



Hadley Learning Community

Catch Up Premium Strategy 2020/21

2020-21

September 2020

What is the catch up premium and where does it come from?

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 at HLC 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 recovery.

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.

The aim of Catch up premium

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.

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. We have used this document to help us direct our additional funding in the most effective way. This includes, for example:

- small group or one-to-one tuition
- intervention programmes to help re-engage pupils or extra teaching capacity from September

To support us to implement our catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This provides further guidance on how we should implement catch-up strategies and highlights effective practice.

Accountability and Monitoring

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 our approaches to catch-up from September, including our 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.

Funding Allocation for 2020-2021

Strategies

- Catch up premium funding will be clearly identifiable within the budget
- The Principal and Head teacher, in consultation with the governors and staff, will decide how the catch-up premium is spent for the benefit of entitled pupils.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the catch up premium and the Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.

- We will publish online information about how we have used the catch-up premium
- We will ensure that parents, governors, and others are made fully aware of the impact of the catch-up premium
- We will monitor evaluate and review the success of the impact of the catch-up premium

Allocation of funding

To achieve these aims we have allocated funding into three areas:

1. Teaching and whole school strategies
2. Targeted academic support
3. Wider supporting strategies

Total amount allocated to funding students catch up as a result of COVID19 = £43,280

See figure 1.1 below for allocation of funding.

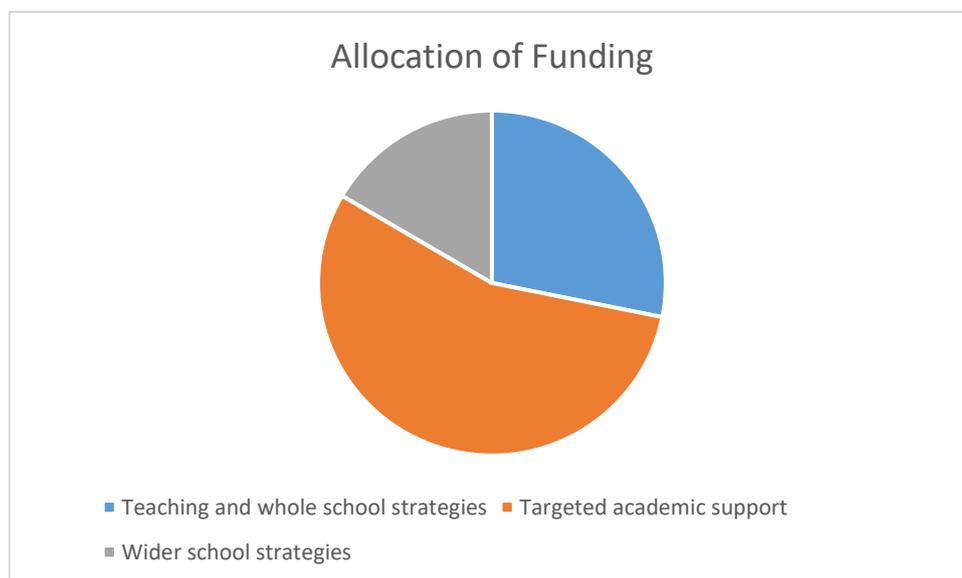


Figure 1.1

Teaching and whole school strategies £12,506

Targeted academic support £24,544

Wider school strategies £7350

Total Spend = £44,400

Teaching and whole school strategies

Measure	Activity	Intended Outcome	Evidence and rationale for choice	Allocation of funding	RAG
Identification of core knowledge in each year group.	<p>Back on track training – Click4Teaching x3</p> <p>Year group time to complete back on track documents</p> <p>NFER/SATs tests including QLAs</p>	Gaps in children’s knowledge identified	Jon R. Star “Too often, struggling students fall further behind because their lack of understanding of prior content prevents them from learning new material.	<p>£600 (3 x £200 sessions)</p> <p>Additional time to complete ‘back on track’ documents and spreadsheets and plan interventions x 16 teachers @ 2 hours each = £37 x 32 = £1184</p> <p>Additional test papers £100</p> <p>Total = £1884</p>	
Ensuring gaps in knowledge have been addressed	<p>Review and reflect on the gaps in knowledge and skills that are evident from the 6month period of lockdown.</p> <p>Half term testing programme that identifies missing core knowledge that allows for easy data analysis into intervention groupings (back on track documents)</p> <p>Allocation of subject leader time to re-write curriculum plans to ensure core knowledge has been delivered within curriculum time and intervention slots.</p> <p>Ongoing formative assessment through the use of low stakes testing and in class questioning.</p>	Subject Leaders have identified the gaps in learning, have prioritised students’ interventions requirements and have clear strategies to close the gaps in learning. Internal data will demonstrate 80% of students are making progress in line with expectations.	<p>Daisy Christodolou in ‘Seven Myths about Education’ states, “knowledge builds to allow sophisticated higher-order responses,” and that, “when the knowledge base in not in place, pupils struggle to develop understanding of a topic.”</p> <p>As Tom Sherrington states in ‘The Learning Rainforest’, “Children can advance educationally only when they have the expected prior knowledge. Social justice demands that we give all children equal access to important shared knowledge.”</p>	<p>Additional subject leader time to write recovery curriculum</p> <p>4 x 37 x 2 hours = £296</p>	

<p>Develop a remote learning plan that will ensure all students have access to high quality learning throughout potential closures.</p>	<p>Create resources for closures to ensure that every student has bespoke learning materials both online and paper versions when needed.</p> <p>Ensure staff devices are able to manage online TEAMS delivery models.</p> <p>Provide high quality training for all staff on the delivery of remote learning in line with guidance and safeguarding requirements</p> <p>Provide parents and students with training to support remote learning (creation of a library of resources)</p>	<p>All staff deliver high quality online learning remote lessons.</p> <p>Students and parents understand the remote learning provision and all relevant students engage in all lessons.</p>	<p>Government guidance states that, "Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home."</p>	<p>4 teachers x 2 hours = £296 per week additional time to prepare packs of work £296 x 26 weeks (end of Summer Term) = £7696</p> <p>Training support = £500</p> <p>Petrol to deliver home learning packs £100</p> <p>Total = £8296</p>	
<p>Ensure and effective CPD programme for all NQTs and RQTs to support quality first teaching</p>	<p>Additional time out of class for RQT</p> <p>Position of RQT mentor in addition to the NQT mentor. Early career framework is being embedded for ITT/NQT and RQTs.</p> <p>A full training CPD programme is in place for NQTs.</p>	<p>NQTs and RQTs have access to high quality CPD to support quality first teaching. 100% of NQT/RQT to have complete the 6 CPD sessions and associated work</p> <p>Mentors give the additional support to ensure they have effective and robust NQT/RQT support.</p>	<p>The Early Careers Framework states that, "Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as</p>	<p>2 x NQT Mentor TLR3 = £1000</p> <p>Already in budget</p>	

	<p>All NQTs have trained mentors.</p> <p>RQTs have a designated coach.</p> <p>Trust meetings with NQT/RQTs x 5</p>		<p>with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.”</p>		
<p>Adapted Year 1 curriculum for pupils not ready for a more formal curriculum</p>	<p>Build a play based provision</p> <p>CPD for Year 1 staff</p> <p>Alistair Bryce Clegg CPD – transition in to Year 1</p> <p>Resources to support a play-based approach which mirrors EYFS</p> <p>Learning Journeys CPD (internal)</p>	<p>Year 1 pupils make a successful transition into Year 1</p>	<p>Ofsted’s Bold Beginnings in 2017:</p> <p>‘Reception and Year 1 teachers agreed that the vital smooth transition from the Foundation Stage to Year 1 was difficult because the early learning goals were not aligned with the now increased expectations of the National Curriculum.’</p> <p>They need adults they know in a space that looks very familiar. ‘For children entering Year One, the more the environment, resources and routines are as they were in Reception, the</p>	<p>Alistair Bryce Clegg CPD - £30</p> <p>Resources £2000</p> <p>Total £2030</p>	

			easier the transition will be' (Bryce-Clegg).		
Introduction of Healthy Lifestyles lessons to support local concerns.	Redevelopment of PE and Active School curriculum to include a focus on Healthy Lifestyles and fitness to reducing obesity.	Levels of obesity at HLC fall to national over 5 year period.	A study by Brown University (May 2018) epidemiologists found that children on the threshold of obesity or overweight in the first two years of life had lower perceptual reasoning and working memory scores than lean children when tested at ages five and eight. The study also indicated that IQ scores may be lower for higher-weight children.	Included in curriculum plan.	
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of external support influencing low levels of literacy. • Gaps in learning due to absence. • Recruitment and retention of experienced staff in core curriculum areas. <p>Available CPD opportunities to ensure professional development of staff</p>				
Projected spending	Teaching and whole school strategies = £12,506				

Targeted academic support

Measure	Activity	Intended Outcome	Evidence and rationale for choice	Allocated funding	RAG
To reduce the identified gaps in learning through a range of targeted intervention strategies	1:3 Tuition by HLC qualified staff linked to the curriculum being delivered. – NTP 75 children for 1 hour x 15	Pupils identified as needing additional support have intervention sessions by class teachers. Internal data will show at least 80% of students are making expected progress in all subjects. All pupils identified access additional support in holiday periods. 80% of students have positive progress score.	EEF gives evidence that A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one to one basis or with groups of two or three, with all group sizes making similar amounts of progress. Typical gains are 3 months	75 children for 1 hour x 15 Year 1 – 21 pupils x 15 hours Year 4 – 24 sessions x 15 hours Year 5 – 30 sessions x 15 hours Total = £7594 (NTP invoice)	Removed weekend and holiday intervention programmes due to staff workload
To close the gaps in literacy and numeracy and address the social and emotional need through high quality small group/121 interventions for the Year 3 cohort	Focused literacy and numeracy interventions to support gaps in learning across all year groups.	Literacy and numeracy gaps will be closed. Number of student's with reading ages below chronological ages will reduce by 10%	Alex Quigley in 'Closing the Reading Gap' states that reading, "profoundly affects our lives, offering us a vehicle to store and share the essential knowledge of our culture. The inextricable links between reading, literacy and health, wealth and well-being are well established."	Three fully trained staff to deliver a range of reading programmes including phonics delivery Additional support staff to provide small group maths intervention Additional support of pastoral team to deliver daily nurture group of 8 identified children every morning (Summer term) = £6,000	
Identify specific literacy and numeracy high quality small group/121 interventions for Year 6 and Year 2	Phonics and reading interventions to support students identified using effective data that they have a reading age below their chronological age.	Literacy and numeracy gaps will be closed. Number of student's with reading ages below chronological ages will reduce by 10%	EEF gives evidence that A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one to one	Support staff and teaching staff identified to support these children in school. 12 children form each year group daily.	

	<p>Numeracy interventions Numicon will be used to secure number concepts (Year 2).</p> <p>Focused literacy and numeracy interventions to support gaps in learning across Year 2 and Year 6</p>		<p>basis or with groups of two or three, with all group sizes making similar amounts of progress. Typical gains are 3 months</p>	<p>Cost already in budget</p>	
<p>To develop Oral language development and confidence in EYFS and Year 1</p>	<p>NELI programme</p> <p>SALT training</p>	<p>Improve speech and language in the groups by 6 months</p>	<p>As the EEF states, "Talk is a powerful tool for learning and literacy. It can improve reading and writing outcomes, enhance communication skills, and increase students' understanding across the curriculum."</p>	<p>NELI delivery 4 x £200 plus resources to support delivery £1500</p> <p>Speech and language therapy training x 3 staff = £1500</p> <p>£3000</p>	
<p>Talk boost intervention for Year 1-3</p>	<p>Talk boost for small group, 3 x per week intervention</p>	<p>Improve speech and language in the groups by 6 months</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>Talk boost training for 6 support staff</p> <p>£350</p>	

Purchase of resources to support catch-up and revision	Revision guides – Year 6 SEND specific resources for home (duplicate of those in school)	Support staff with delivery of revision (staff confidence) Parent confidence in having specific materials to support children at home	Government guidance states that, “Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.”	£2000 £1000 £3000	
Whole school intervention strategy	Support for leaders to identify ‘key marginal children’ and access material to support small group intervention sessions	Leaders are able to identify pupils falling behind rapidly and pinpoint the specific gaps in knowledge	EEF states tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	PiXL subscription £2700 Plus 3 x associate visits £900 Total £3600	
Behaviour and social emotional intervention	Wellbeing programme delivered to students identified using survey data Zones of regulation delivered across the school (metacognition and self-regulation)	Survey results will demonstrate a 50% improvement in students wellbeing	EEF states that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Metacognition and self-regulation	1 x session = £20 50 sessions = £1,000	

	BEAM sessions		approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.		
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of external support for pupil wellbeing • Lack of external support influencing low levels of literacy. • Gaps in learning due to COVID19. • Engagement of families in education. 				
Projected spending	Targeted academic support = £24,544				

Wider supporting strategies

Measure	Activity	Intended Outcome	Evidence and rationale for choice	Allocated funding	RAG
To offer highly qualified counselling internally to support pastoral approaches	<p>Appoint a HLC councillor for ½ day per week</p> <p>Caseload of students as identified by Pastoral panel – particularly targeted at Year 6 pupils with anxieties around transition.</p> <p>Review meetings with Councillor and Behavioural lead</p>	<p>Reduction in anxieties amongst identified pupils.</p> <p>Year 6 pupils confident to transition to secondary school.</p>	Pattison et al, 2007 reports, humanistic therapies are effective in school settings. Interpersonal psychotherapy (IPT) was found to be beneficial for children and adolescents with depression, particularly when presenting problems involved relational issues rooted in conflict.	£850	
To ensure children returning to school after lockdown have good attendance	<p>Appointed EWO to support children and families returning to school</p> <p>Subsidised breakfast and after school club provision</p>	Attendance improves for every child and attendance does not drop below 96%	EEF promising project Texting Parents - which aimed to engage parents using text messages about dates of upcoming tests, whether homework was	<p>EWO – one day per week (already in budget)</p> <p>Breakfast club £1 (30mins)</p> <p>After school wrap around £2 (1 hour)</p>	

			submitted on time, and what their children were learning at school - found a positive impact on maths attainment at GCSE, and a reduction in absenteeism.	£3000	
To provide regular supportive communication with parents	Use of phone calls text messages and emails to keep parents updated with children. Particularly as communication is difficult at collection and drop off	Parents survey indicates at least 98% of parents feel informed of child's learning and has all information form school	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact (EEF, 2019)	Increased cost of text messages and phone calls (parents evening) £2500	
To develop understanding of how to use technology to support pupils	CPD for staff, students, and parents on how to access remote learning, how to use it effectively and how to generate effective feedback using low stakes regular testing.	All staff, students and parents have an understanding of how technology can be used effectively to support feedback.	Government guidance states that, "Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home."	Remote Learning Lead TLR: £500	

<p>To develop mechanisms for pupils to discuss and thus reduce their worries</p>	<p>Worry boxes developed by safe squad Plan transition around children’s anxieties to reduce these.</p>	<p>Pupils anxiety is reduced around COVID and during transition periods</p>	<p>EEF 2020 - ‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p>	<p>Worry box resources, CPD and meetings to support this £500</p>	
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Attendance and punctuality to support effective learning. • Mental Health of students to ensure engagement in learning. • Wellbeing of students to ensure healthy lifestyles. • Understanding effective use of technology 				
<p>Projected spending</p>	<p>Wider Strategies = £7,350</p>				

Monitoring and implementation

Area	Challenges	Mitigating Actions
Teaching and Learning	<ul style="list-style-type: none"> Recruitment of core curriculum staff due to national shortages Recruitment of tutors for interventions Access to whole staff CPD due to COVID 19 measures. Availability of CPD time to deliver high quality programmes and to allow for department collaborative time. 	<ul style="list-style-type: none"> Effective recruitment strategies leading to high quality appointments. School website identifies all the strengths of the schools and promotes our vision and ethos. Quality assure the NTP tutors to ensure they can fulfil pupils' needs. Rigorous interview process and assurance form NTP. Use of Inset days to support deliver of CPD. Staff can access CPD flexibly due to the use of online and virtual CPD programmes (including PiXL CPD). Small group collaborative time has been included in staff PDM timetables.
Targeted support	<ul style="list-style-type: none"> Timetable opportunities for small group interventions Access to online resources at home Monitoring and evaluating impact of targeted support 	<ul style="list-style-type: none"> Interventions IN Year 1, 4 and 5 are delivered in evenings with allocated rooms Years R, 2, 3 and 6 are allocated intervention slots during identified times in the curriculum. Analysis of progress data for all subgroups of students including disadvantaged ensures targeted responses. Half termly during pupils progress meetings.
Wider strategies	<ul style="list-style-type: none"> Engaging families facing challenges (increased challenges due to COVID) Supporting families to ensure children return to school following COVID19 lockdown Supporting parents and students to engage in restorative processes Transition anxiety particularly amongst Year 6 pupils Engaging families in personal development, enrichment and extra-curricular events, promoting their importance. 	<ul style="list-style-type: none"> Additional EWO support and appointment to family support liaison role. Training for staff and pupils to support the restorative processes used in the behaviour policy. CPD time allocated on Inset day to support implementation (Pivotal training). Planned rigorous transition for Year 6 pupils with HLC secondary (59/60 pupils attending HLC). Counselling sessions for identified pupils with high anxiety. Additional SEND transition planned Provide opportunities for parents and pupils to understand the vital skills and qualities that they will develop through engaging in the arts, engaging with trips/visits. For example, resilience, confidence and engagement.