

Coronavirus (COVID-19) catch-up premium plan

At Hollingbourne, our vision is for **ALL** pupils to be successful and for gaps due to disrupted learning to be closed, therefore getting children back on track so that they are not disadvantaged.

The government has promised £80 per child. We estimate that we will receive £7680

PLANS FOR PREMIUM SPEND academic year 2020-21

Planned action	Purpose of action	How success will be measured
1. To invest in ICT software to support learning eg Apps/ Purple Mash/ Sirlinksalot app and provide supporting training for staff	<ul style="list-style-type: none"> To support interventions having identified specific needs arising To support re-engagement of children To further enrich curriculum To support opportunities for home learning To provide an additional learning platform which can be used in case of isolation/ lockdown in the future To improve efficiency for ICT usage during school day to assist further online learning and engagement 	<ul style="list-style-type: none"> Attainment/progress of children (see point 1) Discussions with children including Pupil Voice and during observations/class visits by SLT (see point 5) Increased engagement with home learning is seen through new apps and ICT purchased Positive teacher feedback reporting the ability to engage their children using technology without disruption Engagement levels of children seen when monitoring
IMPACT	<ul style="list-style-type: none"> 85% parents felt the wellbeing of their child was supported during lockdown during the provision of online learning 82% parents felt their child had been set the right amount of work 90% of parents felt their child had made progress during the time learning at home. 85% of children engaged in online learning regularly throughout lockdown Expected GLD projected: 87%; actual 67%. KS1 projected: Reading 75%, writing 66%, maths 75%; Actual: Reading 79%, Writing 79%, Maths 71% KS2 projected: Reading 91%, Writing 91%, Maths 82%. Actual: Reading 91%, Writing 100%, Maths 90% <p><i>(sources of evidence: Hollingbourne Primary COVID report; parent questionnaire analysis; School data based on standardised tests)</i></p>	
2. To further develop the KS1 provision	<ul style="list-style-type: none"> To support the transition of Year R-1 To support the development of characteristics of effective learning To support the staff to plan an enabling environment 	<ul style="list-style-type: none"> Attainment/ progress of children (see point 1 & point 4) Feedback and support of KS1 colleagues (point 2) Improved behaviours in class (point 6) Monitoring and feedback (environment, observations, WB&I) – (point 3)
IMPACT	<ul style="list-style-type: none"> KS1 projected: Reading 75%, writing 66%, maths 75%; Actual: Reading 79%, Writing 79%, Maths 71% Development of garden area for Beech Class. Increased use of outside space for learning in KS1 <p><i>(Sources of evidence: School data, school monitoring)</i></p>	
3. To ensure that resources (manipulatives) and planning for maths support understanding of concepts	<ul style="list-style-type: none"> To support children's fluency and reasoning by using appropriate manipulatives To develop staff subject knowledge through training and staff support from maths leader to help close gaps 	<ul style="list-style-type: none"> Attainment and progress of children (see point 1) Robust moderation of books (point 2) Monitoring of lessons reveals strong teacher subject knowledge (point 2) Monitoring of lessons reveals good use of extension of children's skills by further questioning (point 2)
IMPACT	<ul style="list-style-type: none"> Expected GLD projected: 87%; actual 67%. KS1 projected: maths 75%; Actual: Maths 71% KS2 projected: Maths 82%. Actual: Maths 90% 75% maths interventions resulted in progress across the school 	

	<ul style="list-style-type: none"> 78% PP children made expected levels for maths by the end of the year; 66% made good progress in maths (compared to 76% non PP) 58% SEN children made expected levels for maths by the end of the year; 43% made good progress. <p>(Sources of evidence: School data)</p>	
4. To ensure that guided reading delivered to a high quality within Covid guidelines	<ul style="list-style-type: none"> To support children's reading comprehension skills To re engage children with books for children to access To ensure staff confidence in delivery of whole class guided reading 	<ul style="list-style-type: none"> Attainment and progress of children (see point 1) Monitoring of lessons through observation (point 2) Improvement of lessons through feedback (point 2) Regularly listening to children read, where possible to assess their fluency and confidence (point 1) Moderation of children's guided reading books (point 2) Using new tools to assess children's engagement, for example, Purple Mash, Sirlinksalot apps
IMPACT	<ul style="list-style-type: none"> KS1 projected: Reading 75%, Actual: Reading 79%. KS2 projected: Reading 91%. Actual: Reading 91%. 77% PP children made good progress in reading by the end of the school year. 66% non PP children made good progress in reading by the end of the school year. 78% PP children made expected levels in reading by the end of the school year. 80% non PP children made expected levels in reading by the end of the school year. 33% PP children made better than expected progress in reading by the end of the school year. 35% non PP children made better than expected progress in reading by the end of the school year. 86% SEN children made good progress in reading by the end of the school year 57% SEN children made better than expected progress by the end of the school year 58% SEN children made better than expected levels in reading by the end of the school year. <p>(Sources of evidence: School data)</p>	
5. To ensure that children catch up on missed phonics/ that phonics gaps are addressed	<ul style="list-style-type: none"> To provide a rescue programme (TEP) where gaps are identified To use SPaG programme for KS2 to support closure of gaps identified To support teachers to close gaps. To ensure that children are able to recover lost learning so that they are back on track. 	<ul style="list-style-type: none"> Phonics testing shows improvement in children's score, including national test as well as in class ongoing assessment (point 1) Scores are used to inform teachers' future planning for children (point 2)
IMPACT	<ul style="list-style-type: none"> Before lockdown, 9% of Year 1 children passed in house phonics screening test based on past paper. End of Year 67% Year 1 children passed in house phonics screening test based on past paper. <p>(Sources of evidence: School data)</p>	
6. To develop staff knowledge and understanding of effective strategies to close gaps through accessing CPD	<ul style="list-style-type: none"> To support teachers to identify gaps To support teachers to plan appropriate interventions/ lessons to address gaps To develop teacher subject knowledge To support teachers to understand how to develop metacognitive skills/ reflection To upskill TAs enabling them to lead on specific interventions to support closure of gaps as well as wellbeing eg lego therapy, sensory circuits To ensure all staff have well being and involvement training and development 	<ul style="list-style-type: none"> Monitoring shows planning clearly matches desired outcomes needed (point 2) Monitoring shows teachers' subject knowledge in observations are sound (point 2) Monitoring allows feedback for TAs to give them confidence/support (if needed) Monitoring of well-being via champion shows staff well-being is high (where not, actions are put in place to develop this) – Point 9 & Point 10
IMPACT	<ul style="list-style-type: none"> Expected GLD projected: 87%; actual 67%. KS1 projected: Reading 75%, writing 66%, maths 75%; Actual: Reading 79%, Writing 79%, Maths 71% KS2 projected: Reading 91%, Writing 91%, Maths 82%. Actual: Reading 91%, Writing 100%, Maths 90% 72% interventions resulted in progress across the school <p>(Sources of evidence: School data)</p>	

7. Parental information videos/ workshops.	<ul style="list-style-type: none"> To develop parental understanding of teaching methods used in school To enable parents to feel confident with supporting home learning for homework and during any lockdown. 	<ul style="list-style-type: none"> Parental feedback If further school closures, children should not have significant gaps in their learning (point 1)
IMPACT	<i>Unable to complete due to second lockdown</i>	
8. To support the wellbeing and engagement of children by valuing and sharing achievements	<ul style="list-style-type: none"> To invest in outdoor display boards so that children from all bubbles can see each other's achievements To increase the display board space indoors so that all bubbles can see work displayed around school. 	<ul style="list-style-type: none"> Feedback from children – (point 7 & point 8) Feedback from staff on the impact of this, for example, well-being (point 7 and point 8)
IMPACT	<ul style="list-style-type: none"> <i>In September 16% of children had medium/ low wellbeing according to the Leuven scale.</i> <i>In July this had reduced to 14% with only 3% having low wellbeing.</i> <p><i>(Sources of evidence: School data)</i></p>	

<p>Appendices:</p> <p>Point 1 100% data targets met for end of Key stage- 87% GLD, 87% Yr1 phonics screening pass; Year 2 100% retake pass; KS1 Reading 75%, writing 66%, maths 75%, combined 66%; KS2 reading 91%, Writing 91%, maths 82%, combined 82%</p> <p>Point 2 100% quality of teaching milestones met</p> <p>Point 3 At least 80% of interventions planned have resulted in children making good progress.</p> <p>Point 4 100% teachers agree that curriculum mapping and knowledge progression has supported the planning of their class curriculum and ensured gaps in knowledge for the majority are closed.</p> <p>Point 5 100% conferencing shows that children can talk about previous learning with knowledge and confidence.</p> <p>Point 6 There is a reduction in ABC forms due to behaviour issues</p> <p>Point 7 The percentage of children with high wellbeing increases</p> <p>Point 8 100% of children conference can identify actions that they can take to look after their personal wellbeing.</p> <p>Point 9 Staff morale is high</p> <p>Point 10 The majority of staff wellbeing (work related) is high</p>
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