

Covid Catch-up strategy statement

This report sets out our intended strategies to support our students to catch-up following missed learning due to the school closures forced by the pandemic. It estimates the costs that will be incurred by the implementation of each strategy, paid for from the Covid catch-up funding, and will be updated regularly to evaluate the impact of the strategies.

This strategy plan does not include cost incurred as a result of operating the school in a Covid secure manner (PPE, extra cleaning, staffing to cover those instructed to shield/isolate etc.)

1. Summary information					
School	Hardingstone Academy		Executive Head / Head of School		Zoe McIntyre / Julie Stevens
Total number of pupils in school	235	Number of pupils eligible for Covid premium	235	Total estimated Covid Catch-up funding	£ 18,640



In order to utilise the additional funding in the best possible way, our decisions have been guided by the research and advice put forward by the Education Endowment Fund and the outcome of assessments focusing on pupils' academic and personal development needs. The following information has contributed to our decision-making process.

- ❖ Awareness of where the children were in March and when they returned to school in September.
- ❖ Identification of areas of lost learning - academic, social, and emotional
- ❖ Assessment baseline data and outcomes from autumn 1

The table below outlines our intentional spend with a rationale accompanying each decision. In line with government recommendations and the Education Endowment Foundation's Covid-19 Guide for Schools, we have planned a tiered approach consisting of strategies for ;

- ❖ promoting high quality teaching and assessment for all
- ❖ support student mental health and wellbeing
- ❖ wider strategies (communication, parents, attendance etc)
- ❖ preparation for remote learning and blended learning

Promoting high quality teaching and assessment for all

One to one Small Group Tuition Cost  Impact in months 

Desired outcome	Chosen action / approach/Rationale	Resources / estimated cost	Staff lead	Expected impact / outcomes	Evaluation of impact
<ul style="list-style-type: none"> Identified pupils, particularly those who have fallen furthest behind are provided with additional support and structured interventions to help them to fill gaps in learning. This can be delivered 1:1 and/or in small groups. This may also be incorporated as part of lessons. 	<p>EEF Rationale:</p> <ul style="list-style-type: none"> <i>‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’</i> Implement peer to peer activities within tuition time. This is low cost and has an impact of +5 months. Extra classes after school and lunchtime delivered by school staff because they know the students best and students know/trust them. 	<p>Feb-July £4,600</p> <p>RWInc Online resource £1,600</p> <p>Oxford Reading Owl resource £500</p> <p>Now Press Play Approx £2,420- top up PP budget</p>	<p>SLT/class teachers</p>	<ul style="list-style-type: none"> Progress data shows pupils are making good or better progress taking account of their starting points. Autumn data: improvements in arithmetic and calculation skills demonstrated through termly audits. Improvements in NTS scores and progress against target over time, in reading, writing and mathematics. Desired impact based on evidence indicates that one to one and small group tuition can be effective, delivering approximately five additional months’ progress on average. Progress data 	

	<ul style="list-style-type: none"> • Additional sessions provided by visiting tutor/s to support provision provided by school staff. • Incorporate metacognition and self-regulation as this has low cost and has an impact of +7 months (based on extensive research). • Ensure collaboration activities are planned and that pupils develop the ability to plan, monitor and evaluate their own learning, selecting suitable strategy to complete learning tasks. • Phonics interventions in place, +4 months. • Reading comprehension 			<p>demonstrates pupils are closing gaps. Timescale from 8th May for a 15 week period.</p> <ul style="list-style-type: none"> • Based on baseline assessments for phonics, pupils make expected or accelerated progress. • Pupil voice - evidence through questionnaires demonstrates a high proportion of pupils have gained a love of reading. 	
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	<p>intervention groups in place. +6 months.</p> <ul style="list-style-type: none"> Oral language interventions in place for EAL pupils. +5 months. 				
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Total Estimated Cost (purchases) - £9,120

Support student mental health and wellbeing

Nurture Intervention Programmes

Cost



Impact in months



Desired outcome	Chosen action / approach/Rationale	Resources / estimated cost	Staff lead	Expected impact / outcomes	Evaluation of impact
<ul style="list-style-type: none"> Through nurture interventions pupils are able to self-regulate in order to use strategies that enable them to access all curriculum content. 	<p>EEF Rationale</p> <ul style="list-style-type: none"> <i>‘There is extensive international research in this area, including a number of meta-analyses. More research has been undertaken in primary than in secondary schools, and a number of studies have specifically evaluated</i> 	<p>£7,340 This is based on £140.76 per day for a period of 6 hours.</p>	<p>SG/SLT</p>	<ul style="list-style-type: none"> Identified students’ attendance in school and in class is maintained 	

	<p><i>the impact on pupils who are low-attaining or disadvantaged.'</i></p> <ul style="list-style-type: none"> • Interventions are targeted to pupils with particular social and emotional needs. • Interventions to include self-management of emotions. • Interventions will focus on the way in which the pupils work alongside teachers and other pupils. 			<p>and where needed improved; so that they make good or better progress based on their starting points.</p> <ul style="list-style-type: none"> • Attendance remains at or above national average. (current attendance 97.08, this time last year 96.24). • PP students' attendance = 94.06 % (compares with 94.43% last year) This improves to above national average. • Behaviour data shows no change or improving patterns from the previous year-evidenced in behaviour log and on SIMs. 	
<ul style="list-style-type: none"> • Pupils feel safe and happy so are able to thrive at school and make good academic progress. 	<ul style="list-style-type: none"> • SLT support teaching staff and pupils with day-to-day issues and monitor behaviour patterns carefully. 	Monitoring proformas	SLT and KS Leaders	<ul style="list-style-type: none"> • Pupils look forward to coming to school and this has an impact on the outcomes they produce. 	
<ul style="list-style-type: none"> • Provision of Nurture intervention groups to support the emotional needs of pupils, particularly the low attaining and disadvantaged. 	<ul style="list-style-type: none"> • Interventions are targeted to pupils with particular social and emotional needs. • Interventions to include self-management of emotions. 	£1,485 supply costs for a wellbeing day for staff who have contributed to the after school nurture groups.	SLT	<ul style="list-style-type: none"> • Behaviour patterns are improved and incidents recorded on SIMs has reduced. • Positive outcome- pupil, parent and staff questionnaires. 	

	<ul style="list-style-type: none"> Intervention activities focus on mental health and wellbeing. 				
<ul style="list-style-type: none"> Targeted pupils attend nurture groups delivered by class teachers which enables pupils to express themselves and gain self-regulation skills. 	<ul style="list-style-type: none"> Selected pupils are provided with the opportunity to attend a variety of wellbeing sessions. These include yoga, mindful colouring, follow me drawing, origami, construction, card games, drama and mini sporting activities. 		SLT/Class teachers, TAs and SN (SENco)		
<ul style="list-style-type: none"> Staff support vulnerable pupils and monitor their wellbeing and progress carefully. Staff identify pupils for intervention groups and targeted support as necessary. 	<ul style="list-style-type: none"> Extra classes after school and lunchtime delivered by school staff because they know the students best and students know/trust them. Interventions are targeted to pupils with particular social, emotional needs and academic needs. 	Intervention resources £200	Class TAs, deliver	<ul style="list-style-type: none"> Improvements in NTS scores and progress against target over time, in reading, writing and mathematics. Based on baseline assessments for phonics pupils make expected or accelerated progress. Based on baseline assessments for Salford and Vernons pupils to make expected or accelerated progress. 	

Total Estimated Cost (purchases) - £10,025

Preparation for remote learning and blended learning

Desired outcome	Chosen action / approach	Resources / estimated cost	Staff lead	Expected impact / outcomes	Evaluation of impact
<ul style="list-style-type: none"> All teachers are able to teach remotely, one or more year-groups, at no notice. 	<p>See remote learning strategy- HA website See remote learning audit tool for further details.</p>	<p>Staff meetings enable resources to be shared and used.</p>	<p>SLT/PW/AR</p>	<ul style="list-style-type: none"> Teachers provide Microsoft Teams lessons for all year groups when remote learning is necessary. 	<ul style="list-style-type: none"> Very positive feedback from parents/carers about the quality of education being offered in latest period of online learning.
<ul style="list-style-type: none"> Clear list of expectations for remote learning circulated to all parents/carers for discussion with children. 	<p>LETTERS</p>	<p>SLT</p>	<p>Staff and pupils are clear about remote learning expectations.</p>	<ul style="list-style-type: none"> Pupils are well prepared and well informed. The majority of pupils have been able to access the remote learning from the start of term. Those who have not accessed have been contacted and an individual plan put in place. Percentage of pupils joining live lessons has increased to 96% although this may vary as recorded lessons are provided, in order to be reviewed later, therefore supporting family life. 	<ul style="list-style-type: none"> 17 laptops provided and delivered to pupils. IT support provided by school as required to enable parents to support children with learning. Significant number of exercise books have been

					collected for use at home.
<ul style="list-style-type: none"> All pupils access the full curriculum despite the restrictions that Covid-19 imposes. 	<ul style="list-style-type: none"> Full curriculum offered to all pupils during lessons delivered in-school and during all periods of online learning. 	<p>Time for teacher familiarisation with new curriculum and planning of lessons and resources.</p> <p>Time for adaptation of learning online delivery.</p>	SLT/Class teachers	<ul style="list-style-type: none"> Pupils thrive because their experience of school is as normal as possible and enables them to continue learning the full range of subjects during both in-school lessons and during periods of online learning. Pupil questionnaire outcomes are positive. Parental feedback via Padlet is positive. 47% of PP are in school. 44% are online. 9% are being closely monitored, as they are not consistently online. 	<ul style="list-style-type: none"> Pupils are well prepared and well informed. The majority of pupils have been able to access the remote learning from the start of term. Those who have not accessed have been contacted and an individual plan put in place. Positive feedback – home learning experiences (parents/carers) PP are either attending school or are able to

					access online learning.
<ul style="list-style-type: none"> All pupils able to support themselves further with remote education through use of online packages. 	<ul style="list-style-type: none"> Purchase of Read Write Inc., White Rose, Sumdog and TT Rockstars. Oxford Reading Owl. 		Curriculum Leads	<ul style="list-style-type: none"> Pupils able to close gaps in Maths and reading through opportunities for study at home. Some pupils will engage more than others and this may vary with the level of parental support. 	<ul style="list-style-type: none">

Wider strategies (Communication, parents, attendance etc)

Cost



Impact in months

+3

Improve Pupil Attendance

Desired outcome	Chosen action / approach	Resources / estimated cost	Staff lead	Expected impact / outcomes	Evaluation of impact
<ul style="list-style-type: none"> To support pupil attendance to be as good as it was before the pandemic. 	<p>EFF Rationale:</p> <ul style="list-style-type: none"> <i>'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational</i> 	Attendance Officer weekly monitoring sheet	SS/SLT	<ul style="list-style-type: none"> Pupil attendance at HA is better than pupil attendance nationally. 	<p>Whole school attendance:</p> <p>Aut 1 2019 Aut 2 2019</p> <p>Aut 1 2020 Aut 2 2020</p>

	<p><i>resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading, writing and mathematical tasks.’</i></p> <ul style="list-style-type: none"> • Monitor attendance & encourage poor attenders to come to school using increasingly assertive methods (reassuring phone calls, letters, meetings, etc) • Home visits to encourage and add support. 				
<ul style="list-style-type: none"> • To provide effective feedback to parents/carers despite not being able to have ‘normal’ teacher/parent consultation evenings. 	<ul style="list-style-type: none"> • Detailed information provided to all and regular letters sent to keep all well-informed. • Use text and email to ensure all are reached. • Develop virtual presentations linked to English and mathematics. 		SLT and Admin Team	<ul style="list-style-type: none"> • Parents and staff confident to use system and able to have successful and useful consultations which enables pupils to feel valued and involved in discussions about their work. • All staff are proactive in using Edukey to record parent communication. 	TLC meeting parent feedback- Responses remained above 80%

				<ul style="list-style-type: none"> • Pupil engagement with home learning is better than in first period of lockdown. • TLC meetings to be arranged. 	
<ul style="list-style-type: none"> • All parents/carers and other stakeholders are well-informed. 	<ul style="list-style-type: none"> • Consider using different mediums of communication to ensure all parents and carers in the community can access information coming from the school. • Provide general information to parents on pupil development and curriculum content in the form of curriculum news documentation. • Include information on the actions to take to support learning. • Provide parents with information on retrieval practice, recalling previously learnt information- resource- flashcards, 	<p>£495- Cover for EYFS Lead, Maths Lead and English Lead so that video resources can be prepared for presentation.</p>	<p>SLT and Class teachers</p>	<ul style="list-style-type: none"> • Parents/carers and other stakeholders feel well-informed and confident about the school's response to the situation. • Parents have more secure skills and knowledge to be able to support pupils at home, enabling homework to be completed, building independent learners who are able to reinforce skills and knowledge beyond the school environment. • Parent surveys show positive responses and relationships between staff and parents are strengthened further. • There is increased pupil attendance and engagement to online lessons should bubbles be forced to close. • Pupil voice shows that pupils are positive about the homework received and are empowered to 	

	<p>concept mapping, quizzes.</p> <ul style="list-style-type: none"> Encourage use of Leitner system both in school and at home. <p>How to study flashcards using the Leitner system - YouTube</p>			<p>complete this independently and successfully</p> <ul style="list-style-type: none"> Pupils remember what they have learnt through retrieval work. This is evident in their outcomes and discussions during lessons. 	
<ul style="list-style-type: none"> Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. 	<ul style="list-style-type: none"> Begin with implementation of phonic online workshop. Younger pupils- Promote homework which includes shared activities such as reading together or playing with letters and numbers. Set short and focused learning projects that parents can more easily manage learning at home. 		SLT and Class teachers	<ul style="list-style-type: none"> Parent/school partnerships are strengthened further. Parents increased knowledge enables them to challenge appropriately, in order to deepen their understanding of their child's progress and attainment. Through class teacher monitoring, the completion of homework is increased and the quality improved. 	