



HOWARD PRIMARY SCHOOL
COVID-19 Catch-Up Premium report

1. Summary Information					
School	Howard Primary School				
Academic Year	2020-2021	Total budget (£80 per child)	£32, 480	Total number of pupils	406

2. Strategy statement	
<ul style="list-style-type: none"> • Ensure progress in writing for all pupils in Key Stage One and Two • Ensure progress in language development in EYFS • Ensure phonics teaching is good • Support all children’s mental health and well being 	

Internal barriers to learning	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Children’s stamina in writing has decreased
B.	Gaps in children’s phonics knowledge have appeared
C.	Language development is limited
External barriers	
D.	Limited opportunities and access to technology for staff and pupils during periods of lockdown
E.	Social and emotional well being / mental health (impacting on behaviour, learning and socialising)

1. Planned expenditure for current academic year (Whole School)

2020-2021					
Action/approach	Intended outcome	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<ul style="list-style-type: none"> ○ Purchase Read, Write Inc resources. 	Improve the quality of teaching and learning in phonics	Phonics development will have been limited. Consistency of approach across the whole school is essential with support from parents being key. Additional resources purchased due to bubbles not being allowed to mix.	RWI training for whole school. RWI lead will carry out- Learning walks Observations	English team RWI lead	Half termly
<ul style="list-style-type: none"> ○ Purchase of IT to support remote learning 	It will enable the continuation of learning during bubble closures and lockdowns	Feedback from staff and pupils during previous lockdown	Support sessions in groups and 1:1 Email IT support meetings	DHT Head teacher	Spring term
<ul style="list-style-type: none"> ○ Training for staff using Google Classroom 	Staff will be able to carry out live lessons during further periods of remote learning	Our experience tells us that when teachers are well supported and given adequate and specific CPD, they perform better and know how best to support the children.	Release time for teachers to receive training. Email links to webinars IT support meetings	DHT	Half termly data review

○ Buy Jigsaw SOW	Staff will become confident using Jigsaw SOW (support teacher's when delivering RHE lessons)	Our experience tells us that when teachers are well supported and given adequate and specific CPD, they perform better and know how best to support the children.	Lesson observations Support sessions Feedback from children	DHT RHE lead	Half termly review
2. Planned expenditure for current academic year (Targeted support)					
Action/approach	Intended outcome	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
○ Fresh Start (RWI) teaching in key year groups (Year 5 and 6)	Children in Yr 5 and 6 who have gaps in phonics knowledge will have timetabled lessons to improve their phonic understanding	Children in Yr5 and 6 can be supported in phonics teaching (from RWI) and this will have an impact on their writing attainment as well as improve their confidence	Teacher trained in using Fresh Start Support from RWI lead teacher Assessment shows improvements Data analysis	RWI lead Teacher	Half termly review
○ Employment of an experienced teacher 5 days a week to tutor small groups of children who have been identified as needing catch up in their learning.	The gaps are closed as quickly as possible to allow access to main class teaching.	The teacher who is employed purposefully and directly by the school knows the children and school curriculum well. This allows for smooth transition.	Learning walks Data analysis Support sessions	Head D Head	Half termly review

<ul style="list-style-type: none"> ○ Purchasing Flash Academy program 	Children who arrive at school with little or no English can be put onto a program of blended learning that will support them.	<p>Currently blended learning approach is the only one available to new children as the mixing of bubbles is not permitted.</p> <p>A number of EAL children have joined school during lockdown with limited resources available.</p>	<p>Support sessions</p> <p>Training for class teachers</p>	EAL lead	Half termly review
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3. Planned expenditure for current academic year (Wider)

Action/approach	Intended outcome	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<ul style="list-style-type: none"> ○ TA trained in Yoga 	Yoga can be used as a strategy to support children's mental health and well being	Pupils have struggled during remote learning with their mental health. Many have come back to school feeling anxious and yoga can be used to help balance their mental well being	<p>Support sessions</p> <p>Learning walk</p> <p>Observations</p>	SENDCO HLTA	Half termly reviews
<ul style="list-style-type: none"> ○ Purchase Yoga Mats 	Pupils are able to take part in yoga sessions fully	Children will be able to take part in yoga in different areas of the school with limited crossing of bubbles.	<p>Support sessions</p> <p>Learning walk</p> <p>Observations</p>	SENDCO	Half termly review
<ul style="list-style-type: none"> ○ Training for additional Mental Health First Aider 	Support will be available for all children who find it	Some children have found it difficult returning to school after	Support sessions with parents/children	SENDCO	Half termly review

	difficult to manage their emotions	a long period of absence. Having an additional trained mental first aider means that we will be able to offer support to those children and their families quickly.	Reviews with staff	Mental Health First Aider	
○ Appoint HLTA with PE as a specialism	Pupils receive high quality PE lessons	Pupils lack of mobility during lockdown. Physical exercise is good for developing self-esteem and pupil's wellbeing.	Observations	PE lead Deputy Head	Half Termly