

# Haytor View Community Primary School & Nursery Catch Up Premium: Coronavirus (COVID-19) Report on Expenditure 2020 – 21 [16-12-30]



*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

## Background

- ! The Social Mobility Commission's annual report: State of the Nation, November 2016, concluded that Britain has a "deep social mobility problem which is getting worse." Its findings identify that in the last decade 500,000 poorer children were not school-ready by age 5. We need strategies for rapidly accelerating the social mobility of our most disadvantaged pupils;
- ! The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds;
- ! Mainstream school will get £80 for each pupil in from reception to year 11 inclusive.

## Using Catch Up Funding

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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 up for all students.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

## Accountability: School Leaders and Governors

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents

## Monitoring by Ofsted

When routine inspections restart, Ofsted will make judgements about the quality of education being provided and how school leaders are using their funding and catch-up funding to ensure the curriculum has a positive impact on all pupils.

<b>Overview of the School 2020 – 21</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Total number of pupils on roll (Reception to Year 6)	195	197	
<b>Amount of Catch Up Premium Funding received (£)</b>	£15, 600		

## **Principles of Catch Up Premium Spending**

*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.’ – DFE 20 July 2020*

We have developed a whole-school approach to mental health and wellbeing, this includes engaging widely with all members of the school community as this is an essential part of our provision and is a key part of the school's ethos and values.

The school has a duty of care to all of the children, families and staff in meeting the needs of all children, during times of significant challenge this includes promoting their resilience in order to be able to adapt to the circumstances, through maintaining their emotional and physical well being.

Educational establishments are all about the health, well being and care for pupils at this time. Underpinning our provision for children and families is maintaining positive mental health during lockdown and beyond, in order to support all children being safe and well during the lockdown period and positively engaging with their return to school.

*"Mental health is not just the absence of mental disorder. It is defined as a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community" Young Devon Wellbeing Toolkit*

We know the most effective and impactful strategy to target 'learning loss' as a result of the pandemic, is securing children's levels of engagement with high quality first wave teaching. The school has an established track record of narrowing the gap for the most vulnerable of pupils, which is predicated on all children having access to universal first wave teaching, alongside access to tailored waved provision in order to meet identified need in a targeted approach.

With this belief front and centre, we have introduced: *Fostering Resilience: School COVID Recovery Plan 2020 – 21*, which should be read in conjunction with our Catch Up Premium plan. There is also parity with the school's Pupil Premium Strategy 2020 – 21, due to breadth of approach the school has taken in its recovery planning based on well being.

## Objectives Catch Up Premium Spending 2020 - 21

Our interleaved objectives are as follows:

1. Staff Wellbeing: There is a culture of promoting and supporting staff resilience in order that they positively adapt in the face of significant challenge;
2. Relational approaches to support pupil wellbeing: There is a developing culture & ethos where the school focuses on attachment based practices for every child and supports the development of each child's intrinsic motivation;
3. School Leadership: School Leaders have a good context based understanding of the COVID-19 crisis and draws upon this in all decision making in responding to the school's requirements to meet statutory requirements;
4. School Governance: Governors have an oversight during the COVID-19 crisis to ensure the school continues to meet statutory requirements;
5. Stakeholder Engagement: As the visible presence and availability of school staff is diminished as a result of COVID Secure arrangements, all staff demonstrate their commitment to fostering the engagement of parents in their child's learning and development. As a result Parents continue to demonstrate a strong relationship with the school;
6. Safeguarding: There is a positive culture & ethos where safeguarding is an integral part of children's experiences in the school, as a result of the skilled and consistent support provided for all children by all adults. Safeguarding policies and procedures are effectively implemented by all staff and adults in the school, as a result there is a culture of high expectations for securing the safeguarding and well being of all children;
7. SEND: There is a positive culture & ethos where SEND provision is an integral part of children's experiences in the school, as a result of the skilled and consistent support provided for individual children by all adults. As a result there is a culture of high expectations for securing learning, development and well being of all children with SEN;
8. Remote Learning: There is a positive culture & ethos where remote learning/ provision is an integral part of children's experiences in the school, as a result of the skilled and consistent support provided for all children by all adults. Consequently there is a culture of high expectations for securing the continuation of learning, safeguarding and well being of all children during periods of absence from school;
9. Curriculum: A revised broad and balanced curriculum is being delivered to all children;
10. Pupil Progress: Above 90% of children achieve their targeted outcome for the end year set by Teacher and Phase Leader. *For the remaining children who do not achieve targeted outcome, teachers will be able to identify at the point of transition for the receiving teacher the 'gaps' which prevented individual children achieving targeted outcomes, in order that targeted actions can be swiftly implemented the following academic year;*
11. Phonic Recovery: In Year One 66.7% and in Year 2 Two 89% of children will meet the expected standard in the Phonics Screening Test;

As a result of the enforced absence from school and emotional interruption experienced, the initial steps are to undertake:

- ! A holistic consideration of children's emotional well being and mental health;
- ! An accurate assessment of children's current learning, identifying gaps;
- ! An audit of universal and wave provision mapping based on cohort and individual need;

The overarching aim is through a blended approach of universal and tailored support, concentrating on children's emotional well being and securing engagement with high quality first wave teaching, the disruption caused to children's development and learning as a result of the pandemic will not have a lasting detrimental impact.

## Summary of Catch Up Premium Spending Allocation 2020 - 21

Intent	Implementation	Impact	Cost
<p><u>TRANSITION</u> Foundation Stage - Practitioners secure the effective return to school for F1 children</p>	<ul style="list-style-type: none"> <li>! Personalised induction programme, including individualised taster sessions for every Parent and Child with Practitioner;</li> <li>! Parent and Child Forest School sessions led by early Years Leader and FS Practitioner</li> <li>! Parent and Child Sherborne Movement sessions led by early Years Leader and FS Practitioner</li> </ul>	<ul style="list-style-type: none"> <li>! All children on F1 list take up places Autumn 2020</li> <li>! Children separate from parent comfortably, with minimal emotional dysregulation</li> <li>! All staff demonstrate relationships with F1 children based on: protection; connection; understanding and care to support pupil well being and access to learning</li> </ul>	£2,944
<p><u>TRANSITION – from Home</u> Foundation Stage - Practitioners secure the effective induction to full time school for F2 children</p>	<ul style="list-style-type: none"> <li>! Children provided with graduated induction programme into full time education;</li> <li>! Parents supported in safely entering the setting during hand over, to support their child's sense of safety and comfort;</li> <li>! Practitioners make effective assessments of children's development;</li> <li>! Children access supported lunch provision</li> </ul>	<ul style="list-style-type: none"> <li>! Children separate from parent comfortably, with minimal emotional dysregulation</li> <li>! All staff demonstrate relationships with F2 children based on: protection; connection; understanding and care to support pupil well being and access to learning</li> </ul>	£3,200
<p><u>TRANSITION – from Home</u> Key Stage 1 - Practitioners secure the effective return to school for all KS 1 children</p>	<ul style="list-style-type: none"> <li>! Children spend 7 weeks in familiar environment with familiar adults, ahead of moving classrooms and practitioners</li> <li>! Practitioners make effective assessments and identify gaps in development and learning;</li> </ul>	<ul style="list-style-type: none"> <li>! Children separate from parent comfortably, with minimal emotional dysregulation</li> <li>! Children are well prepared for their transition into Key Stage 1</li> <li>! KS 1 teachers are precisely informed of children's developmental gaps &amp; next steps</li> <li>! All staff demonstrate relationships with Key Stage 1 children based on: protection; connection; understanding and care to support pupil well being and access to learning</li> </ul>	£4,992
<p><u>TRANSITION – from Home</u> Key Stage 2 - Practitioners secure the effective return to school for KS 2 children</p>	<ul style="list-style-type: none"> <li>! Children spend 7 weeks in familiar environment with familiar adults, ahead of moving classrooms and practitioners</li> <li>! Practitioners make effective assessments and identify gaps in children's development</li> <li>! Key Stage 2 leader supports individual children and practitioners in developing relational approaches where children are demonstrating diminished resilience</li> </ul>	<ul style="list-style-type: none"> <li>! There are no school refusers</li> <li>! Children are well prepared for their transition into their next class</li> <li>! Class teachers are precisely informed of children's developmental gaps &amp; next steps</li> <li>! All staff demonstrate relationships with KS 2 children based on: protection; connection; understanding and care to support pupil well being and access to learning</li> </ul>	£4,287
<p><u>PARENT ENGAGEMENT:</u> There is a parent centred approach to</p>	<ul style="list-style-type: none"> <li>! Parents are supported in their awareness of how to share any challenges or concerns they have;</li> <li>! All office staff are attuned to</li> </ul>	<ul style="list-style-type: none"> <li>! Parents feel welcomed and listened to;</li> <li>! There is open communication between parents and school;</li> </ul>	£199

<p>support parent well being and the well being of their child</p>	<p>individual families and identifying whether they are noticing changes or potential challenge e.g. non payment of meals;</p> <ul style="list-style-type: none"> <li>! All staff are attuned to any changes in parent presentation or what is implied in discussion or what children are sharing;</li> <li>! Parent Worker is engaged in individual consideration of families, through staff signposting;</li> <li>! Parent Worker engages with individual families, providing them with the opportunity to share experiences, providing support where appropriate;</li> </ul>	<ul style="list-style-type: none"> <li>! Parents feel valued in their support of their child's well being;</li> <li>! Parents are receiving personalised support where appropriate;</li> </ul>	
<p><u>PARENT ENGAGEMENT:</u> There is a family centred approach to support children's attendance at school</p>	<ul style="list-style-type: none"> <li>! Newsletter empathetically shares information regarding absence, illness, what actions to take if parents are unsure;</li> <li>! There is engagement with each parent if a child is not in school to provide support and establish the reasons for absence;</li> <li>! Follow up call with school leader if there are queries over the reasons for the attendance, in order to seek to return the child to school the same day;</li> </ul>	<ul style="list-style-type: none"> <li>! Parents feel welcomed and listened to;</li> <li>! There is open communication between parents and school;</li> <li>! Parents feel valued in their support of their child's school experience;</li> <li>! Overall attendance data is in line with Local Authority data;</li> </ul>	<p>£378</p>