

Catch up premium: Coronavirus (COVID19) strategy statement

Version 1 | May 2021



Academy name: Hollington Primary Academy

What is the catch-up funding for?

- In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

How will we use the catch-up premium?

- Because we know our children well, we will use this funding in a way that suits them and their circumstances, but we will use it for specific activities to help them catch up on missed learning.
- We will particularly focus on disadvantaged and vulnerable pupils as we know that they have been most affected.

How do we ensure that our spending is effective?

- By ensuring that our spending is in line with our catch-up priorities
- Through regular monitoring of student data
- By evaluating and reviewing our strategy

C19 Catch up premium – academic year 2020/21

1. How we intend to spend the grant

Total Grant: £29,440

2020-21

1. **£2,048: (10 hours a week from March - July) of targeted adult intervention for year 5 and 6 pupils.**

EEF Strand: High quality one to one and small group tuition

Due to the nature of our cohort, we have allocated a portion of a known adult to the pupils in Upper Key Stage 2 to run interventions to deliver a range of interventions to narrow the attainment gap caused for key pupils. This teacher will conduct both 1:1 sessions, as well as group sessions with a primary focus on core subjects (reading, writing and mathematics).

2. **£4,620: (May – July) additional adult to support the Year 6 cohort with transition**

EEF Strand: Supporting pupils' social, emotional and behavioural needs

Additional teacher in place to support with current year 6 cohort and their transition to secondary education. This role will be comprised of the following elements:

- Run small groups focusing on transition and supporting pupils' mental health and well-being.
- Run small intervention groups to support with their knowledge of the academy's minimum expectations so that they are ready to progress to secondary education.
- Run small groups Small group work to complete additional mental health and well-being activities, such as art and creative activities, to aid recovery.

3. **£6,734: (term 6) additional TA hours**

EEF Strand: Supporting pupils' social, emotional and behavioural needs

Additional TA hours for years 2, 4 and 6 to support with 1:1 and small group interventions (reading and transition activities).

4. **£900: National Tutoring Programme (Y5)**

EEF Strand: High quality one to one and small group tuition

Targeted intervention support for a group of Year 5 pupils to support with them narrowing the attainment gap with Reading or Mathematics.

5. **£1,778.42: Reception Outdoor Provision Resources to increase Communication and Language**

EEF Strand: High quality teaching for all

Resources to develop current indoor and outdoor learning provision in EYFS role play areas to continue to develop our pupils' communication and language and speaking and listening opportunities. Further to this, since the pandemic, there has been an increased number of 'reluctant' writers resources have been targeted to provide more mark-making and writing opportunities and enhance our areas of learning.

6. **£267: Emotional Health and Well-being resources**

EEF Strand: High quality teaching for all

Purchase of worry monsters as well as feelings dice and cards to support pupils' re-integration into the academy as part of the recovery curriculum. Further to this these items will be used to support the delivery of the PSHE curriculum.

7. **£1,384.72: Resources to support teaching and learning in curriculum driving subjects: History and Geography**

EEF Strand: High quality teaching for all

A range of resources to support the history and geography focus in the curriculum, designed to support the embedding of core knowledge and the associated vocabulary.

2021-22

1. **£6,589: (2 days (10 hours) a week from September 2021 to March 2022) of targeted adult intervention for year 6 pupils.**

EEF Strand: High quality one to one and small group tuition

Employ an additional adult intervention teacher in Year 6 to deliver a range of interventions to narrow the attainment gap caused for key pupils. This teacher will conduct both 1:1 sessions, as well as group sessions with a primary focus on core subjects (reading, writing and mathematics).

2. **£1,283.15: Continuous Provision to support the Reception to Year 1 transition**

EEF Strand: High quality teaching for all

Resources to provide high quality EYFS Approach in year one to address the low percentage of our current reception cohort that have met the minimum End of Year expectations. In order to close the gap and build strong foundations for learning in KS1 and beyond and to develop the prime areas of learning. This will be achieved through role-play and resources to support a more play-based approach.

2. How the effect of this expenditure on the educational attainment of our pupils will be assessed

1. **£2,048: (10 hours a week from March - July) of targeted adult intervention for year 5 and 6 pupils.**

Entry and Exit assessments will be used to provide evidence of pupils making good progress from their starting point.

2. **£4,620: (May – July) additional adult to support the Year 6 cohort with transition**

Pupils's behaviour for learning will ensure that they are making good progress from Term 1 starting points as evidenced in Termly data captures against the minimum expectations documentation. Further to this, entry and exit pupil voice will be conducted to track the impact of the mental health and well-being work around transition.

3. **£6,734: (term 6) additional TA hours**

Pupils' behaviours and attitudes for learning will improve, resulting in greater engagement in learning. Entry and exit pupil voice will be conducted to track the impact of the mental health and well-being work around transition.

4. **£900: National Tutoring Programme (Y5)**

Entry and Exit assessments will be used to provide evidence of pupils making good progress from their starting point, bringing them in line with meeting the minimum curriculum expectations prior to transitioning to year 6.

5. **£1,778.42: Reception Outdoor Provision Resources to increase Communication and Language**

Term 6 data capture shows an increase in the percentage of pupils achieving expected level in the prime areas of communication and language and writing. In addition, evidence of increased engagement in writing activities inside and outside.

6. **£267: Emotional Health and Well-being resources**

Evidenced via Pupil Voice, conducted in March 2020 and again before the end of the academic year, as well as observations during lesson visits.

7. **£1,384.72: Resources to support teaching and learning in curriculum driving subjects: History and Geography**

Evidenced via pupil voice outcomes with the pupils able to demonstrate secure knowledge acquisition, making links across their learning.

2021-22

1. **£6,589: (2 days (10 hours) a week from September 2021 to March 2022) of targeted adult intervention for year 6 pupils.**

Entry and Exit assessments will be used to provide evidence of pupils making good progress from their starting point and against age-related expectations.

2. **£1,283.15: Continuous Provision to support the Reception to Year 1 transition**

Evidenced via progress made from starting point in, closing the gap in attainment in reading, writing and maths, through the secure focus on communication and language, physical development and Personal Social Emotional development. These judgments will be made against the end of Reception judgments on the academy's minimum expectations.