



## Holmfirth J I & N School - Catch-up premium

2020/2021

Universal catch-up premium is funding that is available for all state-funded mainstream and special schools, and alternative provision. The funding has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19). **The grant will only be available for the 2020 to 2021 academic year.**

**Eligibility and Funding allocation:** Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. **This means that at Holmfirth J I & N School, we will receive £14,560.00**

**Payments:** This funding will be provided in 3 tranches. Allocations are based on the latest available data on pupils in mainstream. A second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, the DfE will use the 4 to 15 pupil headcounts from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. A further £33.33 per pupil or £100 per place will be paid during the summer term 2021. **The payments to Holmfirth J I & N School are set out in the summary of information table.**

**Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.**

**Use of funds:** Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and in line with the school recovery curriculum plans. **Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.**

**Making use of research to support effective use of the catch -up premium:** The Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. At Holmfirth J I & N School, we have used this document to help us to direct our additional funding in the most effective way. Alongside this, we have considered the EEF [school planning guide: 2020 to 2021](#) to implement our catch-up/recovery curriculum effectively.

**Accountability and monitoring:** As with all government funding, we must be able to account for how this money is being used to achieve our central goal of children reaching their full potential and teaching a normal curriculum as quickly as possible.

## 1.Summary Information:

<b>School</b>	<b>Holmfirth Junior, Infant and Nursery School</b>		<b>Academic Year</b>	2020/21
<b>Total number of pupils on roll</b>	182	<b>Total Catch-Up Funding Covid Recovery Funding</b>	Total £14,560.00 Payment 1: £3740 Payment 2: £4760 Payment 3: £6060  Total £1232.50  Grand Total = £15792.50  Total spend - £15811.30	<b>Number of pupils eligible for PP: 16</b>

## Key Priorities for 2020/21 Catch-Up Funding

<b>A</b>	<p><b>Wellbeing, safeguarding and supporting families:</b> Ongoing use of formative assessment to evaluate the well-being of all children, with a focus on the children with special educational needs, as a result of the impact of living through the pandemic and lockdown. Monitor attendance and behaviour in order to support children and families. Providing support with life outside school for parents and wider family as required. Half termly progress check in will consider children's wellbeing.</p>
<b>B</b>	<p><b>Achievement:</b> Use formative and summative assessment used in lessons and across all subjects with an emphasis on Maths and English to identify and understand individual's needs/gaps across the core subjects for all classes. Standardised tests to be used across English and Maths in Autumn 2 and summer 2 to assess children and to complete question analysis to inform teaching, learning and catch-up provision in the Spring and Summer terms. Half termly progress check for each class every half term to evaluate provision and learning needs across the school.</p>
<b>C</b>	<p><b>Access to technology:</b> Identify children who do not have the appropriate access to technology to fully engage with the remote learning approaches. Once identified have the resources within school to support the children at home (beyond the DfE offer for disadvantaged/SEND children)</p>
<b>D</b>	<p><b>Reaching potential:</b> Identify children who are most at risk of not reaching their full potential in English and maths, including children with Special Educational Needs. Plan for targeted support for these children with a focus on providing small group or 1 to 1 tuition to ensure progress during autumn Term 2, Spring and Summer terms.</p>
<b>E</b>	<p><b>Broad and balanced curriculum:</b> To ensure that:</p> <ul style="list-style-type: none"> <li>• there is a consistent approach to teaching and assessment across all classes</li> <li>• first two weeks of school curriculum will focus on transition and wellbeing</li> <li>• metacognition and PSHE curriculum will be revisited, reviewed, and implemented from Autumn 1</li> <li>• children receive a broad and balanced curriculum despite the challenges and impact of the pandemic, COVID safety and loss of learning from Autumn 2.</li> <li>• our contingency plan for remote learning and resources for homework is of high quality and accessible for <b>all</b> children and parents.</li> </ul>

3.Barriers to future attainment (following lockdown)		4. Desired Outcomes
<b>A</b>	<p>The absence of school and the national lockdown will have had, and will continue to have, an impact on some of our children and families. This may have an impact on children's safety, wellbeing, and mental health. Due to high numbers of children with special educational needs, their wellbeing, and needs will be a focus.</p> <p>This may also have an impact on attendance and behaviour.</p> <p><b>EEF Key strategy: Supporting parents and carers</b></p>	<p>To assess children's wellbeing, with a focus on children with special educational needs,</p> <p>Identify and support parents and carers where required with appropriate action and level of support as a result of the impact of the pandemic, ensuring that the wellbeing of our children is a priority.</p> <p>Behaviour and attendance to remain good across the school.</p>
<b>B</b>	<p>Throughout the lockdown children missed out on face-to-face teaching and as a result some may have fallen behind in their learning and attainment.</p> <p><b>EEF Key Strategy: Pupil Assessment and feedback</b></p>	<p>Formative and summative assessment strategies effectively used continuously in order to identify and teach from 'where the children are at.'</p> <p>A focus on verbal feedback and an Updated marking and feedback policy</p> <p>Standardised tests in reading and maths, and whole school moderation to be used termly.</p> <p>Half termly class reviews used to discuss individuals.</p>
<b>C</b>	<p>Some children throughout lockdown did not have appropriate access to technology or internet connection within households in order to effectively carry out home learning. Some households had the technology available but was shared between a number of children or was needed by parents for work purposes due to working from home.</p> <p><b>EEF Key strategy: Access to technology</b></p>	<p>A suite of laptops purchased bought in order that they can be loaned out to families if the children are required to self-isolate.</p> <p>These laptops will also be used in school to facilitate greater capacity for online learning with school.</p> <p>(All children who have an EHCP and FSM have a laptop from the DfE already in place.)</p> <p>All families had access to the internet.</p>
<b>D</b>	<p>The absence of school and the national lockdown will have had, and will continue to have an impact children's learning and they may not be reaching their full potential across the core subject of English and Maths.</p> <p><b>EEF Key strategy: Targeted tuition and intervention programmes</b></p>	<p>One to one and small group tuition in place for children who require support based on formative and summative assessment across Reading, Writing and Maths across the school. Quality tuition resources are purchased and used effectively.</p> <p>NELI (Nuffield Early Language Intervention) in place for children in Reception</p> <p>Progress of each targeted approach will be measured, and tuition will change after each progress review.</p> <p>Children will be making progress towards their full potential</p>
<b>E</b>	<p>The children's education has been disrupted throughout lockdown.</p> <p>The children need to be exposed to a balanced and full curriculum as quickly as possible but with a clear and consistent approach across all classes. As we enter the winter months, class bubbles and schools may face closure so a careful approach to remote learning needs to be in place that considers all learners needs.</p> <p><b>EEF Key strategy: Support great teaching</b></p>	<p>A clear and consistent approach to the recovery curriculum that prioritises wellbeing of our children and families.</p> <p>Ensure that a full and balanced curriculum is in place as quickly as it can be possible.</p> <p>Ensure that children with SEND are supported and that the curriculum matches their needs.</p> <p>Agree on a remote learning plan with all teaching staff to ensure that this considers teacher wellbeing and workload.</p>

Key Priority A	Sub Actions to ensure effective implementation	Estimated Spend	Staff lead	<u>Autumn Review:</u>
<p><b>Wellbeing, safeguarding and supporting families:</b> Ongoing use of formative assessment to evaluate the wellbeing of all children, with a focus on the children with special educational needs, as a result of the impact of living through the pandemic and lockdown.</p> <p>Monitor attendance and behaviour in order to support children and families.</p> <p>Providing support with life outside school for parents and wider family as required. <b>(Pupil Premium funding).</b></p> <p>Half termly progress check in will consider children's wellbeing.</p>	<p>More frequent contact with households of children who are isolating or having difficulty due to the impact of Coronavirus</p> <p>LT to act upon family needs appropriately and timely</p> <p>SENCO to respond to SEND children's needs appropriately</p> <p>Safeguarding guidelines to be followed if any concerns arise</p>		LT/ SENCO	<p>Regular telephone calls made by teachers and admin staff to check on welfare and wellbeing has enabled Staff to monitor and report any concerns to DSL's. Concerns are recorded in the Safeguarding File and followed up by DSL's (JR/JW)</p> <p>This had enabled LT to support children and families promptly and appropriately. Much of LT time has been speaking to families who have been identified, which has had a positive impact and families are very grateful of the school support.</p> <p>Appropriate referrals made to outside agencies for SEND children and parents supported by the class teacher or SENCO via telephone, email and/or Zoom video calls.</p> <p>Families are requiring support for varying reasons and at different times dependent upon their own circumstances.</p>
	<p>2.5 hours per day admin staff checking attendance and behaviour trends across all classes. Compiling DfE Covid-19 attendance return</p> <p>Report to LT</p>	<p>£1250.76 (using Covid Recovery funding (2 x £616.25 = £1232.50)</p>	SB – Admin Assistant	<p>This analysis has been vital in identifying children with poor attendance/punctuality enabling LT to act promptly. SB has been a key member of staff in supporting families with attendance and punctuality. Behaviour in school is very good.</p>
	<p>Half termly check ins with include a wellbeing discussion for all children</p>	<p>Already in place as part of school Monitoring</p>	LT/class teachers	<p>Half termly checks are planned into the calendar and have been essential in assessing children's wellbeing and supporting them.</p>
<p><b>Summary of impact</b></p>	<p>Parents were aware that school were there to help – whatever the problem. Closer contact with families that had been difficult to liaise with in the past. Stronger ties between school and parents.</p>		<p><b>Planned Spend: £1251</b></p>	

Key Priority B	Sub Actions to ensure effective implementation	Estimated Spend	Staff lead	<u>Autumn Review:</u>
<p><b>Achievement:</b> Use formative and summative assessment used in lessons and across all subjects with an emphasis on Reading, Writing and Maths to identify and understand individual's needs/gaps across the core subjects for all classes.</p> <p>Standardised tests to be used across Reading, Writing and Maths in autumn 2 and summer 2 to assess children and to complete question analysis to inform teaching, learning and catch-up provision in the Spring and Summer terms.</p> <p>Half termly progress check for each class every half term to evaluate provision and learning needs across the school.</p>	<p>Revisit formative assessment strategies across the curriculum and in PSHE lessons to monitor the progress of all children.</p> <p>Update marking and feedback policy in line with Covid risk assessment and considering teacher workload and wellbeing,</p>		LT	<p>Strategies for formative assessment evident in learning walks and book scrutiny.</p> <p>Marking and feedback policy updated.</p>
	<p>Standardised tests to be used across English and Maths from year 2- 6 from Autumn 2.</p> <p>EYFS – early adopter holistic picture of the child</p> <p>Year 1 - standardised test in Spring.</p>	<p>NFER purchased annually of school budget</p>	Teaching staff	<p>Autumn 2 standardised tests complete 90% year 2 children passed phonics Analysis to be completed and used to shape provision, teaching, and learning across the school.</p>
	<p>Additional moderation of reading across the school.</p>			<p>Additional moderation of reading to ensure accuracy and feedback for teachers to support their class and individuals to make further progress.</p>
	<p>Half termly progress check with LT</p>	<p>Already in place as part of school monitoring</p>	LT/Class Teachers	<p>Half termly checks are planned into the calendar. December progress checks will focus on attainment and planning for further 'catch up' targeted support where necessary.</p>
<p><b>Summary of impact</b></p>				<p><b>Planned Spend = £0</b></p>

Key Priority C	Sub Actions to ensure effective implementation	Estimated Spend	Staff lead	<u>Autumn Review:</u>
<p><b>Access to technology:</b> Identify children who do not have the appropriate access to technology to fully engage with the remote learning approaches.</p> <p>Once identified have the resources within school to support the children at home (beyond the DfE offer for disadvantaged children)</p>	Purchase Additional laptops	£12968.12	AS/SB	Additional laptops have been purchased to support families if children need to isolate and work remotely. The laptops are to support the families who do not meet the criteria for a DfE laptop but require one to ensure access to remote learning. These laptops will also be used within school and will decrease our ratio of the number of laptops shared by pupils.
	Apply for DfE laptops/internet for families who meet the criteria	£0	AS/SB	All EHCP/disadvantaged pupils have a DfE laptop. If a class bubble closes school will immediately apply for additional laptops for any other children that meet the criteria for free laptops and internet access.
<b>Summary of impact</b>	All pupils who needed access to laptops were given a device to take home. Use was monitored and teachers checked that work was being completed.			<b>Spend = £12968.12</b>

Key Priority D	Sub Actions to ensure effective implementation	Estimated Spend	Staff lead	<u>Autumn Review:</u>
<p><b>Reaching potential:</b> Identify children who are most at risk of not reaching their full potential in Reading, Writing and Maths.</p> <p>Plan for targeted support for these children with a focus on providing small group tuition to ensure progress from October-July 2021</p> <p><b>*This may change across each half term depending upon the needs of the children in each class.</b></p>	Review possibility of utilising the School Led Funding grant	On reflection the funding (£2025 for whole year 2020/21) received for this initiative does not make it time or cost effective so we will not be using this funding	JR/AS	AS has looked at costing for this and the cost of training staff and paying staff to lead the tuition would far exceed the amounts received. Children will continue to be supported in school, during lessons.
	Class 6 small group tuition	Funded through budget	Y6 teachers/TA's	<p>All in place.</p> <p>All classes have HLTA's, or skilled teaching assistants.</p> <p>Lessons and small group tuition is bespoke to the children and planned alongside the class teacher in order to ensure that the tuition addresses any gaps in learning.</p>
	Class 5 small group tuition	Funded through budget	Y5 teachers/TA's	
	Class 4 small group tuition	Funded through budget	Y4 teachers/TA's	
	Class 3 small group tuition	Funded through budget	Y3 teachers/TA's	
	Class 2 small group tuition	Funded through budget	Y2 teachers/TA's	
	Class 1 small group tuition	Funded through budget	Y6 teachers/TA's	
	Reception – Delivery of the Nuffield Language Intervention	Funded through budget	Y6 teachers/TA's	This will begin in the Spring Term
<b>Summary of impact</b>				<b>Spend = £0.00</b>

Key Priority E	Sub Actions to ensure effective implementation	Estimated Spend	Staff lead	<u>Autumn Review</u>
<p><b>Broad and balanced curriculum:</b> To ensure that:</p> <p>There is a consistent approach to teaching and assessment across all classes</p> <p>first two weeks of school curriculum will focus on transition and wellbeing</p> <p>metacognition and PSHE curriculum will be revisited, reviewed, and implemented from autumn 1</p> <p>children receive a broad and balanced curriculum despite the challenges and impact of the pandemic, COVID safety and loss of learning from autumn 2.</p> <p>our contingency plan for remote learning and resources for homework is of high quality and accessible for <b>all</b> children and parents.</p>	<p><b>Staff training on the school recovery curriculum led by JW:</b></p> <p>Recovery curriculum plan shared with all staff PSHE association resources shared and curriculum map updated.</p> <p>Metacognition strategies across the curriculum, assessment and the planning cycle -how we will identify gaps in learning and show progress across subjects</p> <p>White Rose maths scheme revisited – videos and resources ready for school/class bubble closure and contingency plan to remote learning. Identifying gaps in learning</p> <p>Reading strategy revisited and the school reading spine</p> <p>Music – more music to be introduced into the curriculum</p> <p>Mental Health Lead appointed – Autumn Term</p> <p>Increased ICT capacity</p>	<p>Charanga/ Musical Contexts £294.00</p> <p>(See section c above)</p>	<p>LT -curriculum and assessment lead</p> <p>LT</p> <p>SW-Maths</p> <p>LT</p> <p>NS – music</p> <p>JM</p> <p>JP/NS - ICT</p>	<p>Feedback from staff is positive. Learning walks evidence that the recovery plan and cycle of planning is firmly in place across all classes.</p> <p>Full curriculum in place from October 2021 half term following the school risk assessment</p> <p>Music enhanced in curriculum</p> <p>Additional laptops in school means that we are able to support this area of the curriculum in greater depth</p>

	<p>Contingency plan for remote learning shared with all staff. Reviewed regularly in response to DfE guidance and school evaluation/reflection. The aim is high quality, with a focus on feedback and good communication with parents and the children.</p> <p>Learning resources for learning from home</p> <p>Classroom Secrets/Pobble/Twinkl purchased to support online homework only (reduce the amount of paper coming in and out of school).</p>	<p>Web Cams - £27.74</p> <p>Science L Res - £76.44</p> <p>£1193.83</p>		<p>These have been purchased and used by teachers to communicate with children working at home R-Yr6.</p> <p>These have been purchased and used by children from R-Yr6.</p> <p>These have been purchased and used by children from R-Yr6.</p>
<p><b>Summary of impact</b></p>				<p><b>Spend = £1592.01</b></p>