

# Covid-19 catch-up premium report



## Park Hall Academy 2020 - 2021





# Summary Information

<b>Total number of pupils:</b>	463	<b>Amount of catch-up premium received per pupil :</b>	£80
<b>Total catch-up premium budget:</b>	£33,360		

## Strategy Statement

### Teaching

Quality First Teaching has the greatest impact on improving outcomes for all pupils. High quality teaching including scaffolding, pre-teaching and meta-cognition strategies are key components of high quality teaching and learning for pupils. Innovative and creative approaches to learning and teaching will be planned and delivered through the use of pupil and staff 1:1 iPads (yrs 1 – 6). Effective, high quality feedback will be provided to learners through the use of the technology which can include voice notes, written, highlighting and allows the pupils the opportunity to respond to the feedback to demonstrate the impact of feedback (high impact, very low cost +8 months)

Subject Knowledge of staff will continue to be prioritised (innovative use of technology & maths mastery journey) to enable delivery of high quality learning and teaching

### Targeted Academic Support

Targeted reading support will be prioritised and provided to identified pupils. Reading remains a priority on the schools SDP and identified gaps in pupil knowledge have been identified. A structured approach to providing support for the identified pupils will supplement the delivered high quality teaching of reading to ensure that identified gaps are quickly closed.

Nuffield Early Language Intervention will be delivered to groups of identified pupils in Upper Foundation to improve children’s oral language and early literacy skills (3 months projected progress)

### Wider Strategies

The use of 1:1 iPads will enable of world opportunity to be at the finger tips of our learners. Our vision is that pupils, staff and parents are able to use the technology to it’s full potential as an education tool (moderate impact, moderate cost +4 months). Parents will be educated about the Park Hall vision for the creative and innovative use of technology and assisted to support their own knowledge and in supporting their child at home when working beyond the school day.

Staff will use iPad technology to deliver and facilitate home learning.

Curriculum support materials will be recorded using iPad technology and shared on the school website.

My Happy Mind materials will be available for pupils and parents to access from home including the Parent app to support and maintain families mental health and well-being.

(Based on The EEF Guide To Supporting School Planning: A Tiered Approach to 2020-21)



## BARRIER TO FUTURE ATTAINMENT

### Academic Barriers:

<b>A</b>	Reading attainment and phonics gaps in knowledge
<b>B</b>	Mental health and well-being following return to school after prolonged absence
<b>C</b>	Access to technology to innovate and enhance teaching and learning

### Additional Barriers

#### External Barriers:

<b>D</b>	Support individual pupils and families to increase attendance
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## Planned expenditure for current academic year

Quality of Teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review
<p><b>Quality First Teaching of Reading.</b></p> <p><b>Myon will be purchased to enable pupils to access a range of quality e-texts -linked to Accelerated Reader</b></p>	<p>Pupils in Foundation Stage/ Yr1 will be able to recognise and read HFW/ quick words from the taught phonic phases they are at.</p> <ul style="list-style-type: none"> <li>•CPD – F/S phonics</li> <li>•Children and parents understand and actively engaged in learning to read selected words from list.</li> <li>•Classroom displays promote and encourage reading/ bank of words taught</li> <li>•Regular assessment and review of individuals to address gaps in knowledge.</li> </ul> <p>Pupils will achieve at least 80% on comprehension quizzes within their ZPD.</p> <ul style="list-style-type: none"> <li>•Pupils accessing Myon in school and at home.</li> <li>•Pupils quizzing at least 3 times per week.</li> <li>•Pupils average at least 80% in AR quizzes</li> <li>•Regular assessments and reviews to address gaps in knowledge</li> </ul>	<p>Previous class teachers will identify any knowledge and skills not taught in year groups as a result of COVID and highlight these on our curriculum plans so that all staff are aware of missing knowledge and skills. These will raise awareness so that teachers are aware of the need to pre teach as a result of missing gaps, These do not replace the current year group expectations but supplement.</p> <p>Reading Comprehension Strategies- High impact for low cost- EEF (+6months) Allows learners to access supplementary texts beyond what is available in school. Meta-cognition strategies explicitly modelled and taught (+7mnths, EEF) Able to have home access through the use of either 1:1 iPad or own mobile device.(Myon)</p>	<p>Additional teacher in Year 1/2 to facilitate closing the gaps in pupils knowledge. Monitoring – Showbie assessment files (FS/ Yr1 – hFW) (KS1/ KS2- reading cycle) Class teacher monitoring of individual pupil engagement in quizzing. DLT monitor PP pupils quizzing history and progress to ensure sufficient progress is maintained. Additional reading materials and resources – Accelerated Reader books, HFW cards &amp; resources.</p>	<p>SLT (NS) JP – phonics CPD JJ/ AMJ – FS/ KS1 – monitoring of HFW/ quick word progress Teaching staff – monitoring Myon/ AR weekly</p>	<p>Ongoing review by teaching staff to respond accordingly to the needs of the cohort. Half termly progress meetings Weekly monitoring of reading – AR/ Myon Termly formal assessments/ data uploads</p>
<p><b>Innovative and creative use of iPads to support and enrich learning and teaching</b></p>	<p>Pupils will access high quality creative and innovative lessons using iPads planned to close attainment gaps and build on prior knowledge.</p> <ul style="list-style-type: none"> <li>•Pupils will become proficient in the use of iPad technology</li> <li>•Pupils will become independent learners who select a range of formats to present their own learning</li> <li>•Pupils will have access to prior teaching and learning to enable them build up on their prior knowledge and to commit learning to long term memory.</li> </ul>	<p>Pupils will have access to 1:1 iPads both in school and at home to enhance teaching and learning. (moderate impact, moderate cost +4 months)</p> <p>Ipads will be used as a tool to promote independent learning as well as being a tool to promote communication between peers and teacher.</p> <p>Showbie will enable parents to engage in their child's learning as they will have access to the child's daily learning at home, assisting their child to close any gaps and support with home learning through the use of apps and information on iPad.</p>	<p>Ensuring access to up to date technology.</p> <p>What is the impact upon learning and teaching through the use of iPads? Are iPads being used to enhance learning and teaching? How? Has pupil engagement in lessons increased? Are pupils demonstrating greater independence during lessons?</p>	<p>ND SLT ILeader Team</p>	<p>Ongoing review and adaptation in response to needs and training developments. Formal recording termly.</p>
<b>Total budgeted cost:</b>					£32,160

## Targeted Support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review
<b>Foundation Stage to Year 2 – High frequency word/ quick word catch-up</b>	Pupils will be able to read the HFW/ Phonic words for their year group. •Pupils will be able to read their key-ring words automatically. Pupils will be able to read HFW/ quick words in texts automatically from the words taught So far	September – pupils had noticeable gaps in reading knowledge. Gaps in pupils fluency and word recognition skills.	Reading Action plan – •Staff expose children to HFW/ quick words daily. •Daily phonics lessons •Staff listen to children read their key-ring words highlighting on iPad when they are known. •Pupils take key-ring words home to learn with parents. Parents encouraged to read these with their child – social media video, letter. •Monitoring of pupils Showbie files to monitor progress (Yr1 &2). •New screens for Foundation Stage to enable quality phonic lessons.	JP/ NS DLT's Class Teachers	Ongoing review to react and adapt to need. Formal recording termly
<b>Sports Coaching to allow teachers to deliver catch-up interventions (Yr2)</b>	Pupils will be able to complete reading comprehension -yr2 equivalent.	EEF – Small group Tuition – moderate impact, moderate cost (+4 months)	•Class teachers will identify gaps in knowledge •Rising Star assessment data will assist in identifying domains needing to be addressed. •SLT/ DLT for phase will monitor pupil progress. •SEND/ PP plans will identify pupils requiring 1:1 reading daily.	SLT/ DLT's	Half Termly
<b>Nuffield Early Language Intervention for targeted Upper Foundation pupils</b>	Pupils will develop - •Vocabulary •listening skills •narrative skills •Phonological awareness •Letter/ sound knowledge	(EEF – Early Years Support for Schools) 3 months projected progress. Supports the language and early literacy skills of pupils through additional targeted support provided by early years staff.	•Teachers and early years staff will monitor individual pupils engaged in the project to ascertain progress. •SLT/ DLT monitoring	JJ/GM	Pre and post assessments Half termly reviews with DLT's
<b>Total budgeted cost:</b>					£1200

Wider Strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review
<p><b>My Happy Mind will be used as a tool to support the well-being and develop a positive mental health culture across the Park Hall Family</b></p>	<p>Pupils will be able to recognise, in themselves and others, what good mental health is and how to maintain it.            Understand how to build resilience            Recognise their own and others character traits            Understand how our body physically and emotionally reacts to different situations and how we can control that – techniques.            Staff CPD in mental health and well-being and basic neuroscience.            Parents will learn alongside their children about positive mental health and MHM            Reduction in the number of pupils requiring mental health/ behaviour support.</p>	<p>A positive tool used in academies within the Trust which has merited positive results for pupils mental health and well-being.</p> <p>Based on leading science and the latest research the program has enabled us to embed MYM within our PHSE/ RSE curriculum – carefully mapped to ensure complete and progressive coverage of the curriculum objectives.</p>	<p>Children applying strategies/ knowledge and using it to regulate own emotions.            Pupil/ parent/ staff questionnaires            Feedback from learners and parents            Social media engagement – following release of MHM videos/ news stories.</p>	<p>SLT/ GW            Class teachers</p>	<p>Half Termly</p>

### ADDITIONAL INFORMATION

<https://educationendowmentfoundation.org.uk/covid-19-resources/neli/> EEF – NELI Early Language Intervention

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/> Covid Catch-up Tiered Approach (EEF)

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>. EEF Teaching & Learning Toolkit

<https://myhappymind.org/our-products/> My Happy Mind

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/> Metacognition and Self regulation