

# Haverigg Primary School 2021-22

## catch-up premium; recovery premium and school led tutoring spending: summary



SUMMARY INFORMATION	
Total number of pupils:	<b>166</b>
Total catch-up premium budget:	<b>£5760 (07.06.21)</b> – Schools can use their funding in a way that suits their cohort and circumstances but they are expected to ensure they focus on specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.
Recovery premium	<b>£1667.50 (30.09.21) x 2 installments – total £3335 (75% grant + 25% school)</b>
School led tutoring	<b>£ 3510</b> - The school-led tutoring grant is to support disadvantaged pupils in catch-up learning and schools will select the pupils in need of support. This will focus on providing tuition to pupils eligible for pupil premium but also includes pupils with other types of disadvantage or additional needs. This includes special educational needs and disability (SEND) children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.
Total	<b>£12,605</b>

### STRATEGY STATEMENT

#### School Improvement Key priorities are:

1. To improve outcomes for all children by developing consistently good teaching across the whole school through planned, structured and sustained CPD (to help teachers get better at teaching and feel re-vitalised, motivated and skilled)
2. To develop self-regulation and resilience across the EYFS, KS1 and lower KS2 through quality, well planned continuous and enhanced provision (more play)
3. To raise overall attainment in Maths with particular emphasis on maths language and reasoning skills to increase the number of children achieving expected standard and greater depth by the end of KS2
4. To improve boys literacy attainment in KS1 and KS2 (linked to KP 1 and KP 2)
5. To further develop a unique curriculum that reflects Haverigg Primary School's vision through clear intent, implementation and impact
6. To establish strong subject leadership in all curriculum areas.

### Core approaches

#### Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils. Identifying and investing in quality CPD to ensure Quality Teaching First

#### Targeted Academic Support

1:1 and small group catch up (based on assessment outcomes). Investment in resources that promote reading and track progress.

#### Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

#### Wider Support

Providing regular and supportive communications with parents to keep them updated on progress and involve them in their children's progress and learning. Building effective partnerships.

### Main priorities for allocating funding are:

<b>Whole School support</b>	<ul style="list-style-type: none"><li>• Teacher CPD ongoing throughout the next academic year in the first instance and focused on Quality First teaching.</li><li>• Developing continuous provision throughout EYFS, KS1 and KS2 to promote problem solving skills and focus and attention</li><li>• Accurate assessments leading to targeted interventions</li><li>• Whole school focus on reading and tracking reading progress - Key stage 2 accelerated reader.</li><li>• Enrichment for the curriculum with a focus on creative arts, sport, and STEM activities</li></ul>
<b>Targeted support</b>	<ul style="list-style-type: none"><li>• Targeted support based on maths assessment (Year 2 focus)</li><li>• Speech and language interventions across EYFS/KS1- Neli</li><li>• Catch up/school led tutoring to achieve age related expectations focus on Year 4 and year 6</li><li>• Extending our digital estate and digital offer in school with a direct focus on developing Assistive technology awareness and use, to support literacy</li></ul>
<b>Wider support</b>	<ul style="list-style-type: none"><li>• All Families have access to National Online Safety to ensure they stay up to date with online risks</li><li>• Financial support for residentials</li></ul>

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Social and emotional barriers affecting resilience and confidence in learning – lack of social interaction and development alongside play
B	Reading – recovery is in process – attitudes to reading have been impacted by school disruption – more time on screen
C	Focus and attention – limited for many children

## ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D Parental involvement has been affected throughout the pandemic

E Ongoing disruption over this academic year from covid absences (staff and children) and isolation requirements. Learning has been impacted despite remote learning in place.

## Whole School - Quality of teaching for all

Action	Intended outcome	Evidence for this choice and Estimated impact	cost	How will you make sure it's implemented well?	Staff lead	When will you review this?
Great teaching toolkit ongoing (linked to KP1)	<ul style="list-style-type: none"> <li>To improve the quality of teaching skills throughout school</li> <li>Support staff wellbeing through self-reflection and analysis– autonomy and trust in identifying areas for improvement</li> </ul>	Teachers have worked through unprecedented and uncertain times over the past 2 years. And teaching approaches have had to be adapted. Focusing on the foundations and developing a consistently high quality of teaching across school, and getting even better at these, makes sense. The priority is to value our greatest resource, the staff and their professional development.	£0 Funded by the WELL project	Ongoing monitoring and review meetings. Fortnightly progress reports emailed through, Staff Inset to discuss progress so far.	Mrs Narongchai	April 2022 and July 2020
Increase quality play provision beyond EYFS and KS1 by purchasing a Loose Parts Play trolley  Develop Den building sets to enable whole school access. (linked to KP2)	<ul style="list-style-type: none"> <li>Improved collaborative play, communication and vocabulary skills</li> <li>Supports better focus and attention skills.</li> <li>improved creative thinking skills and problem solving.</li> <li>Boosts self-esteem through the open-ended nature of the play.</li> <li>Enhanced play time provision, from early years through to year 6</li> <li>Support additional small group sessions for targeted children with behavioural needs.</li> </ul>	Impact of ongoing school disruption throughout the academic year 2021-22 has affected learning behaviours significantly; in particular ability to focus and attend and on collaborative skills, problem solving and critical thinking	£1845 from Catch up premium (£1360) and recovery premium (£485)  Additional £1000 to come from Sports premium	Whole staff training to go through using the equipment and think through possible times and groups. Whole school den building day organised for 28 <sup>th</sup> February. All staff will be involved. Groups will be monitored by staff leads throughout the summer term	Mrs Narongchai/ Mrs Redhead	July 2022

funding total cost:

**£2845****TARGETED SUPPORT****To be put in place after initial assessments have been completed**

Action	Intended outcome	Evidence for this choice and Estimated impact	cost	How will you make sure it's implemented well?	Staff lead	When will you review this?
Additional 0.3 teacher to support maths in year 4 and year 6 <b>(linked to KP3)</b>	<ul style="list-style-type: none"> <li>Accelerated progress in Maths.</li> <li>Secondary ready</li> </ul>	<ul style="list-style-type: none"> <li>Our experience tells us that children progress fastest when they get small group time with their class teacher to fully understand their next steps and time with the teacher to work on them.</li> <li>Year 4 have a high number of children with additional learning needs and emotional needs that are impacting on learning in maths</li> <li>Year 6 have a group being supported to ensure they are secondary ready and gaps are addressed as effectively as possible.</li> </ul>	<b>£4980</b> From School Led tutoring <b>£3510</b> + additional contribution from school <b>£1470</b>	Additional teacher to work closely alongside staff in year 4 and year 6 to ensure ongoing assessments take place and inform next small steps	Miss Musgrave Miss Usher	April 2022 and July 2022
Maths Intervention 1st Class number – EEF promising project <b>(linked to KP3)</b>	Year 2 intervention group make better than expected progress by the end of the year and are better prepared for year 3.	<ul style="list-style-type: none"> <li>Year 2 children have not had a year in school without disruption and as such have significant gaps in their Maths foundations.</li> <li>We have children still working on Year 1 maths who have been assessed and identified as potentially benefiting from this intervention.</li> <li><a href="https://everychildcounts.edgehill.ac.uk/eef-trial-1stclassnumber/">https://everychildcounts.edgehill.ac.uk/eef-trial-1stclassnumber/</a></li> </ul>	<b>£850</b> From recovery premium £400 – subsidised training cost £450 - supply	Mrs Redhead to attend 2 half days of face to face training with Miss Leece and support implementation. Miss Leece to attend 2 full days face to face and 3 half days online training	Mrs Redhead	July 2022
Specific language support for children in reception. <b>(Linked to KP4)</b>	Children to make accelerated progress with their language to meet GLD by the end of the year.	<a href="https://www.nuffieldfoundation.org/project/nuffield-">https://www.nuffieldfoundation.org/project/nuffield-</a> <ul style="list-style-type: none"> <li>NELI is a 20-week intervention designed to improve the oral language skills of reception-aged pupils. It'll involve individual and small group scripted language teaching sessions delivered by trained school staff</li> </ul>	<b>£0</b>	Coaching observations.  Observations of children to gain evidence of their achievements	Miss Blackburn	July 2022

Purchase of 10 dedicated devices that support Assistive technology including Clicker Writer <b>(linked to KP4)</b>	Boys writing and literacy progress in year 4 and year 5 will accelerate.	<ul style="list-style-type: none"> <li>We have significant numbers of children (majority boys) in year 4 and 5 for whom writing and literacy in general has been affected by school closure and disruption. Many of these identified children have dyslexic tendencies and struggle with writing in particular; they have the ideas but find recoding these very difficult – hence they give up and switch off.</li> <li>By enabling them to record their ideas more easily and with less emphasis on the process of writing we hope to improve motivation and enthusiasm</li> </ul>	<b>£3500 + £900</b> <i>from Catch-up funding</i>	Ongoing monitoring through work scrutinies and lesson observations focused on the identified groups  Pupil interviews before and after implementation  Staff interviews before and after implementation	Mrs Narongchai Miss Blackburn	July 2022
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funding total cost: **£10,230**

#### OTHER APPROACHES

Action	Intended outcome	Evidence for this choice and Estimated impact	cost	How will you make sure it's implemented well?	Staff lead	When will you review this?
Subsidised residential trips and day trips	All children can access and attend	<ul style="list-style-type: none"> <li>Families have been financially impacted by the covid pandemic and as such paying for residential and trips is more challenging.</li> <li>The huge benefits of children going on residential and the experience of visiting new places after such a long time when they were unable is invaluable to their confidence and their cultural capital</li> </ul>	<b>£2000</b> from <i>recovery premium</i> <i>£485 left</i>	All children who are on residential and in receipt of Pupil Premium will have a 60% reduction in overall cost.  Additional families with vulnerabilities have also been supported	Mrs Narongchai/ Mrs Bickerdike	July 2022

funding total cost: **£2000**

#### ADDITIONAL INFORMATION

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