

Havelock Infant School and Havelock Junior School COVID 19 Catch Up Funding

To be completed in conjunction with EEF guidance [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Covid-19%20support%20guide%20for%20schools.pdf)

Summary Information	
School	Havelock Infant School Havelock Junior School
Total amount of funding	HIS – Aut 20 census – $249 \times 80 = £19,920$ Aut payment £5,060 Spr payment £6,560 Sum payment £8300 HJS – Aut 20 census – $323 \times 80 = £25,840$ Aut payment £6,720 Spr payment £8,360 Sum payment £10,760
Use of funding	
Summary of assessment undertaken to identify gaps	Discussion with staff team on gaps they have identified through their day to day teaching. Assessment tasks showing gaps in knowledge from the Autumn term Discussions and observations of pupils - behaviour and attitudes around the school as well as during lessons Parents evening to gain parent views on gaps they have noticed
Gaps identified (add/delete as necessary)	A Baseline assessments show that pupils in EYFS are at a low level in speech and language acquisition.
	B Pupils in (KS1) are unable to apply their phonic knowledge to reading and writing. They also demonstrate gaps in being able to structure sentences accurately.
	C Pupils are unable to focus on their work for a sustained period of time. They rely on lots of adult support to remain on task for lengths of time.
	D Writing Assessments show that pupils in KS1/KS2 have gaps in their knowledge of age-appropriate grammar, punctuation and spelling due to lack of practice and seeing good models.
	E Maths – Pupils in KS1&KS2 have fallen behind in basic numbers skills including times tables, place value, addition and subtraction. Pupils of low prior achievement are finding it difficult to access problem solving activities due to comprehension skills.

	F Behaviour A number of pupils in KS2, with social and emotional difficulties, are finding the transition back to school routine and expectations difficult. They are unable to cope with the daily timetable and work completion, often resulting in disruptive behaviour.
	G Reading Pupils in KS2 have fallen behind in reading comprehension skills because of limited access to reading materials during first lockdown, as well as reading infrequently.

Desired outcomes		Success Criteria
Gap A	Language acquisition back on track by end of year on target to achieve expected. Children will have language skills that reflect the development that would be linked to age related development.	<ul style="list-style-type: none"> • Baseline assessments are used well to identify specific gaps which focus teacher planning. • Continuous provision and quality first teaching daily • Extra member of teaching staff will deliver sessions to small groups to develop skills in language. • Staff member is trained to provide activities which enable children to develop and acquire the skills needed in order to start reading and writing. • % children on track shows improvement from the termly data drops
Gap B	Pupils in (KS1) are back on track, able to apply their phonic knowledge at the expected standard. They have closed gaps in sentence structure and are able to structure sentences with accuracy.	<ul style="list-style-type: none"> • Diagnostic assessments used for planning and targeting specific children • Whole class and targeted interventions are used well to teach new sounds, revisit and recap daily and twice daily if needed. • Planned opportunities to apply phonics knowledge in reading and writing activities daily and in continuous provision. • Sentence structure approach through the teaching of writing units based on reading into writing. • Pupils on track to achieve expected standard increasing each half term following the phonics tracking assessment. • Smaller group teaching in phonics via the use of an extra trained RWI teacher to deliver phonics sessions in YR/1 and 2.

Gap C	Pupils demonstrate sustained concentration and can engage with tasks for longer periods of time. Pupils feel confident to make mistakes and apply their stuck strategies independently.	<ul style="list-style-type: none"> • Whole class focus on making mistakes allows children to explore the benefits of mistake making and how we learn from them. • A whole school set of agreed stuck strategies give children a structure for getting unstuck. • Revisiting the assessment of learning through the learning line model • Sentence stems used in KS2 to encourage accurate reflection at the end of sessions • Teachers explicitly plan to increase time on tasks every day. • Goal setting in independent work times help pupils to build their concentration. • Structures given to support completing tasks initially and gradually withdrawn over time. • Behaviour mentor to work with KS2 pupils to increase engagement in learning.
Gap D	Pupils in KS1 and KS2 are back on track to achieve age-appropriate expectations for spelling, grammar and punctuation	<ul style="list-style-type: none"> • Baseline assessment clearly identify the gaps in GPS knowledge and is used to plan and target pupils well. • Daily practice in GPS routines built into English planning as starters and in phase 2 of the writing units of work. • Regular informal assessments/quizzes and dictations to revisit common spellings and grammar rules. • Support for teaching spelling in Y3 through the use of an additional teacher 1 day a week to deliver a targeted approach to spelling. • IT equipment utilised daily in Y4/5/6 to practise spelling and grammar exercises.
Gap E	Basic maths skills are recalled fluently and basic facts are stored in long term memory. Children are able to use the basic facts to solve problems and reasoning questions.	<ul style="list-style-type: none"> • Baseline informal assessments show gaps and areas to be revisited regularly. • White Rose small steps guidance followed in each year group to teach content • Starters for each lesson to recall basic facts • Regular use of TTRS and alternative resources used daily with class and at home • Extra teacher in EYFS/KS1 to be used to deliver catch up sessions based on misconceptions

		<ul style="list-style-type: none"> • IT equipment purchased in Y4-6 and in use daily for online resources to increase retrieval methods of basic facts • Rosenshine principles in place in lesson format for delivery • Insight data shows specific groups of children targeted for further support and an increase in numbers on track for EXP+ each term
Gap F	<p>KS2 children are actively engaged in their learning and support is in place to help regulate their behaviour.</p> <p>Decrease in FTE and Level 3 and 4 behaviour incidents over time.</p>	<ul style="list-style-type: none"> • Behaviour policy re-established and enforced every day. • Behaviour incidents logged and analysed termly and support in place for individuals. • Behaviour mentor in place and supporting children in groups and individually from January 2021. • Decrease in behaviour incidents from Spring 1 to Summer 2. • Children able to regulate their behaviour to keep their responsibilities • Increased attendance from targeted individuals working with the behaviour mentor. • Parents engaging with school increased for targeted families.
Gap G	<p>KS2 Reading comprehension skills enhanced and back on track to meet end of Ks2 national expectations and beyond.</p> <p>Reading engagement is high throughout the school.</p>	<ul style="list-style-type: none"> • Baseline assessments completed informally to check on comprehension skills and AR levels through STAR testing. • AR sessions fixed on timetables at least 4 times a week • Library provision adapted so reading books can go out daily with COVID secure methods • Book talk timetabled in KS2 weekly time tables with the use of reading dogs • Purchase more IT equipment • Investigate further reading apps to support reading comprehension • Revision session on using AR data in staff meeting to look at reading levels etc • Data reviews each term including progress in AR levels • Re-launch of importance of reading at home throughout the school

Chosen Approach to address gaps

Teaching and whole school strategies

Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
<p>Employ a teacher to target groups of pupils who are requiring specific catch up work 3 days a week at HIS. Work across YR,1,2</p> <p>Fixed term contract – February til July 2021</p>	<p>Teacher has the skills and expertise needed to identify next steps in learning and to unpick misconceptions and gaps. Can work independently to plan and assess and then feed this information back to class teachers. Small group teaching and inputs can be offered so specific targeted support is offered to those who need it most. Using a member of staff already familiar with the school will ensure continuity in approaches and quality assurance.</p>	<p>Carefully targeted timetable in place to work with groups as identified with class teachers across the classes.</p> <p>Staff will be included in M&E exercises across the school.</p> <p>Regular reviews held to assess impact and outcomes</p> <p>Staff member attend all staff training and staff meetings to be consistent and a full part of the staff.</p>	A.B.C.D.E.G	Year group leaders to work on the timetable of support.	<p>£15,351.18 from HIS funding.</p> <p>Employed from Feb half term to end of Summer term</p>
<p>Employ a teacher to target groups of pupils who are requiring specific catch up work 2 mornings a week at HJS. Work in Year 3</p> <p>Fixed term contract – May til July 2021</p>	<p>Teacher has the skills and expertise needed to identify next steps in learning and to unpick misconceptions and gaps. Can work independently to plan and assess and then feed this information back to class teachers. Small group teaching and inputs can be offered so specific targeted support is offered to those who need it most. Using a member of staff already familiar with the school will ensure continuity in approaches and quality assurance.</p>	<p>Carefully targeted timetable in place to work with groups as identified with class teachers across the classes.</p> <p>Staff will be included in M&E exercises across the school.</p> <p>Regular reviews held to assess impact and outcomes</p> <p>Staff member attend all staff training and staff meetings to be consistent and a full part of the staff.</p>	A.B.C.D.E.G	Year 3 leader to work on the timetable of support.	<p>£3244.17 from HJS funding.</p>
<p>Invest in IT equipment to be used across Y4-6 to increase amount available to support learning.</p>	<p>As children are older they are more able to access technology independently to support learning. By increasing</p>	<p>Research into the IT equipment that best suits the needs of the year groups purchased.</p>	D.E.G	Year 4-6 Leaders KD and PT with IT equipment	<p>£13,257.30 HJS Catch up funding</p>

	IT equipment in these year groups catch up programs and individualised IT support can be used to address the basic skills gaps we are currently seeing.	Own supply of IT equipment maintained by each year group to support learning. Clear plan of how the IT equipment is to be used and integrated into planning.			
Purchase a set of 8 ipads to be used in Year 1 to be used when children are accessing continuous provision.	Basic maths, reading and spelling apps to be used to reinforce the teaching and retrieval of these basic skills. Subscription to numbots to be shared with all Y1 children to focus on recall of basic number facts.	Ipads used daily in continuous provisions with high quality and trusted apps. These apps can also be used at home to reinforce learning. Y1 staff will ensure the ipads are targeting areas of the curriculum that require specific focus such as phonics to develop early reading and maths basic facts.	B,D,E	Year 1 Year group leader	£2103 from HIS funding

Targeted Approaches					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
Employ a behaviour mentor from TFTF to work with children who are disengaged from education at HJS across years 3-6. 3 terms of support starting January 2021.	Some children have struggled to return to the structure of school and require a lot of support to adapt to learning again. Mentor to work on low attendance, low self-esteem, disengagement.	Use trusted company who will manage the entire process and ensure quality. TFTF liaison and Trust wide approach in other schools.	F	Senior Leaders and Year group leaders TFTF mentor	£2698 per term x 3 = £8094 from HJS funding
Invest in IT equipment to be used across Y4-6 to increase amount available to support learning.	As children are older they are more able to access technology independently to support learning. By increasing IT equipment in these year groups catch up programs and individualised IT support can be used to address the basic skills gaps we are currently seeing.	Research into the IT equipment that best suits the needs of the year groups purchased. Own supply of IT equipment maintained by each year group to support learning. Clear plan of how the IT equipment is to be used and integrated into planning.	D,E,G	Year 4-6 Leaders KD and PT with IT equipment	£13,257.30 HJS Catch up funding
TA hours increased in YR and Y2 in order to deliver interventions to target basic	Specific children are requiring a targeted and intensive intervention to enable them to	Known adults within the year group employed for extra hours so they already	A,B,D&E	Year R and Year 2 Year group leaders	£1089.79 from HIS funding

skills in CAL, Reading, Writing and Maths.	grasp basic skills. Adult is able to work in small groups and 1:1 to deliver these interventions to specific groups of children.	have established relationships with children and staff. Known and trusted interventions delivered by experienced staff to ensure maximum progress. Clear timetable of children for the targeted interventions.			
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Wider Strategies					
Chosen Approach	Evidence and Rationale for Choice	How will you ensure it is implemented well?	Gaps addressed	Staff Lead	Budget allocated
Invest in IT equipment to be used across Y4-6 to increase amount available to support learning.	As children are older they are more able to access technology independently to support learning. By increasing IT equipment in these year groups catch up programs and individualised IT support can be used to address the basic skills gaps we are currently seeing.	Research into the IT equipment that best suits the needs of the year groups purchased. Own supply of IT equipment maintained by each year group to support learning. Clear plan of how the IT equipment is to be used and integrated into planning.	D.E.G	Year 4-6 Leaders KD and PT with IT equipment	£13,257.30 HJS Catch up funding

HIS funding tracking: £19,920

Spent: £15,351.18 (Teacher 3 days a week), Extra TA support

£1089.79, 8 Y1 ipads £2103

Remaining: £1376.03

HJS funding tracking: £25,840

Spent: £13,257.30 (IT), £8094 (TFTF), £3244.17 (Y3 teacher)

Remaining: £1244.53