scheme to provide teaching staff with a consistent scheme across KS1 and the school. Baseline assessment indicates the children are reading at a lower level than in previous year groups so a new scheme has been researched and implemented which will enable teaching staff to offer structured catch up interventions which can be run by support staff with minimal training. 	<p>Improved outcomes in reading for Reception children</p>	<p>No cost as part of EEF trial</p> <p>KS1 staff, LJ, LA, RB. Cost of purchase of resources outlined elsewhere in document</p>
<p>(Cost already outlined elsewhere in document) Budgeted Cost</p>			<p>£0</p>

Additional Strategies

Strategies that have or will be deployed to enable our pupils to be fulfilled, healthy and successful at Hadley Wood on their return. These strategies will have minimal or no cost involved but we feel should be acknowledged as part of what we do to support our children.

Chosen action / approach	Staff and/or Budget
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<ul style="list-style-type: none"> • Parent Meetings • Social Stories • Risk assessments for whole school and key children • External Agencies • Specific wellbeing support for individuals from the BAME community • Regular and clear communication with parents • Maintained a strong presence in the school playground every day • Arts Trophy competitions • Regular involvement with ETSP and LA initiatives • Collective Acts of Worship to continue centred around the school Values theme (including online) • Videos and signs as part of clear communication • Online safety lessons • Regular phone calls during periods of isolation and lockdown • Provision for FSM children during isolation and lockdown • Increase in safeguarding meetings • Newsletters • Weekly updates • Meet the Teacher PowerPoints explained to the parents. • Recovery Curriculum shared with staff, parents and pupils. • Leuven Scales and Pupil Progress Meetings followed by Provision Maps • Involvement of external agencies when required 	FW, LJ, PB, FB, LA
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Hadley Wood Primary School Catch-Up Premium 2020-21 Total Budgeted Cost	£16, 560
<i>In reality, the total cost far exceeds our catch-up funding allocation and will inevitably change throughout the year to support identified needs. The budgeted costs are a contribution to the total cost of the provision. We will continue to monitor the expenditure and provision for all pupils.</i>	