



Summary information

School	Hunsbury Park Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£25,280	Number of pupils	306

Guidance

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.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Funding

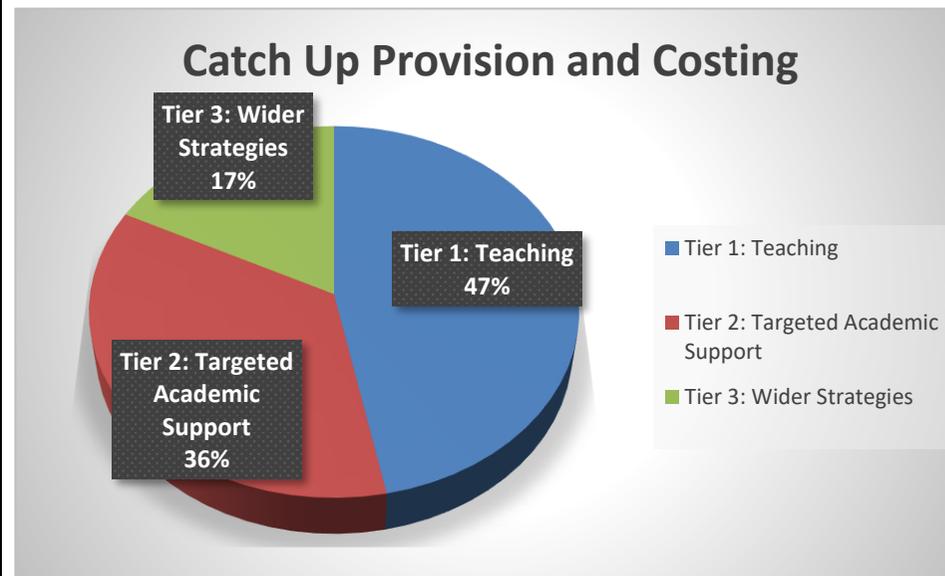
Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of **£80 for each pupil** in years reception through to 11. An additional £160 is provided per pupil to the Resource Provision Unit which holds a total of 5 places.

Schools' have the flexibility to spend their funding in the best way for their cohort and circumstances. However it is recommended by the EEF that 50% is used on Tier 1: Teaching and whole school strategies, 25% is spent on Tier 2: Targeted Approaches and 25% is spent on Tier 3: Wider strategies.

The reasoning around the allocation of funds (see chart on the left) is due to our catchment, skillset as a school and historic data.

Our School has a good knowledge and understanding of social and emotional mental health through our resourced provision unit resulting in a less spend in the wider strategies area on wellbeing. We have made a further spend in Target Academic Support as in support of the EEF Toolkit, we have made a large investment in Reading Comprehension strategies.

Use of Funds



Background Research	Tiered Approach
<p><i>(The green text are the areas within the “The EEF guide to supporting school planning” and the red text are those areas detailed in the “Covid-19 support guide for schools.”)</i></p> <p>Tier 1 – <i>Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)</i> <i>Teaching and whole school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)</i></p> <p>Tier 2 – <i>Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)</i> <i>Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)</i></p> <p>Tier 3 – <i>Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times)</i> <i>Wider strategies (Supporting parent and carers, access to technology and summer support)</i></p>	<p>Tier 1: Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching - CPD ➤ Pupil assessment and feedback ➤ Transition support - EYFS <p>Tier 2: Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time ➤ Planning for pupils with SEND <p>Tier 3: Wider strategies</p> <ul style="list-style-type: none"> ➤ Social and Emotional Wellbeing ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

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 (EFF Toolkit Guide)	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Core subjects will be supported with an additional teacher to offer team teaching sessions and smaller group sessions to ensure quality first teaching is accessed by all pupils.</p> <p>Continuing Professional Development is offered to all teaching staff and selected teaching assistants to ensure good subject knowledge is kept to enable quality first teaching.</p>	<p><i>A HLTA has been employed to support the teaching of core subjects across the mornings – each term the HLTA has a focus subject and year group of children. See example HLTA timetables.</i></p> <p style="text-align: right;">(£9980)</p> <p><i>CPD Training for Talk for Writing has been planned to support all teachers across the school in teaching Writing.</i></p> <p style="text-align: right;">(£600)</p>	<p>Feedback – High impact based on very low cost based on moderate evidence.</p> <p>Collaborative Learning – moderate impact for very low cost based on extensive evidence.</p>	<p>All school staff have had two training days on Talk for Writing this year which is an intensive approach in the teaching of writing focusing on building children's vocabulary. A new T4W long term map has been planned and created by senior leaders. This sets high expectations for all teachers and the content of what is being taught. All of this work has supported children's writing skills focusing on closing the gap for children.</p> <p>Team teaching by the HLTA allowed for a high number of adult support in core learning sessions which enabled teaching staff to identify and address misconceptions in core skills learning and therefore close the gap in children's attainment.</p>	KB SLT	July 2021
<p><u>Teaching assessment and feedback</u></p> <p>A broad and balanced curriculum is planned to ensure progression of skills and knowledge across the year groups with assessment opportunities for teachers to plug the gaps in understanding.</p>	<p><i>A new curriculum for foundation subjects which ensures progression and skillset across the key stages. The curriculum provides assessment opportunities for foundation subjects (Science, History, Geography, Art and DT).</i></p> <p style="text-align: right;">(£2500)</p>	<p>Feedback – High impact based on very low cost based on moderate evidence.</p>	<p>The new cornerstones curriculum has now been embedded across the school – all teachers are familiar and confident in teaching the new curriculum.</p>	HB – DHT SLT Subject Leads	July 2021
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Quarry Bank have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of Hunsbury Park Primary School is arranged and shared with all new-starters via our school website.</i></p> <p style="text-align: right;">(£400)</p>	<p>Oral language interventions – moderate impact for very low cost, based on extensive evidence.</p>	<p>All EYFS were able to view the virtual tour online on the website to help ease transition into school.</p> <p>All 12 children who completed the NELI Language intervention standard score increased post the intervention.</p>	KB RB – EYFS lead AJ – HLTA	July 2021

Identified children who have joined the EYFS are supported with their early language skills to ensure they develop the foundations of language and understanding to therefore support all areas of learning.	<i>Nuffield Early Language Intervention has been identified and applications have been made. A HLTA has been appointed to run these language interventions to support the identified EYFS children.</i> (£1247)		8 of the 12 children made very good progress. The highest standard score progress was +32 and the lowest standard score progress was +10. The average standard progress score was +18. This progress has ensured children's language has supported their reading and writing skills.		
				Total budgeted cost	£ 11827.00

ii. Targeted approaches					
Desired outcome	Chosen action/approach	Impact (EFF Toolkit Guide)	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention programmes</u></p> <p>A reading intervention programme is delivered to support those identified children to develop their reading ability through accuracy and fluency alongside key comprehension skills.</p> <p>A phonic intervention programme is delivered to ensure the identified phonic knowledge gaps are filled for children to ensure all children have competent phonic knowledge and decoding skills.</p> <p>Planned mathematics intervention groups which support identified children in reinforcing their understanding of basic maths skills and application of number</p>	<p><i>Switch on Reading intervention is identified and delivered by a teaching assistant. An additional morning is costed for the teaching assistant to ensure more children are supported through this intervention.</i> (£1030.05)</p> <p><i>New Switch On Reading books/resources purchased to enhance intervention programme.</i> (£157.00)</p> <p><i>Sounds Write phonics interventions are delivered by a newly appointed HLTA. Time is allocated from the HLTA timetable to run this intervention.</i> (£1247.00)</p> <p><i>Planned mathematics intervention groups delivered by the newly appointed HLTA. Time allocated from the HLTA timetable to run this intervention.</i> (£1247.00)</p>	<p>Small group tuition – Moderate impact for moderate cost, limited evidence.</p> <p>Phonics – Moderate impact for very low cost with extensive evidence.</p> <p>Reading Comprehension strategies - High impact for very low cost based on extensive evidence.</p>	<p>Switched on Reading intervention has been highly valuable across the school. 36 children have been targeted across the school. In a 12 week intervention across the three terms all children made accelerated progress. In the Autumn term the mean progress score was +16 months, in Spring +9 months (lockdown) and during Summer +11 months.</p> <p>Sounds Write phonics training and interventions ensured the Phonics screening predicted rate increased from 54% to an actual pass rate of 78%.</p> <p>All KS2 children explained that they felt more confident in Maths sessions once arithmetic misconceptions were addressed and practised in the intervention.</p>	<p>KB AJ – HLTA LS - TA</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p> <p>*See separate evaluation of intervention.</p>

<p><u>Small group tuition</u></p> <p>Planned writing small group tuition delivered to identified children to deliver intense teaching of writing to enable progress to excel.</p>	<p><i>Planned writing small group tuition through the Talk for Writing programme delivered by the newly appointed HLTA. Time allocated from the HLTA timetable to run this intervention.</i></p> <p>(£1247.00)</p>	<p>Small group tuition – Moderate impact for moderate cost, limited evidence.</p>	<p>All children’s writing improved dramatically from the pre intervention cold task to the post intervention hot task. See examples of work. This supported the year 1 transition into KS1 curriculum and accelerated progress.</p>	<p>KB AJ - HLTA</p>	<p>December 2020</p> <p>April 2021</p>
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly academic catch-up club (1hrs per week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><i>All year groups are offered a 1 hour club once a week led by a teaching assistant to plug the gaps identified in core subjects.</i></p> <p><i>Snacks provided to children within these extra-curricular clubs.</i></p> <p>(£4000.00)</p>	<p>Small group tuition – Moderate impact for moderate cost, limited evidence.</p>	<p>Teachers in Year 5 noticed children’s confidence grow in relation to their comprehension in their whole class reading sessions due to the reading inference club.</p> <p>With the Mathematics club - teachers in Year 3 and 4 noticed all children’s confidence grow in their Maths skills and contributions due to the mathematics misconceptions club.</p> <p>All children’s knowledge of sounds increased (smallest progress score +19, largest progress score +32 out of 32).</p> <p>All children’s ability to blend increased (smallest progress score was +8, largest progress score was +12 out of 14).</p> <p>All children’s ability to segment increased (smallest progress score was +20 and the largest progress score was +45 out of 69) due to the phonics club.</p>	<p>SLT TA’s involved- AG, CD, SB, SG, BG.</p>	<p>April 2021</p> <p>July 2021</p>
Total budgeted cost					£8980.00

iii. Wider Strategies					
Desired outcome	Chosen action/approach	Impact (EFF Toolkit Guide)	Impact (once reviewed)	Staff lead	Review date?
<p><u>Social and Emotional Wellbeing</u></p> <p>All children and staff have access to specialised social and emotional support to ensure pupils wellbeing is supported across the school.</p> <p>All teachers have a PSHE curriculum which is planned to ensure coverage and progression for all children across the school.</p> <p>Children identified for wellbeing support to ensure they feel safe and supported at school through an extra-curricular wellbeing club.</p>	<p><i>Mindfulness and Wellbeing 6 week intervention course led by a Mindfulness trained teacher to selected identifies cohorts.</i> (£1400.00)</p> <p><i>PSHE whole school curriculum Jigsaw purchased for the whole school to ensure Social and Emotional support is taught with good knowledge and experience.</i> (1732.50)</p> <p><i>Extra curricular wellbeing club lead by a trained BSA for 1 hour twice a week.</i> (£663.00)</p>	<p>(Social and Emotional Learning – Moderate impact for moderate cost on extensive evidence.</p>	<p>Pupils enjoyed the mindfulness sessions and learnt skills which they could use to support them.</p> <p>In a pupil voice questionnaire completed in the Summer term – 100% of children said they have been taught PSHE, 90% of pupils said they linked the new PSHE curriculum and 87% of pupils said they enjoyed the new PSHE scheme activities.</p>	<p>KB SLT AB – mindfulness teacher Teachers BSA – PF</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
<p><u>Support for SEND Pupils</u></p> <p>Identified SEND pupils have access to a 1:1 intensive approach to support reading attainment and progress.</p> <p>Identified staff attend specialist mental health training and support to ensure they have sound knowledge of how to best support our pupils.</p>	<p><i>Toe by toe reading intervention to support SEND pupils with Dyslexia. Interventions lead by teaching assistant three times a week for 15 minutes for 12 weeks.</i> (£294.00)</p> <p><i>SENDCo's to attend the TaMHS Conference to understand the new up to date guidance and support on supporting children's wellbeing through the changing life and experiences children face.</i> (£55.00)</p>	<p>Reading Comprehension strategies - High impact for very low cost based on extensive evidence.</p> <p>Social and Emotional Learning – Moderate impact</p>	<p>The children who accessed the Toe by Toe reading intervention were able to read text independently by the end of the intervention which allowed them to access the SATS papers independently. This</p>	<p>KB SB – TA SENDCo's – KB/CV</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

<p>Identified pupils social and emotional wellbeing is monitored and assessed to ensure children are supported effectively.</p>	<p>Online Boxall Profile Programme purchased to generate social and emotional assessment and recommendations for up to ten selected pupils. (£100.00)</p>	<p>for moderate cost on extensive evidence. Feedback – High impact based on very low cost based on moderate evidence.</p>	<p>supported their own wellbeing and self-esteem. Boxall profiles have been used to support 40 children across the year setting largest to improve wellbeing through Nurture groups.</p>		
<p><u>Supporting parents and carers</u> Virtual workshop lead by specialist Mindfulness and Wellbeing teacher delivered to parents and carers.</p>	<p>Wellbeing and Mindfulness workshop delivered to parents and carers to support families with children's wellbeing and mental health. (£100)</p>	<p>Parental Engagement – Moderate impact for moderate cost</p>	<p>24 parents attended the parent workshop on supporting children with emotional regulation in the summer term. Parent voice suggested that the workshop resources were helpful in supporting their children at home.</p>	<p>KB AB – mindfulness teacher</p>	<p>February 2021</p>
<p><u>Summer Support</u> New mathematical app to engage young learners in the application of number at home through an application similar to the key stage two application already in place.</p>	<p>Home learning mathematics app Numbots for EYFS and KS1 children to engage children within home learning and parental family support. (£84)</p>	<p>Parental Engagement – Moderate impact for moderate cost Homework (Primary) – low impact for low cost</p>	<p>100% of pupils have accessed the Numbots app at home. This has increased parental engagement with home learning.</p>	<p>KB SLT All teachers</p>	<p>July 2021</p>
Total budgeted cost					£4428.50
Cost paid through Covid Catch-Up					£25055.50
Cost paid through school budget					£2900