



## Hindlip CE First School: COVID-19 Catch Up Premium Report

**Vision for the catch up premium:** As a Church School we are very proud of our caring Christian family atmosphere and the commitment of all staff to serve with Grace, to provide a broad, balanced and inclusive curriculum which allows every child to flourish in the widest sense. This is more important than ever as we work tirelessly to minimize the impact of COVID-19 on our pupils. This catch up premium will support our work to ensure both pupils personal wellbeing and academic needs are met so that our children are able to catch up in their learning. We will raise the attainment of all pupils to close the gap created by school closures and we will strive to reduce the attainment gap between disadvantaged pupils and their peers.

*This document reflects the intended spend of the catch up premium and does not reflect all the actions in place for our recovery curriculum. (SDP Priority 1A - Implement a robust COVID-19 recovery programme so that any gaps in learning are rapidly addressed / Priority 2 – Create a digital learning framework that fully supports pupils' learning both at home and school).*

### SCHOOL OVERVIEW

<b>Total number of pupils:</b>	87	<b>Amount of catch-up premium received per pupil:</b>	£80
<b>Total catch-up premium budget:</b>	£7200 across the academic year	<b>Proportion of disadvantaged pupils</b>	16%

**School Context:** Hindlip CE VC First School is a small, forward thinking village school serving the local community of Fernhill Heath and the town of Droitwich. We have 87 pupils on role. Whilst the school location deprivation indicator was in quintile 2 (2018) only approximately 30% of our pupils are in catchment. The school currently has 18.4% with SEND. 14 pupils have eligibility for Pupil Premium this year. We have one service child and three registered EAL children. Absence has been consistently better than national average for schools with a similar level of deprivation. Children with learning or emotional difficulties are carefully monitored and supported to do their very best. Parents are extremely supportive and many pupils benefit from a strong home-school partnership, which supports a positive attitude to learning, and have rich and varied experiences outside of school that complement their learning in school. The school has strong and dynamic reciprocal links with other local schools, local churches, the diocese and the local authority.

**Context with specific regard to COVID-19:** Parental involvement during lockdown was good and the 64% of children from YR-Y4 engaged to a good level with the detailed online learning that the school provided. Since re-opening in September attendance has been excellent and was 97% for the first two weeks of term. Attendance has remained stable with the exception of pupils needing to self-isolate. As a school team we have ensured a rigorous baseline of pupil attainment was established over the first few weeks of term, after an initial focus upon mental health and wellbeing. Standardisation and consistency across year groups has allowed us to target need, both academic and in terms of wellbeing and readiness to learn. These baselines have allowed us to rapidly implement purposeful intervention based on need and the review of these and their impact is ongoing. Catch up premium has supported our baseline assessments and will be targeted to provide focussed resources, this ongoing support and intervention, as well as supporting a consistency of teaching as COVID-19 continues to impact upon our pupils.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	A clear understanding of pupil's mental health barriers is essential to support children affected adversely by closures and COVID-19.
B	Curriculum gaps as a result of school closures and partial closures through the pandemic.
C	Personal, Social and Emotional Development/Communication and Language in EYFS.

## ADDITIONAL BARRIERS

### External barriers:

D	Delay and backlog of support from wider SEND support services.
E	Limited access to wider experiences in support of the curriculum due to national lockdowns and local tier restrictions.
F	Increased financial hardship within the school community.

## Planned expenditure for current academic year

**Quality of teaching for all** will be supplemented by targeted spending. Inclusive, targeted, differentiated **Wave 1 Quality First Teaching**, with ongoing formative assessment which ensures SEN inclusion, is crucial to meeting every pupil's individual need and is the first step to addressing attainment gaps.

Targeted spending will support **Wave 2 Additional Interventions** to allow small group interventions to support accelerated progress towards age-related expectations, both in terms of mental health and wellbeing and academic need. This could be additional adult support within lessons.

Targeted spending will also allow additional **Wave 3 Personalised Interventions** to really help those learners struggling to keep up and to narrow the attainment gap. The use of highly trained teacher assistants will support accelerated individual progress as pupils are supported to achieve very specific targets.

Where we are able to increase provision for those pupils with **SEN need**, what works well for pupils with SEN will also be beneficial for those without.

Action	Intended outcome and success criteria	Chosen approach	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
Accurate baseline analysis of pupils mental wellbeing and academic need following school closures	<p>Pupils are supported with:</p> <ul style="list-style-type: none"> <li>Transition back to school</li> <li>Individual wellbeing thus ensuring they are ready to learn</li> </ul> <p>Teachers are able to determine:</p> <ul style="list-style-type: none"> <li>How most effectively to support their pupils</li> <li>How to address knowledge gaps</li> <li>How to plan for new learning</li> <li>Pupils who need targeted support</li> </ul>	<ul style="list-style-type: none"> <li>Initial focus on transition and wellbeing coming back to school in all classes, with added focus on key skills: times tables, SPAG, phonics, handwriting.</li> <li>Baseline assessments using PIRA and PUMA tests.</li> <li>MARKS question analysis to formulate gaps to be addressed.</li> <li>Independent Writing task and moderation</li> <li>Wellbeing and readiness to learn baselined using LEUVEN SCALE</li> <li>Assessment of lockdown engagement with remote learning</li> <li>Pupil Progress Meetings to identify gaps in learning and target setting.</li> <li>Baseline Y1 and 2 against 40+ graphemes. Ensure robust phonics programme in place for YR-2.</li> <li>Baseline new intake 'YR' children to identify need.</li> <li>Mental health lead training for key staff</li> </ul>	Assessment can help teachers determine how to most effectively support their pupils, as every pupil will have been affected differently by COVID-19. This will help us to address pupil's wellbeing, academic need and allow us to move learning forward as quickly as practicable, whilst helping to identify pupils who would benefit from additional catch-up support.	AG/RJ/JU All Staff	Termly review and after any further school closures

Ensure ongoing access to high quality resources to support learning, including technology	<p>Pupils are able to sustain their reading journeys and continue to grow their love of reading.</p> <p>High quality texts support individual need.</p> <p>Limit on provision of paper books (due to need to quarantine for 72hrs) minimized</p>	<ul style="list-style-type: none"> <li>Oxford Owl Digital Reading Scheme purchased to ensure all pupils retain access to high quality texts (linked to our in house paper reading scheme), appropriate to their individual need, especially whilst the ability to bring items in/out of school is limited and there is a high likelihood of additional closures.</li> <li>All pupils provided with 'Bubble Home Learning Books' (including age related 'I can' expectations for RWM and Key words. This will ensure that every child has somewhere to continue their learning journey in the advent of additional lockdowns. To be used in conjunction with Microsoft Teams, our remote learning platform.</li> <li>Purchase of Scofield and Simms Math's Homework Books, Y1-4. All pupils will have access to a high quality workbook to support learning.</li> <li>Paper copies of Remote Learning will be made available as necessary to ensure access for all families.</li> <li>Provision of laptops/l-Pads/Data Sims to those families with a lack of technological access to remote learning.</li> <li>DoodleMaths / DoodleEnglish to be trialed to support individual needs, alongside ongoing remote learning (including holiday periods).</li> </ul>	<p>Reading is a key component of our whole school curriculum.</p> <p>First and foremost our children are given the opportunity to develop a love of reading whatever their academic ability.</p> <p>It is therefore vital that our pupils retain access to high quality texts, linked to their phonetic development, despite the ongoing educational upheaval.</p>	KH/RJ	Termly
	<p>Pupils access to technology is not a barrier to their ongoing learning</p>		<p>Parents have played a key part in supporting children's learning. By providing additional resources we are helping our parental partners, including those families and disadvantaged pupils to whom access to technology is a barrier.</p>	AG All Staff	Half term review
	<p>Parental engagement supports learning progress</p>		<p>DoodleMaths mimics the actions of a good tutor. It identifies the strengths and weaknesses unique to each child and constructs a work programme specific to their needs.</p>	RJ/JU	Ongoing
	<p>Tailored digital interventions support pupils individual need</p>			All Staff	Ongoing
				JU/RJ	Ongoing
				RJ/KH	Spring Term

To provide consistent high quality teaching	<p>Pupils in school have a consistency of provision which supports their ongoing learning journey</p> <p>Effective use of technology allows staff self-isolating to continue to impact on provision and ongoing learning in school.</p>	<ul style="list-style-type: none"> <li>Additional hours for part time teachers/ support staff to allow staff absence to be covered in-house.</li> </ul>	<p>Great teaching is the most important lever we have to improve outcomes for our pupils.</p> <p>With higher than normal absence (due to COVID) it is essential we maintain consistency and the high standards of teaching we expect for all our pupils, so that the impact of any staff absence is minimized. By employing existing staff to cover absence, with additional hours, we can ensure this.</p>	AG JU RJ	Ongoing
<p>Extend Woodland/Garden sessions to support pupil wellbeing</p> <p>Staff Training Woodland/garden sessions</p> <p>Nuffield early language intervention (NELI)</p> <p>Targeted pastoral SEN support</p>	<p>Pupils personal, social and emotional needs supported, aiding:</p> <ul style="list-style-type: none"> <li>transition back into school</li> <li>pupils ability to engage in their learning</li> <li>self-esteem</li> <li>social skills</li> <li>behaviour, in and out of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Additional time in well planned Woodland/Garden sessions will support wellbeing, ability to engage in learning and curriculum coverage.</li> <li>Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self-esteem, and become more engaged in their education both inside and outside the classroom walls.</li> </ul>	<p>Learning outside the classroom is known to contribute significantly to raising standards &amp; improving pupils' personal, social &amp; emotional development.</p> <p>Learning outside the classroom can:</p> <ul style="list-style-type: none"> <li>tackle social mobility, giving raises aspirations</li> <li>address educational inequality, re-motivating children</li> <li>increase self-esteem and engagement</li> <li>Support mental health and wellbeing</li> </ul>	AG CTs BW	Half-Termly
Total budgeted cost:					£5000

Targeted support					
Action	Intended outcome and success criteria	Chosen approach	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
Implement interventions to address significant gaps in learning and wellbeing	<p>Pupils make accelerated progress from their starting points:</p> <ul style="list-style-type: none"> <li>• Key skills secured to allow continued progress</li> <li>• Gaps in learning addressed</li> <li>• Pupil confidence, self-esteem and motivation improved</li> <li>• Pupils wellbeing and readiness to access learning improved</li> </ul>	<p>SLT/SENCO and Teachers will identify need and put in place tailored interventions to meet need and emerging need. Our experienced support staff will be deployed, alongside teacher led interventions, to impact on progress. Interventions will be monitored formatively to ensure impact. Additional support staff / teacher time will be made available. Interventions will address academic need, mental health and wellbeing, behavioural needs, SEND need, language and communication needs. These may include:</p> <ul style="list-style-type: none"> <li>• SALT intervention</li> <li>• Nuffield early language intervention (NELI)</li> <li>• Pastoral support ~</li> <li>• Gingers (Time to talk)</li> <li>• Anger Control Games (Dr. Playwell)</li> <li>• Helping young Children to listen (Ros Bayley)</li> <li>• Phonic intervention</li> <li>• SC Social interaction</li> <li>• Reading boosters</li> <li>• Key word work</li> <li>• Action words</li> <li>• Precision Teaching</li> <li>• Numicon intervention</li> <li>• Pindora / Jimbo Fun # motorskills</li> <li>• Handwriting</li> <li>• Pre-teaching</li> <li>• Handwriting</li> <li>• Etc.</li> </ul>	<p>Extensive evidence shows that small group and one to one interventions are effective catch up approaches.</p> <p>Our skilled staff are known to our pupils and familiar with their needs, they are therefore best placed to lead these interventions after periods of uncertainty for our pupils.</p> <p>Interventions delivered by qualified teachers and skilled teaching assistants are likely to have the highest impact.</p> <p>In allowing a flexible approach teachers will feel supported to tailor their interventions to meet individual need.</p> <p>The ability to request additional time will support this further.</p> <p>Additional adult support within class will also often prove beneficial beyond a focus group impacting on the wider class.</p> <p>Nuffield NELI programme has been designed to specifically target spoken language skills in young children in YR, recommended by the EEF.</p> <p>Also see our SEND Policy information report.</p>	JU AG RJ	Ongoing ~ At least half termly
Total budgeted cost:					£1700

Other approaches					
Action	Intended outcome and success criteria	Chosen approach	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
Free Breakfast Club	Support families facing increased financial hardship (in lieu of FSM eligibility)	Where families reach out for support we endeavor to meet their needs, the provision of Free Breakfast Club in the short term can: <ul style="list-style-type: none"> <li>Support parents working hours and income</li> <li>Ensure pupils are safe, settled and ready to learn</li> </ul>	Parents have played a key part in supporting children's learning. By providing additional resources we are helping our parental partners, including those families who have come under increasing financial pressure during the COVID pandemic.	AG	Ongoing
Additional staff training	Ability to meet emerging need as these become apparent Further upskill staff in the provision of remote learning	Where developing needs become apparent staff will be supported with additional training to allow needs to be met. In addition, staff have had high quality training signposted when working remotely, to ensure our skills base continues to broaden. Time and support to develop our skills on Microsoft Teams will feed into our ongoing remote learning offer for school closures and improve our ability to move learning forward when school or bubbles are closed.	Highly skilled staff key to meeting the needs of our pupils. Interventions delivered by qualified teachers and skilled teaching assistants are likely to have the highest impact. Ensuring staff are well supported and prepared is essential for pupil outcomes and focused training on the use of new technologies is incredibly valuable.	RJ JU	Ongoing
Total budgeted cost:					£400

#### ADDITIONAL INFORMATION

On the whole, our pupils have been well supported at home during lockdown. All pupils were able to return to school before the 2020 summer holidays as part of our transition arrangements. This greatly supported pupil wellbeing by reducing anxiety over the summer and meant that transition back to full time education, in September 2020, allowed us to focus upon baselining our pupils. Mental wellbeing was the initial focus but our pupils, overall, settled back quickly and showed a readiness and desire to learn. Parents remained supportive and attendance in the first few weeks of term was excellent, despite wider uncertainties about schools returning. All our families returned to school in September 2020.

*All the above information will be under continual review as the pandemic continues to pose challenges on all levels and as we strive to ensure our pupils are able to do their very best despite the challenging circumstances.*