



COVID Catch-Up Premium Impact Report for 2020-21

Funding and impact statement for 2020-21

The catch-up premium was funded on a basis of £80 per pupil. The school received **£6880** in total, provided in 3 tranches: Autumn, September and Summer terms. The funding was designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19) for the 2020-2021 academic year.

Our 2020-21 strategic response

Background detail

- During the first lockdown (March-June 2020) our school provided Google Classroom online learning activities for every child. Each child was provided with all the equipment necessary to complete the tasks.
- The vast majority of children from Reception to Year 4 engaged with our online learning at this time.
- 68% of pupils returned to school in the partial June 2020 reopening.
- Upon full reopening in Sept 2020 the majority of pupils returned to school, with our attendance rate of 95.03% in the first half term. Our average attendance in 2018/19 was 95.7%.
- The proportion of pupils with SEND at the time of the October 2020 census was 21.5%

Support for all pupils: Our curriculum intent on **returning to school in Autumn 2020** was to use **Pupil Catch up funding** to purchase a **Back on Track Recovery Programme (Herts for Learning)** for English and Maths and ensure support for all pupils.

Support for identified pupils: The use of an HLTA and qualified teacher with **small group daily interventions in Maths and English** provided additional support for those pupils already identified as having fallen furthest behind (their needs having been flagged up by engagement tracking during the March-June 2020 Home Learning or who we were aware had heightened SEMH needs as a result of the lockdown experience).

Teachers' planning for 2020-21 followed the Herts for Learning Recovery Scheme of Work which was clearly sequenced and balanced to address those skills which were missed or only partially taught as a result of children being away from school and not accessing Remote Learning. Teachers ensured that new skills vital to progression were woven into a tight programme.

Additional lesson time focused on core teaching in Reading, Writing and Maths in term one, however, we value the breadth and depth of our curriculum and therefore continued to offer full coverage of all subjects, recognising that some had to be condensed (e.g. fewer lessons/shorter lessons in subjects such as music)

Spending action plan

Item	Cost	Intended outcome
HfL Back on track English curriculum	£420 - one off cost	<ul style="list-style-type: none">• All teachers have use of a bespoke curriculum which clearly maps out a recovery plan to address those skills gaps created during March - June 2020 lockdown• As a result, teachers ensure key coverage essential to progression in core subjects.
Back on track Maths curriculum and essential plans	£840 - one off cost	

Fluency slides (maths)	£125 - one off cost	<ul style="list-style-type: none"> Fluency sessions (quick mental maths activities) are used during afternoon to stimulate, refresh and consolidate basic skills.
Back on track Reception programme	£145 - one off cost	<ul style="list-style-type: none"> EYFS pupils are supported to make accelerated learning in key areas vital for their secure transition into KS1.
Supply teacher (Spring term Jan-Feb)	£750 per week X 6 = £4500	To allow the creation of an additional bubble during Jan-Feb 2021 lockdown so that Vulnerable children could follow KS-appropriate curriculum and more identified pupils could be accommodated.
Temporary TA support (Spring term March-April)	£9.10 per hour X15 = £136.50	Allowing release of a HLTA to continue to provide live lessons in the afternoon to support those most vulnerable at home post lockdown due to medical conditions.
Easter holiday camp (Dawn til Dusk) for vulnerable pupils	£750	To continue to meet mental health needs of pupils who have been most impacted during lockdown
TOTAL	£6916.50	

Impact on home learning during the 2nd lockdown 2021

Our parents and carers were positive about the school and positive about the effect our 2nd lockdown provision had had on their children's development. **The most recent questionnaire** was our Home Learning Survey (15th Feb 2021) and this was sent out across all year groups from Pre-School - Year 4. **49 responses were received.**

- **100%** of respondents accessed home learning, including **29%** whose child/ren also attended some Key Worker sessions in school.
- **88%** accessed home learning at least 3 times a week, with **71% of these accessing provision daily.**
- **86%** of pupils spent over 2 hours each day engaged with home learning activities, and of these **57% spent 3 or more hours** (which meets Government recommendations).

Our revised intent post second lockdown

- To continue to provide support to those whose learning was most impacted by the double lockdown.
- To introduce a new programme of support for emotional well being and positive mental health and therefore reduce barriers to learning
- To provide routine and socialising opportunities for identified pupils in holiday times
- To assess the impact of this support and make adjustments to secure further recovery in 2021-22

Our implementation

- We continued to use an HLTA each morning for small group support work (school funded).
- We engaged the use of a specialist to provide training and resources for 4 TAs to engage with "Motional" therapy to support emotional well being and positive mental health from Summer 2 term (using separate grant funding). The aim of the programme (we call "Feelings Matter") going forward was to share this throughout the whole school and engage both those pupils with obvious need of support and those whose need is less obvious in order to raise engagement and attainment of all pupils.
- We hosted both an Easter and Summer Holiday club provision through an external provider (Dawn til Dusk), and used a proportion of the Catch Up funding in order to pay for their attendance.

Our impact from the funding and actions 2020-21

Support for all pupils:

- This year has seen significant numbers of new pupil intake throughout the year (with only 76% pupils matched from years 2-4), some of which joined in the Summer term having experienced either no schooling, or very little.
- Our overall attainment for 2021 (KS1 & 2) is 80% ARE *including* those pupils who are “just below” (of which 63% were At and above).
- 71% of Year 1 pupils would have passed the Yr 1 phonics test (average score of 39) and 70% would have passed the Year 2 re-sit (average score of 34).
- Many of our pupils have reached above the expected standard (and have maintained their original projected attainment). Those who have missed out have been offered increasing support.

Support for most vulnerable:

- As a result of additional small group interventions and access to live lessons, 100% of pupil premium children were either At or Just below Age Related Expectation in Reading, Writing and Maths.
- Our Feelings Matter programme, offering up to half a term support for groups of children, is now running. The new cohort of identified pupils will be assessed at entry and exit points, using the Strengths and Difficulties Questionnaire..