

# **Catch-Up Premium, School-Led Tutoring and Recovery Premium Funding 2020-22**

## **Account of Spending, Planned Spending and Impact**

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## 1) Introduction

This document lays out how Hunsley Primary allocated funding to support pupils to catch up lost teaching time in the 2020 / 2021 academic year and how the school plans to use additional funding available in the current academic year.

As we know, children and young people across the country experienced unprecedented disruption to their education because of the coronavirus pandemic (COVID-19). In response, the Government announced £1 billion of catch-up funding for the 2020 / 2021 academic year, equating at Hunsley Primary to **£11,680**. Further details can be found via the link below.

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

To assist schools in making the most effective use of catch-up funds, The Education Endowment Foundation (EEF) produced an evidence-based guide for schools. The strategies used by Hunsley Primary were based on this guidance.

### **Total spending on Covid Catch-Up activities and resources, 2020-21:**

The school was allocated £11,680 funding in 20-21. The school spent this funding as part of a total commitment of **£13,101** to catch-up spending on resources and delivery of additional teaching and learning. The strategies implemented are detailed below.

## 2) Overview of Strategies Implemented at Hunsley Primary, 2020-21:

- **3 EEF-format Implementation Plans were produced: one each for reading, writing and maths. The whole school priority was to catch up in all three academic areas but, most significantly, to improve precision teaching of writing.**
- Catch-Up Premium funding was spent on small-group, teacher-led tutoring and the purchase of targeted resources to revisit and develop knowledge and skills in the core subjects in those most affected by Covid disruptions.
- Two specific cohorts were identified and specialist teaching staff procured for the specific cohorts: two specialist Key Stage 2 teachers worked with groups, both in-person and via online tutoring; and one Key Stage 1 specialist teacher gave tutoring to the younger pupils in school.
- An additional Implementation Plan was produced around 'Engagement' and the delivery of the HP 're-entry' model, including Remote Learning (e.g. parental consultation, staff training, wellbeing and agreed methods for online and face-to-face teaching and learning) which ran alongside the tutoring for all pupils, and not just those accessing teaching supported by the Catch-Up Premium.
- Planning, teaching and assessment strategies which were agreed by team were based on those recommended by the EEF research-led guidance.
- In order to identify those most impacted by the pandemic and disruption to learning, teaching staff assessed children on their return to school in September 2020 and grouped them into three notional categories:
  - A – high level need, including vulnerable / disadvantaged children
  - B – low level need, in-class QFT support and monitoring
  - C – high achieving children at risk of not achieving goals – requiring more independent chances to practise and stretch (including learning online)

- Strategies were implemented in ‘Waves’ – starting in September, 2020, and were reviewed at each juncture:
  - Wave 1: September –December
  - Wave 2: January – March
  - Wave 3: April – October (to include resettling and re-baselining in 2021-22 Term 1)

### **3) Evidence-Based Recommendations Underpinning the Programme at Hunsley Primary**

#### **EEF Strategy 1**

##### **Teaching and whole school strategies (supporting great teaching; assessment and feedback)**

Staff development and training was focussed on effective assessment and curriculum design, enabling teachers to effectively identify gaps in knowledge and amend subject curricula to respond to lost learning. This was especially relevant for our recently qualified teaching staff (Early Career Teachers: ECT+ and ECT++)

Extensive and ongoing CPD on the use of Google Classroom took place throughout the academic year. This enabled both ‘live’ and ‘on demand’ lessons to take place, ensuring high quality education continued for individuals who were required to isolate and during national lockdowns as well as enabling interactive resources to be used for small-group tutoring throughout the year.

#### **EEF Strategy 2**

##### **Targeted approaches (small group tuition; intervention programmes; extended school time)**

All eligible pupils across the school were identified via the processes detailed above in the ‘summary’ and accessed catch-up tutoring from September onwards. This strategy meant pupils received additional, small group, tuition in maths or English on a weekly basis, with staff assessing as an end point to the tutoring and adjusting groups accordingly.

Targeted pupils accessed after-school teaching sessions run by school teaching staff with a focus on maths and English. These ran from October to January, 2020-21.

#### **EEF Strategy 3**

##### **Wider strategies (access to technology; supporting parents and carers)**

Over 200 devices were purchased across the Trust to supplement those provided by the Department for Education, enabling pupils to access remote education when isolating or during lockdowns.

All pupils were bought CGP resource books for maths and English which could then be used in-class for starters, pre-teaching and warm-ups, or at home for overlearning.

Online subscription to Maths Factor, by Pearson, enabled children to review and revisit maths fluency at home to support what was being taught in school

### **4) Overview of Strategies Planned for Implementation at Hunsley Primary, 2021-22**

In June 2021, the Government announced additional **School-Led Tutoring and Recovery Premium** funding for the 2021 / 2022 academic year to support further catch-up of lost learning and to help minimise the impact of the coronavirus pandemic (COVID19).

Further details can be found via the link below:

<https://www.gov.uk/government/news/huge-expansion-of-tutoring-in-next-step-of-education-recovery>

Funding allocations are calculated by the Department for Education with Hunsley Primary expecting to receive **£5330.00. This is broken down into the following:**

**£2430 from School-Led Tutoring Grant provision**

**£2900 from Recovery Premium provision**

Schools can use the Recovery funding in a way that best suits their cohorts and context to reduce barriers and enable quality teaching to be developed, with Hunsley Primary continuing to use many of the strategies established last academic year. Schools must use the School-led Tutoring to cover staff costs to deliver small group tuition to disadvantaged pupils. Details of these are detailed below.

## **5) Evidence-Based Recommendations Underpinning the Programme at Hunsley Primary**

### **EEF Strategy 1**

**Recovery Premium only - Teaching and whole school strategies (supporting great teaching; assessment and feedback)**

Staff training and development continue to focus on effective assessment of pupils and teaching of the curriculum. This enables teachers to identify gaps in pupils' knowledge and skills. A programme of subject specific review and CPD is running throughout the academic year, ensuring teaching and curriculum content are accurately matched to the needs of pupils.

### **EEF Strategy 2**

**School-led Tutoring and Recovery Premium - Targeted approaches (small group tuition; intervention programmes; extended school time)**

Pupils identified in the Wave 1 as needing additional support in maths or English are to receive weekly tutoring by qualified, specialist teachers sourced by the school. Teachers specialising again in Key Stage 1 and Key Stage 2 phases will deliver small-group, focused teaching during the normal school day, running parallel to the learning in class, with a specific rationale for precision teaching of writing. A focus on cross-curricular subject-based writing is planned to ensure that learning in other areas of the curriculum is not impacted.

### **EEF Strategy 3**

**Recovery Premium only - Wider strategies (access to technology; developing engagement and SEL support; supporting parents and carers)**

To further support pupil engagement, progress and wellbeing, several events for parents and carers are planned throughout the academic year as well as staff access to training for wellbeing and engagement. These include strategies to support children with reading, including Early Reading. These will be running as part of the school's usual ParentLearn programme, delivered online and in person at the end of the working day.

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