



Summary information					
School	Handsworth Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£19,600 Autumn/Spring £13,600 Summer 2021	Number of pupils	444

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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 on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology

up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

➤ Summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes. Recall of basic skills has suffered and teachers will need to recap learning in order to identify gaps.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. 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 are of most concern.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that 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	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p style="text-align: right;">(£1000)</p> <p>Purchase additional manipulatives.</p> <p style="text-align: right;">(£1000)</p>			<p>July 21</p> <p>July 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>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>Purchase of assessments, tracking systems and release time for progress meetings</p> <p style="text-align: right;">(£4500)</p>			<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Handsworth have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Video and introduction to School is arranged and shared. Additional time is made to cover the teachers to prepare and create videos.</p> <p style="text-align: right;">(£500)</p>			<p>Ongoing</p>
Total budgeted cost				£ 7,000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and comprehension. 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.	Fully qualified teachers to carry out intervention sessions with the children (£15,000)			July 21
	Additional release time and training to support the delivery of the reading teaching. (£1,000)			July 21
<u>Intervention programme</u> An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.	Staff training and inspire maths scheme purchased to support teachers and children in maths. (£1,000) Children in Year 6 attend intervention groups led by Headteacher, Deputy Head, Specialist Teacher and Teaching Assistants (£5,000) Year 5 children attend interventions which supports their learning. Extra LSA in Year 3 so both classes have an LSA up to Easter break (£10,000)			July 21
Total budgeted cost				£32,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>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.</p>	<p>Website provision improved and children were given excellent online learning opportunities. (£1500)</p> <p>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. (£500)</p> <p>CGP home-learning books purchased for pupils (£500)</p>			<p>July 21</p> <p>July 21</p>
<p>Supporting Childrens' Well Being</p>	<p>Play therapist sessions (£11,500)</p> <p>Counselling and bereavement therapist (£500)</p> <p>Inclusion Manager providing 1:1 mentoring sessions (£6,300)</p> <p>Magic Behaviour observation and feedback sessions (£1,000)</p>			

<p><u>Access to technology</u></p> <p>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.</p> <p>Teachers are able to borrow 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.</p>	<p>Webcams for teaching via Zoom and meetings (£800)</p> <p>Laptops to support online access to resources for the children accessing extended school time. (£1,500)</p> <p>Upgrade laptops for online teaching and learning (£2,500)</p> <p>Additional ICT Technician time to upgrade laptops and set up new laptops and Chrome books (£1,000)</p> <p>Purchase additional storage trolley for DfE Chrome books (£1,250)</p>			<p>July 21</p> <p>July 21</p>
Total budgeted cost				£28,850
				Cost paid through Covid Catch-Up £33,200
				Cost paid through school budget £34,650
				Total £67,850