

Hook Junior School COVID catch-up premium report 2020-2021

COVID catch-up premium spending summary:

| SUMMARY INFORMATION | | | |
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| Total number of pupils: | 437 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £34,960 | | |

Tier 1 Quality of teaching – planned expenditure = £2,245

Tier 2 Academic support – planned expenditure = £18,000

Tier 3 Wider support – Mental Health and Wellbeing = £0 (built into other budget areas)

Total planned expenditure as of November 2020 = £20, 245

Following the review and the evaluation of the Autumn term, remaining budget will be planned for and spent within the Spring and Summer terms.

STRATEGY STATEMENT

At Hook Junior School our school values and learning values drive our ambition to *'Inspire, Learn, Achieve'*. This underpins our framework for high quality education for all children, regardless of background.

In addition to our school's values, knowledge of our children and context, the strategy has been devised using the research from the Education Endowment Foundation (EEF) using the evidence provided in the Guide to Supporting School Planning and the Covid-19 Support Guide.

'The mental, physical and economic impacts of Covid-19 will have affected every family and school in different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges for children...Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.' (Covid-19 Support Guide for Schools – June 2020)

The overall aims of our catch-up premium strategy:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures by identifying and supporting children off track for their end of Key Stage Two (end of Y6) target in reading, writing and maths.
- Ensure that attainment outcomes at the end of 2020-21 for all year groups are in line with school predicted year group and individual pupil end of year learning targets.
- Support children's mental health and wellbeing so that they are able to learn and achieve.

In line with the EEF research, the we will follow a three-tiered approach to implement our catch up strategy:

Tiers:

- 1) **Teaching** – High quality teaching is the most important lever schools have to improve outcomes for their pupils.
- 2) **Targeted Academic Support** - There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.
- 3) **Wider Support** - Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT | |
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| Academic barriers: | |
| A | Incomplete phonics teaching and revision at KS1 due to lockdown, resulting in gaps in phonological awareness and reading skills, particularly for the lower attaining readers. |
| B | Incompletion of phonics interventions and teaching in Y3, with the whole class Read, Write Inc. introduced in January 2020 for the current Y4 cohort which would have run for the remaining two terms. Due to crossing bubbles, this streamed intervention cannot take place whole class in 2020-2021. |
| C | Increase in the number of children off track to achieve their personal targets at the end of the year / end of the key stage. |
| D | Wider gap in progress and attainment of Disadvantaged children in all year groups, compared to non-Disadvantaged children |

| ADDITIONAL BARRIERS | |
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| External barriers: | |
| E | Challenges with attendance of Disadvantaged children, particularly FSM. |
| F | Aware there may be a rise in mental health and emotional issues affecting readiness to learn. |
| G | Two terms to address attainment and progress catch up since March 2019 with adapted curriculum before the full curriculum resumes in Summer 2021. |
| H | Remote learning access and engagement in addition to class teaching. |

Planned expenditure for current academic year 2020-2021

We already use flexible grouping, scaffolding and metacognitive strategies outlined in the EEF suggested actions for improving quality of teaching. Whilst these are embedded in school practice, we will continue to monitor, develop and improve quality of teaching as part of staff insets, training and development.

| Quality of teaching for all – Tier 1 | | | | | |
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| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| 1) Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum. | Gaps in skills, knowledge and understanding will be addressed through whole class teaching. | High quality teaching is the most important lever to improve outcomes for pupils (EEF guide to supporting school planning – 2020) so teachers in the classroom are best placed to improve progress and attainment by addressing gaps in teaching missed during lockdown. | <p>Timetable adaptations in the Autumn and Spring term to enable greater time to be spent on addressing gaps in reading, writing and maths.</p> <p>Frequent and responsive feedback for learning in lessons to address misconceptions early on.</p> | All class teachers. | <p>Half termly.</p> <p>No cost.</p> |

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| <p>2) National College Professional Development Programme access to all staff for unlimited webinar training- investment in training on high quality teaching, learning and leadership.</p> | <p>Staff development on high quality teaching, resulting in improvements in classroom practice.</p> | <p><i>‘Expert teachers develop a broad array of teaching strategies that combined with subject knowledge and the knowledge of their pupils, positively impact on learning.’</i> (EEF, guide to supporting school planning 2020).</p> <p>Improving the quality of teaching has an impact for all pupils within the class.</p> | <p>A target is set to improve the quality of teaching through teacher performance management and monitored in reviews, learning walks and book and planning scrutiny. Key training is shared with all staff in staff insets and as part of PPA.</p> | <p>SLT</p> | <p>Weekly monitoring linked to half tern overall review.</p> <p>£745 cost for National College Subscription</p> |
| <p>3)Dedicated staff inset time weekly and 6x days per year, focusing on quality of teaching and learning</p> | | | | <p>SLT / subject leaders</p> | <p>Half termly</p> |

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| <p>4)Phonics training for all staff</p> | <p>Improvements in staff confidence to teach phonics and support children with reading phonetically.</p> <p>Improvement in staff subject knowledge of phonics teaching and learning.</p> <p>Phonics embedded across the curriculum to support with reading and spelling development.</p> | <p>Staff questionnaire highlighted a lack of experience in teaching phonics and embedding phonics at Key Stage Two.</p> <p>Reading data and evidence of reading and spelling skills, particularly in lower key stage two and lower attaining readers, highlighted phonological gaps in understanding.</p> | <p>Staff inset day dedicated to improving phonics teaching for both teachers and LSAs delivered by a HIAS English advisor following effective training from the Reading Leader this term.</p> <p>Following the training, next steps will be created and integrated into the SSP and developed in further staff training.</p> | <p>HIAS English advisor – all staff to attend and follow up by Reading Leader.</p> | <p>Half termly following training in January based on staff questionnaire in the Autumn term.</p> |
| <p>5)Teaching observations and team teaching between staff</p> | <p>Learning from best practice with peer observations, causing reflective practice and improvements of quality of teaching and learning.</p> | <p>Where a weakness in teaching has been identified, teachers have focused observations and support to improve this aspect of teaching.</p> | <p>A target is set to improve the quality of teaching through teacher performance management and monitored in reviews, learning walks and book and planning scrutiny.</p> | <p>SLT direction. Teacher mentors and Team Leaders to support.</p> | <p>No financial cost.</p> |

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| <p>6) Participation in the local teaching for mastery workgroup to support with the quality of teaching and learning in maths – 2x teachers on programme to then share information. 6x sessions out of school/ webinar training and 3x sessions of bespoke school development.</p> | <p>Improvements in the teaching and learning in maths, with a focus on refreshing the mastery principles of teaching within lessons, developing the conceptual understanding alongside developing procedural fluency.</p> <p>Depth of learning for all pupils, with reasoning and variation, appropriate concrete resources and pictorial representations to support teaching and learning for all children.</p> | <p>Evidence from the NCETM on the mastery approach to teaching and learning in maths.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> | <p>Half termly training both within school and with external support from the Maths Hub.</p> | <p>DHT, Maths Leader and 1x class teacher.</p> | <p>Cost is covered via the Maths Hub grant.</p> |
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| 7) Introduction of regular low stakes assessments to support with memory retention of ideas and to further support with teacher assessment. | Children to regularly revise key learning taught in all subjects through the use of low stakes assessments such as mini quizzes and revision starter questions. | The National College, based on their research, promotes the use of low stakes assessments to support with memory retention. | This is in each subject SSP so will be promoted and monitored by every subject leader and SLT at least termly. Year groups will build these into their planning with daily revision LTs and opportunities for regular mini quizzes and assessments. Purchased White Rose premium resources which have mini unit assessments and representations and resources to support with planning and assessment. | Subject leaders SLT | White Rose Premium resources – £139 from the Maths Budget – no cost to the catch up funding |
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| | | | | Total budgeted cost: | £745 + estimated £1500 for training providers. |
| Targeted support – Tier 2 | | | | | |
| Action | Intended outcome and success criteria | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |

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| <p>8) Tutoring in Y4 – 6 by qualified teachers - pre-teach within maths for children who are off track in achieving ARE/ M at the end of the year</p> <p>Pre-teach maths interventions.</p> <p>Tutoring of writing within Y6.</p> | <p>Children’s confidence increased and will be able to access the maths curriculum within class lessons due to the pre-teach.</p> <p>Children will be able to independently access the core learning and above, meeting age related expectations within their daily lessons.</p> | <p>Research from the NCETM and evidence from research led by Maths Hubs stated that pre-teaching was one of the most effective maths interventions, as opposed to catch up after children have taken part in the lesson.</p> <p>Smaller groups of no more than 7. The EEF recognises that small group tuition is effective and generally the smaller the better.</p> | <p>Tailoring the pre-teach to link to prior learning and to revise learning that children will work on within the next sequence of lessons so they can apply this learning straight back in the classroom.</p> <p>Regular monitoring of the progress made for children who have accessed tutoring or pre-teach sessions to ensure as a result they are accessing the learning target in maths each day.</p> | <p>Qualified teacher non-class based, DHT and class teachers.</p> | <p>Progress made each week will be reviewed prior to each pre-teach session.</p> <p>Half termly review of progress against target to achieve ARE for each pupil attending pre-teach. Termly formal teacher assessment made.</p> |
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| <p>9)Reading comprehension interventions within Y4 and Y5 – a minimum of 3x per week in small groups for children who are off track in achieving ARE at the end of the year or key stage (minimum of 3x week) led by a qualified teacher.</p> | <p>Target children to reach ARE or be on track to reach ARE by the end of Key Stage Two.</p> <p>Target children will be demonstrating ARE within their daily guided reading sessions as a result of the additional intervention.</p> | <p>EEF recognised <i>‘It is likely that some pupils will require high quality, structured, targeted intervention to make progress’</i>. Most effective interventions are ‘often brief (15-45 minutes), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time.’</p> | <p>Ensuring links are made between the group and class work. Reviewing progress of daily guided reading sessions.</p> <p>Termly reading teacher assessment and Lexplore standardised score to measure progress of fluency and comprehension.</p> | <p>Qualified teacher non-class based.</p> <p>DHT to monitor effectiveness of groups and progress.</p> | <p>Class teachers will monitor impact in daily guided reading sessions.</p> <p>DHT to monitor progress and data termly.</p> |
| Total budgeted cost: | | | | | £18,000 |
| Tier 3 - Wider Support – Mental Health and Wellbeing | | | | | |
| Action | Intended outcome and success criteria | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |

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| <p>10) Weekly pastoral meetings to identify and review current emotional and mental health needs of individuals / groups in the school (referrals from staff and parents/carers) – interventions allocated as necessary e.g., ELSA sessions, Mentor, etc.</p> | <p>All children receiving pastoral provision to be baseline assessed on the Emotional Literacy Questionnaire (targets and programme devised from findings). Following intervention 100% of children to show progress on the ELQ scale in their identified area of need.</p> | <p><i>‘There is much research that when schools close as part of necessary measures, then children no longer have that sense of structure and stimulation that is provided by the school environment’</i> https://www.gov.uk/government/news/effect-of-pandemic-on-childrens-wellbeing-revealed-in-new-report</p> <p>As a school it is essential that we continue to provide emotional and mental health support for all children as we progress through the stages of the pandemic. It is also recognised that some children will not require any support, thus these interventions are usually on an individual basis.</p> | <p>Regular review of pastoral interventions led by Inclusion Leader.</p> <p>Highlighting to staff of the need to identify concerns as soon as possible – staff training to make staff aware of what to look out for.</p> <p>Regular assessment and review of the impact of pastoral provision.</p> <p>Appropriate amount of time given to pastoral staff in order to effectively carry out the needed interventions.</p> <p>Staff able to quickly and confidently identify individual barriers to learning and emotional needs.</p> | <p>Inclusion Leader</p> | <p>Individual Cases – reviewed weekly</p> <p>6 weekly review of overall impact of pastoral provision</p> |
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| <p>11)To provide teaching sessions across the school around the importance and understanding of mental health and well-being. Specific strategies to be taught through these sessions e.g., ways to cope with anxiety, etc.</p> <p>These sessions will link within the PSHCE lessons.</p> | <p>100% of pupils in the school to receive a weekly teaching session specifically on mental health and well-being (Happy Minds).</p> <p>All pupils asked to be able to identify some positive benefits of the programme to themselves and their lives.</p> | <p><i>‘Research states that young people’s risk of becoming ill with Covid-19 is lower than that of adults - but that the long-term mental health impact of virus restrictions could be far more damaging’.</i></p> <p>https://www.nhs.uk/oneyou/every-mind-matters/childrens-mental-health/</p> | <p>Pupil Conferencing to establish the benefits the children are experiencing from the programme.</p> <p>Observations of sessions to assess the quality of delivery and impact.</p> | <p>Inclusion Leader</p> | <p>Half-termly – pupil conference and sample observation</p> |
| <p>12)To deliver CPD to teachers and LSAs in order to help them support children to develop resilience to cope e.g., around trauma, anxiety, ACES and bereavement.</p> | <p>All staff to be aware of indicators / changes in a child’s behaviour that may signal the need for additional support.</p> <p>Staff to be aware of strategies they can use with children and where to go to get those individuals the support they require.</p> | <p>It is vital we give teachers the knowledge and confidence to enable them to make schools mentally healthy places.</p> <p>NSPCC CAMHs Young Minds</p> | <p>Use of external advice and expertise to train staff e.g., CAMHs</p> <p>Time given to staff training to ensure staff have the time to digest, reflect and understand what they have learnt.</p> <p>Adult conferencing of needs Support network signposted to staff</p> | <p>Inclusion Leader</p> | <p>Review after each session impact of training</p> |

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| Total budgeted cost: | £0 – to catch up funding |
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ADDITIONAL INFORMATION

This report has used information from the following sources:

- Internal assessment and reporting software
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Guidance from experts
- NCETM
- <https://www.gov.uk/government/news/effect-of-pandemic-on-childrens-wellbeing-revealed-in-new-report>
- <https://www.nhs.uk/oneyou/every-mind-matters/childrens-mental-health/>