



Catch-Up Premium Plan Helmshore Primary School

Summary information					
School	Helmshore Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,960	Number of pupils	412

Identified impact of lockdown	
Maths	It is clear to us that specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Most children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind' where they would have been at this point in time. Children's recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten some of the calculation strategies that they have already been taught. The gap between the more able and the less able is wider than we would normally expect to see. This has been reflected in mathematical assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately disadvantaged by missing school and the opportunities it provides to engage pupils with reading.
Foundation Subjects	There are some gaps in knowledge, despite in History, for example, where the missed units of work were delivered through home learning activities on Purple Mash. Where whole units of work have not been taught, children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

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	Anticipated impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research, plan and adapt the curriculum to meet the children's needs and those with SEND. Release time and additional cover will be required to facilitate the additional PPA when bubbles are no longer operating and children return to school.</p> <p>Opportunities for professional development on whole class teaching are available to all teachers and matches new priorities such as remote learning alongside existing practices.</p> <p>£5,870</p>	<p>Teachers have deep subject knowledge and have adapted the content being taught in response to the gaps in learning.</p> <p>High quality teaching has been provided throughout the school using explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p>	All Subject Leaders	May 21
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Target Tracker is utilised to undertake individual assessments. Further training will be provided to develop teachers' skills further.</p> <p>Additional online resources are supporting pupil assessment: Accelerated Reader, ISDL Mathematics & Literacy, Sir Linkalot Spelling, Phonics Bug</p> <p>£4,641</p>	<p>Comprehensive, high quality, individual assessments will have taken place. Teachers know what has and has not been learnt.</p> <p>Targeted interventions have focused on missed learning and have reduced the gaps in achievement. Effective deployment of Teaching Assistants</p>	All teachers	Feb 21
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Helmshore Primary School have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A variety promotional videos have been produced to assist transition. The school's pre-school programme is operational and facilitates effective transition into school.</p> <p>School visits are offered to any pupil transferring to our school.</p>	<p>Staff have assessed their pupil's engagement with school and their overall well-being.</p> <p>In response to any useful diagnostic information gathered, new habits and</p>	MW JP VT CM NH	May 21

Children returning to school are well supported and consideration is given to pupils' well-being and engagement.	Transition work is undertaken with our Year 6 pupils on return in preparation for smooth transition to Secondary Education. £500	behavioural routines have been established.		
Total budgeted cost				£11,011

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Closing the gap strategies; 1-to-1 and small group tuition</u></p> <p>One to one and group support will enable identified children to have significantly increased rates of reading fluency and improved phonics, spelling and writing skills.</p> <p>They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Class based 1-1 support and group support is provided in classes where needed. A variety of strategies have been implemented to close the gap in pupils knowledge, skills and understanding.</p> <p>£10,992</p>	<p>The targeted academic support was effective in reducing gaps in children's learning.</p> <p>There is a clear link between one-to-one support or small group work intervention and the classroom teaching taking place.</p> <p>Training and timetabling has been effective.</p>	<p>CM All teachers</p>	<p>June 2021</p>
<p><u>Intervention programmes for Mathematics and English</u></p> <p>An appropriate numeracy intervention, supports identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Teacher providing Literacy and Numeracy support for Year 6 pupils.</p> <p>An experienced Teaching Assistant is delivering mathematics interventions in Year 4 and 5 whilst a teacher is supporting pupils in Year 4.</p> <p>Targeted interventions are taking place in Year 1 and 2 focusing on phonics, writing and mental mathematics.</p> <p>£30,438</p>	<p>Associated training has been undertaken.</p> <p>Social and emotional learning has taken place.</p>	<p>All teachers</p>	<p>June 2021</p>
<p>Total budgeted cost</p>				<p>£41,430</p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Additional online learning resources purchased, such as Purple Mash & Serial Mash, White Rose Maths, Sir Linkalot and Phonics Bug to support children's learning at home. Microsoft Teams and Zoom are used together with the continued use of Groupcall/Xpressions to aid parental engagement. £4,558 Home-learning paper packs are printed and available to those children who need them. Exercise books and stationery packs are to be purchased and set aside for children to take home when home-learning occurs. £250	Parental engagement has been sustained. Social and emotional learning has been a focus as school re-opens. Reinforcing behavioural routines has been sustained and effective.	CM LA LK All teachers	£4,808
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	Purchase 32 high quality laptops, 2 cabinets to create a Key Stage 2 mini suite in the hall. These will be used to support the curriculum. £18,884 Purchase 8 new laptops for staff. This will enable their existing laptops to be allocated to pupils in addition to 8 free laptops received with DfE support and devices donated to school. They can also be loaned to parents to support home-learning if needed. £4,000 Seven cameras have been purchased to facilitate remote learning. £680	Improved access to a Key Stage 2 computer suite to facilitate online learning. Hardware has been loaned to children to enable them to access home learning – netbooks, iPad and Laptops. Improved provision for staff to enable them to work from home effectively and deliver remote learning effectively.	CM MW LA All teachers	£23,564
		Total budget cost		£28,372

	Cost paid through Covid Catch-Up	£32,960
	Cost paid through school budget	£47,853
	Total Budgeted Cost	£80,813