

Coronavirus (COVID-19) catch-up premium plan

At Hollingbourne, our vision is for **ALL** pupils to be successful and for gaps due to disrupted learning to be closed, therefore getting children back on track so that they are not disadvantaged.

The government has promised £80 per child. We estimate that we will receive £7680

PLANS FOR PREMIUM SPEND

Planned action	Purpose of action	How success will be measured	Predicted/ Actual cost
1. To invest in ICT software to support learning eg Apps/ Purple Mash/ Sirlinksalot app and provide supporting training for staff	<ul style="list-style-type: none"> ➤ To support interventions having identified specific needs arising ➤ To support re-engagement of children ➤ To further enrich curriculum ➤ To support opportunities for home learning ➤ To provide an additional learning platform which can be used in case of isolation/ lockdown in the future ➤ To improve efficiency for ICT usage during school day to assist further online learning and engagement 	<ul style="list-style-type: none"> ➤ Attainment/progress of children (see point 1) ➤ Discussions with children including Pupil Voice and during observations/class visits by SLT (see point 5) ➤ Increased engagement with home learning is seen through new apps and ICT purchased ➤ Positive teacher feedback reporting the ability to engage their children using technology without disruption ➤ Engagement levels of children seen when monitoring 	£2000
2. To further develop the KS1 provision	<ul style="list-style-type: none"> ➤ To support the transition of Year R-1 ➤ To support the development of characteristics of effective learning ➤ To support the staff to plan an enabling environment 	<ul style="list-style-type: none"> ➤ Attainment/ progress of children (see point 1 & point 4) ➤ Feedback and support of KS1 colleagues (point 2) ➤ Improved behaviours in class (point 6) 	£2000

		<ul style="list-style-type: none"> ➤ Monitoring and feedback (environment, observations, WB&I) – (point 3) 	
<p>3. To ensure that resources (manipulatives) and planning for maths support understanding of concepts</p>	<ul style="list-style-type: none"> ➤ To support children’s fluency and reasoning by using appropriate manipulatives ➤ To develop staff subject knowledge through training and staff support from maths leader to help close gaps 	<ul style="list-style-type: none"> ➤ Attainment and progress of children (see point 1) ➤ Robust moderation of books (point 2) ➤ Monitoring of lessons reveals strong teacher subject knowledge (point 2) ➤ Monitoring of lessons reveals good use of extension of children’s skills by further questioning (point 2) 	<p>£300</p>
<p>4. To ensure that guided reading delivered to a high quality within Covid guidelines</p>	<ul style="list-style-type: none"> ➤ To support children’s reading comprehension skills ➤ To re engage children with books for children to access ➤ To ensure staff confidence in delivery of whole class guided reading 	<ul style="list-style-type: none"> ➤ Attainment and progress of children (see point 1) ➤ Monitoring of lessons through observation (point 2) ➤ Improvement of lessons through feedback (point 2) ➤ Regularly listening to children read, where possible to assess their fluency and confidence (point 1) ➤ Moderation of children’s guided reading books (point 2) ➤ Using new tools to assess children’s engagement, for example, Purple Mash, Sirlinksalot apps 	<p>£600</p>
<p>5. To ensure that children catch up on missed phonics/ that phonics gaps are addressed</p>	<ul style="list-style-type: none"> ➤ To provide a rescue programme (TEP) where gaps are identified ➤ To use SPaG programme for KS2 to support closure of gaps identified ➤ To support teachers to close gaps. 	<ul style="list-style-type: none"> ➤ Phonics testing shows improvement in children’s score, including national test as well as in class ongoing assessment (point 1) ➤ Scores are used to inform teachers’ 	<p>Phonics rescue £50 Sir Links- A- Lot £500</p>

	<ul style="list-style-type: none"> ➤ To ensure that children are able to recover lost learning so that they are back on track. 	future planning for children (point 2)	
6. To develop staff knowledge and understanding of effective strategies to close gaps through accessing CPD	<ul style="list-style-type: none"> ➤ To support teachers to identify gaps ➤ To support teachers to plan appropriate interventions/ lessons to address gaps ➤ To develop teacher subject knowledge ➤ To support teachers to understand how to develop metacognitive skills/ reflection ➤ To up-skill TAs enabling them to lead on specific interventions to support closure of gaps as well as wellbeing eg lego therapy, sensory circuits ➤ To ensure all staff have well being and involvement training and development 	<ul style="list-style-type: none"> ➤ Monitoring shows planning clearly matches desired outcomes needed (point 2) ➤ Monitoring shows teachers' subject knowledge in observations are sound (point 2) ➤ Monitoring allows feedback for TAs to give them confidence/support (if needed) ➤ Monitoring of well-being via champion shows staff well-being is high (where not, actions are put in place to develop this) – Point 9 & Point 10 	<p>£700 plus</p> <ul style="list-style-type: none"> • TEP training maths £50 • TEP training metacognition £50 • TEP training knowledge organisers £50
7. Parental information videos/ workshops.	<ul style="list-style-type: none"> ➤ To develop parental understanding of teaching methods used in school ➤ To enable parents to feel confident with supporting home learning for homework and during any lockdown. 	<ul style="list-style-type: none"> ➤ Parental feedback ➤ If further school closures, children should not have significant gaps in their learning (point 1) 	£400
8. To support the wellbeing and engagement of children by valuing and sharing achievements	<ul style="list-style-type: none"> ➤ To invest in outdoor display boards so that children from all bubbles can see each other's achievements ➤ To increase the display board space indoors so that all bubbles can see work displayed around school. 	<ul style="list-style-type: none"> ➤ Feedback from children – (point 7 & point 8) ➤ Feedback from staff on the impact of this, for example, well-being (point 7 and point 8) 	£1000
	Total:		£7700

Appendices:

Point 1

100% data targets met for end of Key stage- 87% GLD, 87% Yr1 phonics screening pass; Year 2 100% retake pass; KS1 Reading 75%, writing 66%, maths 75%, combined 66%; KS2 reading 91%, Writing 91%, maths 82%, combined 82%

Point 2

100% quality of teaching milestones met

Point 3

At least 80% of interventions planned have resulted in children making good progress.

Point 4

100% teachers agree that curriculum mapping and knowledge progression has supported the planning of their class curriculum and ensured gaps in knowledge for the majority are closed.

Point 5

100% conferencing shows that children can talk about previous learning with knowledge and confidence.

Point 6

There is a reduction in ABC forms due to behaviour issues

Point 7

The percentage of children with high wellbeing increases

Point 8

100% of children conference can identify actions that they can take to look after their personal wellbeing.

Point 9

Staff morale is high

Point 10

The majority of staff wellbeing (work related) is high