

'Respectful and resilient; being the best that we can be.'



COVID-19 Catch Up Premium Strategy 2020/21

TIMOTHY HACKWORTH PRIMARY SCHOOL

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The COVID Catch up Premium 2020 -2021

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Children and young people across the country have experienced unprecedented disruption to their education because of Coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds are said to be among those most greatly affected. The aggregate impact of lost time in education will be substantial, and we will constantly strive to ensure that the scale of our response matches the scale of the challenge.

We know that we have the professional knowledge and expertise at Timothy Hackworth Primary School to ensure that children will get back on track. We have returned to our educational and social expectations and routines already. Our pivotal Rights Respecting School and SMSC ethos provides all of our children with continuous deeply nurturing support, alongside our high standards of expectations, both academically and socially. We continue to be committed to the Rights of every child so that every one of them experiences success, being the very best that they can be.

SUMMARY INFORMATION TIMOTHY HACKWORTH PRIMARY SCHOOL ACADEMIC YEAR 2020-2021			
Total number of pupils:	364	Amount of catch-up premium received per pupil:	£80.00 Initial two payments total per pupil – Aut20: £46.67 Third payment per pupil – Spring21: £33.33
Total catch-up premium budget:	£29,640	Autumn Term 2020 Spring Term 2021 Summer Term 2021	£7,740 £9,735 £12,165
Catch-Up Premium Governor:	Mrs. Pauline Crook		
ISSUES TO BE ADDRESSED			
Welfare			
Safeguarding	Existing school capacity of x1 Designated Safeguarding Lead and x4 Deputy Designated Safeguarding Leads effectively manage the school's safeguarding caseload. The school's Pupil and Families Intervention Support Lead makes regular telephone calls to vulnerable families to monitor and support their emotional wellbeing and vulnerabilities. Regular contact is also made with relevant Social Workers, Family Workers the Police and First Contact where appropriate.		

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	<p>Fortnightly DSL meetings continue so that vulnerable children, across a number of levels are discussed with actions identified for further support as necessary.</p> <p>DSLs effectively communicate on a daily basis with each other, to ensure every child's right to be safe.</p>
Mental Health Support	<p>Our staff are aware of the resultant impact of identified children remaining at home during Lockdown, the impact of identified children attending school during Lockdown due to Key Worker parents, those children with significant vulnerabilities, the impact of job losses and changes in family circumstances including increased social care involved with some families, alongside increased anxiety because of the pandemic. We will continue to closely monitor our children to ensure that their emotional wellbeing needs are met.</p> <p>Our SENDCO, also a DSL, is a member of the Locality Mental Health Forum, of which we are part of the Mental Health Trailblazer Project. As a result of this, a recently allocated Mental Health Support Worker and Mental Health School Worker will be deployed to support identified children in response to their emotional health and wellbeing.</p> <p>As we are a Place2Be School, our children, and staff are effectively supported by the Place2Be therapeutic services in school.</p>
Curriculum and Assessment	
Disruption to teaching	<p>Pupils have, by the very nature of the pandemic, experienced significant disruption to their education. Significant opportunities were provided to engage both families to access remote home learning via lessons made available on the school website, and additionally, through paper-based packs provided from school through doorstep delivery. Despite considerable efforts to promote home learning opportunities since March, take-up was low, however, home learning participation significantly increased as part of the September Return when individual pupils were absent from school due to isolation requirements.</p> <p>There has been significant staff absence due to COVID-19 isolation whilst waiting for tests and results. The HT and DHT have been proactive in supporting and communicating with absent colleagues as part of Covid-19 isolation.</p> <p>A significant number of parents, carers and their children, since the return to school in September, have been in isolation due to the pandemic. Affected children have been encouraged to access remote learning and have been provided with doorstep delivery packs, as well as online remote learning.</p>
Assessment and Reporting	<p>No SATs or Phonic Screen Check tests took place during the Summer Term whilst the Government suspended external testing. During the Autumn Term 2020, as part of the September return to school, children's mental health and wellbeing was effectively supported through the school's Rights Respecting school ethos, vision and values. Children were particularly pleased to return to school and were keen to settle back into routine school life. Children accessed their year group's curriculum alongside our staff's high expectations which had an overall positive impact on staff and pupil emotional health and wellbeing. This was because of our school's effectively embedded Rights Respecting ethos and climate for learning.</p> <p>As part of our assessment system, our Statement Sheets were used to identify gaps in children's learning and key teaching concepts necessary to revisit in order to move children's learning forward thereby maximising progress, whilst at the same</p>

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	<p>time, addressing lost learning. Our children continue to be provided with high-quality feedback, building on accurate assessment in order to effectively support their right to learn.</p> <p>Our staff have worked hard to ascertain what learning has been lost or misunderstood, the knowledge and experiences that have been gained, and any concepts, knowledge and skills which have been required to be revisited, in tandem with striving forward and moving on.</p> <p>Phonics assessments were completed with children in Years 1 and 2 to ascertain gaps in their phonic knowledge, and to effectively address these gaps in their learning so that progress could be maximised.</p>
Gaps opened up by home learning	<p>Our school has identified that there are specifically noticeable gaps in phonics and reading in KS1. Our school has also identified that there are gaps in Reading, Writing and Maths with identified pupils across the school.</p> <p>Pupils have missed subject specific learning in Science and across the Foundation Subjects.</p> <p>It has been identified that the youngest children in our school, namely, 2 Year Olds, Nursery, Reception and Year 1 children, have the largest gaps in their learning. Children in Years 2 – 6 also have significant gaps, however, the youngest children are needing significant support to enable them to catch up.</p>
Transitioning all pupils back into working at school	<p>All children across the school have relished the return to our Rights Respecting School routines. They have been particularly pleased to return to a planned and safe routine, alongside their peers, which they have enjoyed meeting and spending time with as part of the timetabled school day. Our children have expressed their keenness to return to school to our staff. We continue to closely monitor all children to ensure that their emotional needs, alongside their learning needs, are met with the best possible support from all of our staff.</p>
People and Resources	
Governance Capacity	<p>Governance is strong. The Head Teacher and Chair of Governors have maintained very close contact throughout the pandemic. Governors have been kept up-to-date with developments and have been supportive of school and its key actions during this time. Governors have ratified a range of policies during the pandemic; they have continued to meet as planned as part of full Governing Body Meetings and Committee Meetings, and continue to fulfil their Governance roles accordingly, including communication with parents and carers.</p>
Leadership Capacity	<p>Leadership capacity in the school continues to be strong, although additional demands have been placed on Senior Leaders in light of the pandemic and its implications.</p>
Financial	<p>The management of COVID-19 in school has led to increased demands on the school's finances with a substantial loss of income due to no school meals, a significantly limited Breakfast Club provision, and significant implications involving supply cover to cover staff absences, all of which have negatively impacted on the school's budget, despite effective monitoring of this from the School's Business Manager, Senior Leaders and the Finance and Premises Committee Governors.</p>
Recruitment and Retention	<p>There are currently no vacancies within the school. A Foundation Stage Lead has been appointed for January 2021 due to the retirement of the previous postholder. A Lunchtime Supervisor has also been appointed for January 2021 in order to provide additional support to this team.</p>

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Desired outcomes (Desired outcomes and how they will be measured)		Success Criteria
A	Effective high-quality teaching is supported by evidence-informed CPD for teachers and support staff, which is firmly embedded across the school.	Outcomes at the end of EYFS, Phonics, KS1 and KS2 show that all pupils make progress against their starting points in September 2020. Gaps close and learning which was lost has been identified and is being addressed, leading to an improvement in outcomes.
B	Academic Mentors, through the Government's Teach First Academic Mentoring Programme, positively impact on identified pupils' lost learning.	Applications for x2 Academic Mentors made for Primary English and Mathematics. Academic Mentors appointed and support identified pupils with their gaps in learning. Their gaps in learning close as a result.
C	Involvement in the NELI Programme (Nuffield Early Language Intervention Programme), positively impacts on targeted Reception pupils' early language and communication skills. Additional staffing in the Reception Class is deployed so that the NELI Programme can be successfully implemented.	Additional x1 HLTA deployed to enable the NELI Programme to be fully and effectively implemented. NELI staff details sent to NELI as required in order to register accounts for NELI CPD. NELI Screens are completed as appropriate with all Reception children. Identified children selected for NELI Programme based on Screening results. NELI Programme implemented as outlined in NELI timetable. Gaps in identified Reception pupils' early language and communication skills close.
D	Additional, time-limited staffing deployed in Year 6 supports identified pupils with lost learning.	Learning gaps show evidence of being closed with identified pupils in Year 6 with rapid catch-up that is effectively supported by an HLTA and TA in both of the Y6 classes, working closely with Y6 class teachers.
E	Pupils' social and emotional needs are effectively supported through a range of strategies tailored to the needs of identified pupils via our Pupils and Families Intervention Support Lead who maintains regular contact with families of vulnerable children.	The Pupils and Families Intervention Support Lead effectively intervenes to support vulnerable families in both school and home contexts in order to support pupils to focus on their learning by addressing their social and emotional health needs. As a result of this, pupils and families are effectively supported and know that they are listened to. The PIFSL links with the allocated school mental health workers as part of the Mental Health Trailblazer Project, and the Place2Be School Lead.
F	Time-limited interventions across KS1 and KS2 address gaps in missed learning.	Learning gaps begin to be closed with identified pupils in Years 1- 6.
Additional Information	Through the school's Pupil Premium (Please see school's Pupil Premium Strategy Statement for further information):	Recently appointed Attendance Officer takes up post on 11 th January 2021.

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		Appointment of an Attendance Officer to promote good attendance levels in line with national standards;	Attendance is in line with national standards and behaviour is consistently good across the school.			
		Place2Be Counselling Service embedded in school in order to address pupils' social, emotional health and wellbeing.	Identified pupils are effectively supported to address their social, emotional and mental health needs so that they are enabled to more fully focus on their learning.			
Desired Outcome		Chosen Action / Approach	What is the evidence and rationale for this choice? DfE Catch up Guidance / EEF COVID-19 Support Guide	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
A	Effective high-quality teaching is supported by evidence-informed CPD for teachers and support staff, which is firmly embedded across the school.	<p>Ensure a broad array of teaching strategies, that combined with subject knowledge and knowledge of their pupils, positively impact upon learning.</p> <p>Ensure - effective teaching, such as explicit teaching: clear explanations, scaffolding, flexible grouping, cognitive (repetition, summarising, imagery for remembering) and metacognitive strategies (reflection, thinking aloud, self-questioning).</p> <p>Peer-support to help embed and sustain research based teaching strategies.</p> <p>Subject Leader Curriculum Overviews effectively support the delivery of an engaging and enjoyable curriculum which reflects the needs of pupils within our local community.</p>	<p>EEF Guide to Support School Planning 2020-2021 for effective teaching for all.</p> <p>EEF COVID 19 Guide For Schools research guide which identifies actions which have been proven and has been compiled by drawing on a wide range evidence from research and resources.</p>	<p>CPD undertaken by all teachers and support staff as required to reinforce quality first teaching strategies.</p> <p>Teaching across the school is consistent and no less than good in any year group.</p> <p>Work on the curriculum with the curriculum leader completed and the curriculum taught across school.</p> <p>A consistent approach to the development of reading, writing and maths is in place across the school with all staff using the essentials for the development and progress in these areas.</p> <p>Formative assessments are in the teaching practice across the school and these are used consistently.</p>	HT DHT Subject Leaders	Ongoing termly review.

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		<p>CPD is appropriately matched to the needs of staff which, in turn, has a positive impact on pupil outcomes.</p> <p>A broad and engaging curriculum that focuses on vocabulary acquisition.</p> <p>School reading approaches underpinned by clearly defined formative assessment practices.</p> <p>Effective formative assessment as a central point of teaching and learning.</p> <p>Remote and home learning supports pupils to practise key skills and concepts.</p> <p>Effective feedback on tasks helps pupils to move forward in their learning.</p> <p>Monitor and evaluate outcomes and quality of implementation.</p>				
Total Budgeted Cost: £10k on-costs from Catch-Up Premium. Circa £38k base salaries (x2 Academic Mentors) funded by DfE.						
B	Academic Mentors, through the Government's Teach First Academic Mentoring Programme, positively impact on identified	<p>Academic Mentors sourced to support identified pupils with missed learning opportunities.</p> <p>Areas of English and Maths targeted as an identified need.</p> <p>Regular contact with Teach First is maintained by the Head Teacher in order to source suitable mentors.</p> <p>Structured interventions</p>	<p>Recommended Government approach to address learning gaps in children, particularly in areas of high disadvantage.</p> <p>Use of EEF evidence base which includes the use of the</p>	<p>Academic Mentor induction CPD as required.</p> <p>Monitoring would indicate that gaps are closing and learning which was lost has been identified and addressed leading to improved end of Key Stage results across the school.</p>	HT DHT Academic Mentors	Regular termly monitoring of pupil progress.

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	pupils' lost learning.	<ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants - Reading and phonics interventions <p>Same-day in-class intervention. Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent.</p> <p>Specific intervention programmes led by both Teachers and Teaching Assistants</p> <ul style="list-style-type: none"> - Pre-teaching with targeted support groups. - Communicate reading and phonics strategies with parents - Provide parents with additional support materials and links to resources, - Progress of impact monitored 	<p>following researched strategies-</p> <ul style="list-style-type: none"> -interventions such as 1:1 and small group work. -Effective implementation ensuring sessions are explicitly linked to daily lessons -effective Interventions are maintained over a sustained period - effective feedback structures in place <p>Interventions are carefully timetabled and staff are trained so that delivery is consistent.</p>			
Total budgeted cost : Supply cover costs across the year to release Reception Teachers and Reception TAs to access CPD and to implement NELI Programme; circa £8k						
C	Involvement in the NELI Programme (Nuffield Early Language Intervention Programme), positively impacts on targeted Reception pupils' early	<p>Reception pupils are screened in order to identify those pupils who will access the NELI Programme.</p> <p>Identified Reception Class staff access the NELI CPD as appropriate, alongside the SENDCO who will oversee the Project's daily implementation.</p> <p>Identified children access the NELI Programme.</p>	<p>Government information and advice.</p> <p>HT contact with DfE regarding the implementation of this Project.</p>	<p>Staff will apply the relevant screens to identify targeted children who will benefit from the NELI Programme.</p> <p>Staff will access the relevant NELI CPD to ensure that they are equipped with the necessary knowledge and skills to implement the programme.</p>	<p>KK – SENDCO LB-HT SH – FS Lead DB – Reception Teacher LH – Reception TA</p>	<p>Progress of identified children monitored on a half-termly basis.</p>

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	language and communication skills. Additional staffing in the Reception Class is deployed so that the NELI Programme can be successfully implemented.				CM – Reception TA ME – HLTA DF – Early Language Lead	
Total budgeted cost: £25k approx.						
D	Additional, time-limited staffing deployed in Year 6 supports identified pupils with lost learning.	<p>Y6 children receive rapid, high-quality catch-up support from an identified HLTA and TA within each class.</p> <p>Effective marking and feedback is provided targeted to individual needs.</p> <p>Gaps in learning are supported and very closely monitored in order to maximise pupil progress.</p> <p>A range of teaching strategies, positively impacts upon learning.</p> <p>Effective teaching reflects explicit teaching: clear explanations, scaffolding, flexible grouping, cognitive (repetition, summarising, imagery for remembering) and metacognitive strategies (reflection, thinking aloud, self-questioning).</p>	<p>EEF Guide to Support School Planning 2020-2021 for effective teaching for all.</p> <p>EEF COVID 19 Guide For Schools research guide which identifies actions which have been proven and has been compiled by drawing on a wide range evidence from research and resources.</p> <p>Use of EEF evidence base which includes the use of the following researched strategies:</p>	<p>HLTAs and TAs have the necessary knowledge, experience and skills to provide appropriate support for Y6 pupils.</p> <p>Pupil Progress Meetings ensure that resources are effectively targeted.</p>		

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		<p>Peer-support is used to help embed and sustain research based teaching strategies.</p> <p>A broad and engaging curriculum that focuses on vocabulary acquisition is evident.</p> <p>Monitor and evaluate outcomes and quality of implementation.</p>	<p>-interventions such as 1:1 and small group work;</p> <p>-Effective implementation ensuring sessions are explicitly linked to daily lessons;</p> <p>-Effective Interventions are maintained over a sustained period;</p> <p>- Effective feedback structures in place;</p> <p>-Interventions are carefully timetabled and staff are trained so that delivery is consistent.</p>			
Total budgeted cost: As part of ongoing staffing costs: Pupil and Families Intervention Support Lead						
E	<p>Pupils' social and emotional needs are effectively supported through a range of strategies tailored to the needs of identified pupils via our</p>	<p>Identified pupils receive targeted support from the PFISL, in order to address specific emotional and mental health needs.</p> <p>The PFISL links with parents and carers, and outside agencies as appropriate, in order to address the emotional needs of children.#</p> <p>The PFISL effectively liaises with the Place2Be School Lead as necessary.</p>	<p>The EEF toolkit states that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. These are especially important for children from disadvantaged backgrounds.</p>	<p>The PFSIL has an extensive knowledge of pupils and their families.</p> <p>The PFSIL is an experienced Designated Safeguarding Lead.</p> <p>The PFSIL is highly-trained so that targets SEMH Programmes are able to be delivered effectively.</p>	<p>NS-PFSIL HT DHT KK- SENDCO MK – P2Be Lead</p>	<p>Progress of identified children monitored on a half-termly basis.</p> <p>Ongoing monitoring of identified children's behaviours and emotional needs.</p>

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	Pupils and Families Intervention Support Lead who maintains regular contact with families of vulnerable children.					
Total budgeted cost: As part of school's staffing budget.						
F	Time-limited interventions across KS1 and KS2 address gaps in missed learning.	<p>Gaps in learning are supported and very closely monitored in order to maximise pupil progress.</p> <p>A range of teaching strategies, positively impacts upon learning.</p> <p>Monitor and evaluate outcomes and quality of implementation.</p>	<p>Use of EEF evidence base which includes the use of the following researched strategies:</p> <ul style="list-style-type: none"> -interventions such as 1:1 and small group work; -Effective implementation ensuring sessions are explicitly linked to daily lessons; -Effective Interventions are maintained over a sustained period; - Effective feedback structures in place; -Interventions are carefully timetabled and staff are trained so that delivery is consistent. 	Interventions Timetables are carefully planned for where identified children from Y1-Y6 are precisely targeted for catch-up support.		