

Hollin Primary School November 2020 Covid Catch-Up Premium Plan

Summary information				
School	Hollin Primary School			
Academic Year	2020-21	Total Catch-Up Premium	£25,440	Number of pupils (N – Y6) Total 349 <u>Pupil Premium</u> 148 44% <u>EAL</u> 62 18.5% <u>SEND Support</u> 44 children 13% <u>EHCP</u> 10 children 3%

Barriers to getting pupils back on track

- Loss of learning due to school closure
- Attendance:
 - ✓ Family members Clinically Extremely Vulnerable.
 - ✓ Anxiety and worry about the spread/catching of the virus.
 - ✓ Isolation for 10 days if a bubble member/family member tests positive.
- Pupil attitudes to learning and resilience and stamina to access learning for longer periods of time.
- Changes in behaviour, including increased anxiety.
- Pupils not being able to make links to previous learning.
- Phonics knowledge and application for pupils in EYFS and Key Stage 1.
- Lack of foundations of learning / school readiness in Early Years.
- Tiredness and lack of routines.

What we plan to do:

- Undertake phonics baseline assessments for children in Year 2 to ascertain what phonics intervention may be required.
- Focus on core skills that enable successful learning including spelling of high frequency words, basic sentence punctuation, handwriting, times table's recall, basic fact recall of four operations and age appropriate reading skills.
- Ensure that all learning opportunities are well, planned, learning expectations are clear and that relevant feedback is provided during and after lessons.
- Ensure that additional safeguarding/pastoral provision is established throughout the school (additional member of staff and capacity Mrs Hazel Robinson).
- Increase the number of children in Breakfast Club.
- Continue with 'bubble-based' extra-curricular clubs for children.
- Provide children with regular opportunities to express their feelings and anxieties and have the opportunity to ask questions.
- Reinvest in Wellbeing Warriors for targeted groups of children 'bubble-based' only.
- Monitor pupils at risk of persistent absenteeism.
- Use Accelerated Reading across Key Stage 2 to identify gaps and ensure rapid progress in reading.
- Establish a robust Remote Learning Guide. Paper-based learning packs for home and investment in Purple Mash and Tapestry.
- Bubble based celebrations for house points, attendance and good behaviour.

Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting teaching and learning</u></p> <p>Whole school topics will be used to cover foundation subjects, they 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><i>Additional time for Curriculum Leaders to research appropriate topics and plan non-core subjects, ensuring appropriate coverage of National Curriculum objectives. Curriculum Teams to conduct book looks and observation of planning to monitor teaching and learning.</i></p>		<p>DT (cover)</p> <p>VC (Creative Curriculum Leader)</p> <p>Curriculum Leaders</p>	Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning children have and use this to inform next steps.</p>	<p><i>Purchase and implement the following subscriptions to support teaching and learning and feedback</i></p> <ul style="list-style-type: none"> • <i>TT Rockstars</i> • <i>White Rose Maths</i> • <i>Phonics Play</i> <p><i>If there were further periods of lockdown, or isolation, these websites can be accessed remotely too.</i></p>		JH (School Office)	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Hollin have the opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual tour of Hollin Primary School (Reception Class) is created and placed on the Hollin Twitter page. New parents are signposted to video to help transition.</i></p>		ZB	Spring and Summer Term 2021

Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. 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>Identified gaps within the maths curriculum will be identified and catch up sessions offer to redress balance.</p>	<p><i>Use of Accelerated Reader. Purchase additional Accelerated Reading books to help to develop children's love of reading and enjoyment.</i></p> <p><i>All classes to have a Teaching Assistant to support interventions. Training for Teaching Assistants on the use of Precision Teaching. Additional staffing targeted for both Year 6 classes.</i></p>		<p>Class TAs</p> <p>PK</p> <p>Year 6 staffing</p>	<p>Spring and Summer Term 2021</p>
<p><u>Extended school time (physical health, wellbeing and enrichment)</u></p> <p>Identified children (Reception to Year 3) to have access to weekly multi-sports session with Ed Start.</p> <p>Identified children (Year 4 to Year 6) to have access to extra-curricular sports session with the Sports Leader (being kept as a class bubble)</p> <p>Children in classes to benefit from a regular extra-curricular club (reading, LEGO) for enrichment.</p>	<p><i>Ed Start sessions to have a positive impact on children's physical health and wellbeing.</i></p> <p><i>Sessions with the Sports Leader to have a positive impact on children's physical health and wellbeing.</i></p> <p><i>Children to benefit from enrichment sessions with Teaching Assistants.</i></p>		<p>Ed Start Coaches</p> <p>DV Sports Leader</p> <p>NE JC MC</p>	<p>Spring and Summer Term 2021</p>

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. Remote 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 remote-learning.</p> <p>Children have access to paper-based home-learning so that all can access learning irrespective of ability of child/parent to navigate the online learning. Appropriate stationery and work books for children and families.</p> <p>Weekly welfare phone calls to families.</p> <p>Purchase 100 Creative Boxes £1225 for families.</p> <p>Qualifying children to be given laptop/digital device to assist with remote learning activities.</p> <p>Ensure that children, and families, have access to external services if required.</p>	<p><i>A Remote Learning Guide to be agreed by Governors and added to school website.</i></p> <p><i>Additional online learning resources to be purchased as part of our remote learning package:</i></p> <ul style="list-style-type: none"> • <i>TT Rockstars</i> • <i>White Rose Maths</i> • <i>Phonics Play</i> <p><i>Home-learning paper packs are printed and ready to distribute to children. Stationery packs and work books purchased and sent home. SEND pupils are provided with appropriate learning packs. SEND children were provided with sensory boxes for additional stimulation in the home environment.</i></p> <p><i>Children could be offered more appropriate resources to suit their individual needs and circumstances.</i></p> <p><i>Creative Boxes purchased and sent to families.</i></p> <p><i>Laptop/digital device to be given to qualifying children/families. If need arises, utilise some of the older laptops in laptop trolley 1.</i></p> <p><i>Families are supported with SEMH, Early Help offered to identified families, referral to external agencies as appropriate.</i></p>		<p>S Shields JH (School Office)</p> <p>S Shields JH (School Office)</p> <p>DH (IT Technician)</p> <p>KI (CWO) PK & RM</p>	<p>Spring Term 2021</p>

<p>Additional support for Children’s Welfare Officer due to increased casework.</p>	<p><i>Children, and families, are supported through Early Help. Additional Staffing (HR) Attendance at meetings. Follow up attendance.</i></p>		<p>KI (CWO) HR</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><i>Laptops available for pupils requiring them during bubble closures.</i></p> <p><i>Laptop/digital device to be given to qualifying children/families. If need arises, utilise some of the older laptops in laptop trolley 1.</i></p>		<p>DF</p> <p>DH (IT Technician)</p>	<p>Spring Term 2021</p>
<p>Teachers to set online learning activities via Purple Mash.</p>	<p><i>Purple Mash is used to set online learning activities.</i></p>		<p>VC</p>	
<p>Teachers to have laptops that are equipped with the latest software and allow the teachers to access school-based resources remotely.</p>	<p><i>Teachers are being given the equipment needed to set work and access school-based resources remotely.</i></p>		<p>DF</p>	
<p>Teaching Assistants to have access to laptops to record contact with children, and families, and report this to Children’s Welfare Officer.</p>	<p><i>Teaching Assistants are being given the equipment needed to record contact with children, and families.</i></p>		<p>Teaching Assistants</p>	

<p><u>Early Years</u></p> <p>EYFS and Year 1 have purchased and implemented tapestry as an online learning tool, allowing each child to have their own electronic learning journey and access to teacher generated, tailored learning activities.</p> <p>The approach to teaching and learning in Year 1 has been modified to combine the principles of the Early Years Foundation Stage alongside the national curriculum. Providing opportunities for the children to achieve their early learning goals, school readiness and providing the steps for success in the key stage one curriculum.</p> <p>The school have received a WellComm resource pack and all EYFS staff have received training on WellComm, to be used as speech and language intervention.</p> <p>Reception children have been language screened using NELI programme and interventions are taking place for groups of children.</p> <p>A private YouTube channel was created for nursery and reception families to access story sessions, phonics sessions and finger gym activities delivered by their child's class teacher virtually.</p>	<p><i>Parents are easily able to engage in a two way conversation with teaching staff via Tapestry.</i></p> <p><i>The year one timetable reflects elements on continuous provision with targeted challenges as well as English, Mathematics, Phonics and Topic lessons in line with the national curriculum.</i></p> <p><i>EYFS staff to receive training on WellComm.</i></p> <p><i>Reception staff to receive training on NELI programme</i></p> <p><i>Many families were able to access the private You Tube channel during lockdown.</i></p>		<p>AH (Early Years Leader)</p> <p>AH (Early Years Leader)</p> <p>AH (Early Years Leader)</p> <p>Reception staff</p> <p>Early Years staff</p>	
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<u>Summer Term 2021</u>				
Recent purchase of books to support early reading. Summer term purchase of Book bag books for Early years and KS1.	<i>To ensure fully decodable books available for home reading. Additional home reading books purchased to facilitate rotation of books and quarantine on return for EYFS and KS1.</i>		RM (AHT)	Summer Term 2021
Facilitating assessment/sessions by other professionals for SEN	<i>Activities and assessments by SaLT and EP over zoom/Teams where possible. Some EP assessment carried out by using Tapestry.</i>		PK (DHT)	
Mental Health Support Provision	<i>Staff training/presentation and support for parents and carers through a session on 27th May 2021.</i>		RM (AHT)	
Wellbeing warriors working with bubble-based cohorts where there was a high level of anxiety and concern.	<i>Wellbeing warriors working with bubble-based cohorts where there was a high level of anxiety and concern.</i>		RM (AHT)	
Additional purchase of Book bag books for Early years and KS1.	<i>To ensure fully decodable books available for home reading. Additional home reading books purchased to facilitate rotation of books and quarantine on return for EYFS and KS1.</i>		RM (AHT)	
Additional Accelerated Reading books to be purchased.	<i>AR books to ensure wide ranging interest and variety to support pupil choices and reading for pleasure in KS2</i>		RM (AHT)	

<p><u>Transition</u></p> <p>Phone calls, or setting visits, for every Nursery and Reception child.</p> <p>Transition visits offered to new parents over half term to ensure COVID- safety.</p> <p>For Year 6 transition- sessions carried out remotely, especially for children with SEND.</p> <p>Children who are joining school from different settings or who are beginning their schooling with Hollin have the opportunity to become familiar and confident with the setting before they arrive.</p>	<p>All pupils are provided with appropriate transition. SEND pupils are provided with appropriate transition</p> <p>Transition day for new Reception families (02.06.21). Referral to external agencies, as appropriate. Additional visits offered for some children and families.</p> <p>SEND pupils are provided with appropriate transition (to either new classes or secondary school).</p> <p>A virtual tour of Hollin Primary School (Reception Class) is created and placed on the Hollin Twitter page. New parents are signposted to video to help transition.</p>		<p>KI (CWO) PK (DHT) RM (AHT) AH (Early Years Leader)</p>	<p>Summer Term 2021</p>
<p><u>SEND</u></p> <p>Precision Teach Training offered for Teaching Assistants.</p> <p>Increased Educational Psychology time (extra 2 sessions).</p>	<p>SENDCO to lead Precision Teach training for 6 Teaching Assistants.</p> <p>SEND pupils are provided with appropriate, in school support, by the Educational Psychologist...extra sessions booked.</p>		<p>PK (DHT) RM (AHT)</p>	<p>Summer Term 2021</p>