



### **Covid19 Recovery and Catch Up Premium Strategy Statement November 2020**

Our aim is to ensure that our children experience the best educational provision beginning with excellence in the Early Years Foundation Stage. We believe that school should be a place where every child achieves and makes progress in their learning across the whole curriculum over time. We know that parents are the single most influential factor in children's outcomes and that we need to prioritise even further the need to support parents to support their children's education. Every child has the entitlement to an inclusive curriculum, and we strive to ensure that disadvantage and additional needs do not act as barriers to learning and achievement. We aim for all our children to succeed both academically and socially, ready for the next phase of their learning and beyond as responsible and respectful citizens.

The Harmony Trust core values underpin everything we do.

#### **Context**

- We have 17% of children classed as Pupil Premium and a range of pupils living within the IDACI range with £9650
- Some families continue to feel the 'strain' of Covid 19, especially in relation to job insecurity, financial pressure, lack of outdoor activity, inability to rely on extended family for support, lack of usual support groups and networks particularly in relation to mental health.
- Derby is still an area of high infection and risk, placed at Tier 3. Further local and national restrictions during the autumn term have added pressure on families and it is now accepted that long term measures will need to be in place.
- There are lower than average bubble closures at Carlyle. A Remote Learning Strategy is in place.
- Self-isolation and bubble closures are likely to continue in the medium term. The Prime Minister recently suggested current measures until Spring 2021.
- The full extent of the long term impact of Covid19 is not yet known.
- Managing staffing has at times been difficult and complex, especially due to the bubbling and not wanting to risk cross infection. The staff have either needed to self isolate whilst awaiting a test result or needed to support with childcare at home. This on average has equated to 1 or 2 staff members weekly.
- In September 2020, the majority of pupils had not attended school for approximately six months and early baseline assessment information indicates that most have retained their prior learning but have not continued to make expected progress. All pupils are at least one term behind where they should be for their age.
- The Department for Education has added the challenge that children need to be able to access the curriculum they would be receiving if it was not for the enforced interruptions to 'normal' education. This is challenging for primary aged pupils and in particular those in the Early Years Foundation Stage, those with EAL or SEND and those pupils who are newly arrived in the UK and has also placed an additional strain on the already stretched workforce.

- The government has launched the 'Coronavirus Catch Up Premium' which equates to £80 per pupil. School leaders need to consider how this will be best spent to accelerate pupil progress and close gaps quickly.
- We have achieved the National Online Safety Award and Carnegie Bronze Mental Health Award within November 2020 which will support our work.

### **What is the impact of the school closure period?**

We know that those who are disadvantaged, newly arrived, have English as an Additional Language (EAL) and/or have Special Educational Needs are more likely to regress in their learning and have further gaps in their learning during the period of school closure. It is important to consider the effect on boys who may typically find home learning more challenging or have poorer literacy skills.

Baseline assessment information shows that

- The majority of pupils did not make the expected progress in their learning during the school closure period.
- It appears that remote learning maintained prior attainment levels for those who engaged as they were able to practice, consolidate and reinforce their skills.
- The progress of all pupils needs to be accelerated during this academic year and subsequent years.
- Many children have read and accessed texts during the closure period however they have lacked adult interactions and the direct teaching and modelling of reading skills. They therefore need to reengage with reading dialogue and being able to talk about their reading.
- There are also familiar patterns in respect of attainment gaps based on gender, SEND and those classed as disadvantaged.
- Year 1 emerges as a key priority because of an interruption of the crucial reception year and school readiness.

Additionally the range of challenges that we continually face have been taken into account:

- Children are entering the EYFS at both Nursery and Reception age below age related expectations in Communication, Language and Literacy. Early years education and the characteristics of effective learning are as important as ever to overcome the educational achievement gap.
- Children need higher levels of fluency in English in order to be able to read and write at an age appropriate level.
- Some pupils need to develop oracy skills in Nursery.
- Increased focus on attendance.
- Review of funding leading to budget reduction and potential loss of flexibility in meeting needs.
- A significant reduction in Local Authority services.
- Significant difficulty in Children's Special Educational Needs being recognised and met due to limited resources. This is particularly the case for those children who are newly arrived.
- Thresholds for access to Social Care services have risen making it difficult to access support for families increasing the onus on schools. The 'Keeping Children Safe in Education 2020' document places increased accountability on schools for the safeguarding of children.
- The introduction of universal free school meals and universal credit has changed the eligibility criteria for FSM. Many children are not identified as disadvantaged. Low income households are also not reflected in FSM figures. Some children live in increased poverty.

We have a very good understanding of the barriers to learning that are experienced by our children. Our children, including those who are identified as disadvantaged, often have more than one barrier to overcome. These include but are not limited to:

- Some pupils have social and emotional needs and need a calm, safe and nurturing environment which develops both social and emotional skills

- A proportion of pupils have English as an Additional Language this includes those at the initial stages of learning English, those who are socially competent and advanced bilingual learners
- In the Early Years many pupils may not have attended nursery or pre-school – there are increased needs around pupil welfare and development, particularly with toileting, eating and accessing the curriculum with others
- Prior attainment at EYFS or KS1 is often low.
- Limited relevant social and cultural experiences
- A lack of modelled literacy in the home at all levels and in particular pupils working at greater depth who need access to higher order language
- The number of families with access to a range of texts and literature is limited and the quality and appropriateness of texts may not be matched to the child's needs
- There is some mobility which significantly impacts on social relationships and progress.
- Some families are vulnerable and require high levels of support from both the academy and children's services; additionally they generally have low levels of English

Additional barriers to learning during the school closure period and while Government guidelines around social distancing and self-isolation are in place include:

- Families have reduced access to NHS family support teams who can signpost to support and resources
- There are a growing number of families within our communities that have no recourse to public funds and are therefore living in poverty and reliant of services
- Technology and the number of devices within homes is variable. Those who do have devices have to share between siblings which can add undue pressure and challenge to family circumstances. Children within our age range struggle to learn in this way.
- Where children are living in large families, there are additional constraints such as sharing devices, finding space to work, family routines are unsettled, children are caring for their siblings
- Children who typically need practical resources and scaffolds have limited or no access to them e.g. pupils with SEND, children in EYFS and KS1, low prior attainment. The academy have introduced a hard copy book and home learning for all pupils across the nursery and main academy.
- Children have less time to be outdoors and less space to move around
- Children have less time to interact with their peers and develop friendships

### **What the research tells us:**

#### *EEF Impact of school closures on the attainment gap: Rapid Evidence Assessment*

- School closures are likely to reverse progress made to narrow the attainment gap in previous years
- Disadvantaged pupils will have been disproportionately negatively affected by the school closures, sustained support will be needed to catch up
- Effective remote learning will mitigate the extent to which the gap widens
- It is unlikely that a single 'catch-up' strategy will be effective
- Supporting pupils to work independently can improve outcomes (*links to metacognition and MPTA scaffolding framework*)

Nationally, Ofsted has [published a report](#) (November 2020) setting out the main findings from its 'fact finding' visits to schools earlier this term. This expressed concern about lost learning across the age ranges and highlighted specific concerns around early years child development; setbacks in particular areas of education, including children's stamina for writing and reading, the impact of school closure on vulnerable children and mental health, and physical fitness. The report found that children who were well supported at home were most able to cope with the school closure period. Children with SEND and those vulnerable to poor outcomes

were highlighted as being most affected in respect of their care and education. The report notes school leaders' and staff resilience, but also reflects the impact of COVID on staff shortages and resources. **The experience of Harmony matches the report's main conclusions.**

We have also drawn on the use of the EEF Guide to Supporting School Planning – Tiered Approach to ensure that Quality First teaching be the main tool used to enable accelerated progress.

Taken from **DfE Coronavirus (Covid19) Catch Up Premium**

*Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).*

*Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.*

### **Our Priorities for the use of the Catch Up Funding**

We aim to ensure that:

- those pupils that can attend school do so everyday
- the well-being and safety of our pupils is paramount
- the curriculum is well matched to pupil need and prioritises catch-up
- the basic skills of speaking and listening, reading, writing and being numerically fluent with number and calculations are prioritised to give greater access to the wider curriculum
- all pupils have access to Quality First Teaching and learning every day – assessment, planning for progress, differentiation, challenge and support
- support is given to those who need it most, bespoke support and intervention rather than 'off the shelf' options
- the remote learning strategy, published on our Academy website is prioritised so that all pupils can engage with their learning within and beyond the classroom
- provision can remain open when staffing availability is challenged
- One to one tuition is available where it is needed – this is delivered by our highly skilled staff through Quality First Teaching, the main thread of our Academy Development Plan
- Forest School opportunities for nurture development

We recognise that we need to accelerate the progress of all our pupils. However, we also know that there are some key year groups that we need to prioritise in the short term.

Year two pupils need to be well prepared for the next phase of their education and the transition to junior school. There is strong evidence widely available that shows that children who achieve well and are literate and numerate when leaving primary school achieve better in the wide range of curriculum subjects.

We know from research and from our experience over time that when gaps are closed in the Early Years Foundation Stage then they remain closed throughout the child's educational career. Early Intervention has the single most significant impact and school readiness is an influential factor in determining the academic success of a child.

### Quality for all children in the classroom

We have a high expectations for all children and know that the best way for the children to catch up on lost learning is to access high quality, consistently excellent teaching. Strategies to ensure this include:

- Frequent professional development for teachers and teaching assistants which includes coaching, team teaching and mentoring. This will be supported by the work of teaching schools, the Derby Research School and Trust Leaders.
- The development of a language rich curriculum with a focus on extending vocabulary and extending cognitive academic language.
- Excellence in the Early Years Foundation Stage to ensure that disadvantaged children have the gap narrowed at the earliest stage.
- A strong focus on the deployment and use of adults to ensure that they are effective and have impact on learning.
- Rigorous tracking of pupil attainment and achievement and timely intervention as applicable.

### Enhanced opportunities for all children

- Specialist sports coaches to counteract the sedentary habits some pupils acquired during school closure.
- Yoga sessions led by Yogabugs for each child
- Forest School activities and many outdoor activities for all pupils across the nursery and academy
- Mental health is a high focus for pupils, families and staff to ensure we are ready to learn together.

### Enhancement of Provision

We have a personalised approach to supporting our pupils to ensure that all children have the very best chance of success we use some of the following strategies:

- Class Teachers and Class teaching Assistants focus on attainment, behaviour for learning, self-esteem, confidence, attendance and punctuality.
- Attendance and Pastoral support – ensuring our most vulnerable children and families are getting the support they need from school and additional agencies.
- Interventions for lowest attaining pupils delivered by funded staff.
- Social skills intervention for Key Stage One pupils to develop confidence and self esteem
- Oral language Interventions in the EYFS
- A peer review by Derby City Council, working with St Martins and St Andrews has been conducted to support the targeted work for those with SEND, which will benefit all children
- Additional reading and phonics support and intervention to target the lowest 20% of readers and ensure progress for all.
- Use of technology to provide targeted support for school and home such as; MyON, Accelerated Reader and Espresso Education.

### Catch Up Funding Allocation 20-21

	Catch-up Premium Allocation - Covid Recovery Team	Catch-up Premium Allocation	Accelerated Reader 2020/21	Total Allocated
Carlyle Infant and Nursery Academy	£0	£9,609	£1,500	£11,109

The Catch Up Premium allocation for the academic year 2020-21 is £11,109

Some of the costs below are covered by the main Academy budget as they exceed the costs awarded by the Government for Catch Up at Academy level.

The table shows how we intend to allocate the funds.

	Use of Funding	Cost	Intended Impact
Accelerating Progress	Implement age-appropriate online tools to provide children with more opportunities to practise spelling strategies and access a greater range of reading texts <ul style="list-style-type: none"> <li>• 'Teach your Monster to read' App across EYs and KS1</li> <li>• Accelerated Reader and MyOn</li> </ul>	£1500	Children in all key stages are developing key skills, knowledge and concepts and making good progress in Reading and Spelling.
	Implement age-appropriate online tools to provide children with more opportunities to practise mathematical skills <ul style="list-style-type: none"> <li>• Education City</li> <li>• Espresso</li> <li>• 4 subscriptions to Twinkl</li> <li>• Other tools which are free</li> </ul>	£2206 & £350 & £455.	Children in all key stages are developing key skills knowledge and concepts and making good progress in Mathematics.
	Additional HLTA to provide to support Base Children with EHCPs (Autumn & Spring)	Paid for by the Trust £13,478	Increased capacity enables classes to remain able to support all pupils through QFT and EHCP targets.
	Additional TAs have been used for every class to have support. This means that there is a consistent teacher and TA working within each class bubble.	Average cost of monthly additional TA hours. £1100	QFT is provided to ensure that the Teacher leads teaching and learning and directs the TA to lead groups throughout each activity to add capacity to opportunity for accelerated learning.
	Facilitate remote learning opportunities through the use of the Purple Mash and Class Dojo online learning platform and the supply of devices and home learning packs where appropriate.	£902.50	All children are continuing to access high quality learning opportunities to enable them to develop new knowledge, skills and concepts, regardless of attendance status.

To provide oral language interventions to children in the EYFS and KS1 with more opportunities to develop speaking and listening skills through the use of the EYFS TAs		Children in EY and KS1 are equipped with the skills required to be confident communicators.
To provide essential support to families, ensuring that all families have access to high quality advice and advocacy. This is to include emergency food supplies to families facing immediate financial hardship.	Pupil Premium Funding	All families are well supported and barriers to learning are minimised.
Additional management capacity introduced to closely monitor the pupil's remote learning and ensure that all children absent from school are engaging successfully with remote learning tasks. This includes the administration of phone calls home to discuss and celebrate remote learning tasks and activities with families.	Cost of Admin 1 morning per week £48.26  Class Teacher one day a week	Children accessing remote learning opportunities are doing so with success, making good progress and learning new knowledge, skills and concepts.
Increased Administration capacity to ensure that children are attending school and that parental concerns around Covid and school are eased.		All children who should be in school are attending regularly.
Increased opportunities for children requiring additional behavioural and emotional support to work with the Forest School teacher.		Barriers to learning are minimised and children are well supported emotionally and socially to ensure they can be strong, resilient and independent learners.
To develop the extent and quality of social interactions in the outdoor environment		
Support from Chris Mills who is working with our Academy Principal, the Derby Research School and the Academy to deliver targeted support linked to the Academy Development Plan	Deducted at Trust level prior to Academy budget	All teachers and TAs will have focussed CPLD centred around Metacognition.
Countdown to Success used to support Year 2 pupils	Deducted at Trust level prior to Academy budget	To raise outcomes in Year 2

### Impact of the Catch Up Premium Funding

Taken from **DfE Coronavirus (Covid19) Catch Up Premium**

*"As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible."*

*Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents."*

**We intend to monitor and evaluate the impact of the funding in the following ways:**

The Strategy for the Coronavirus (Covid19) Catch Up Premium will be reviewed on an ongoing basis as part of the academy monitoring and evaluation cycle. This strategy document will be reviewed and updated on a termly basis throughout the academic year. The academy will participate in external and peer review processes during this year which will consider the impact of the premium through this process.

The Board of Trustees will be reassured that the catch up strategies are having an impact on pupil learning through the use of trust monitoring procedures. The trust monitors the quality of provision in its academies through the following processes:

- Analysing data and the context of the academy through the termly Progress and Standards meetings
- Termly Stocktake meetings with the Chair of the Progress and Standards Committee
- Peer Review Reports which are fed back to the Performance and Standards Committee
- Feedback from Parents, Staff and Pupils through Termly Forums and surveys
- Standards Moderation activity at local cluster, hub and trust wide level.

**The Trust has supported its academies by**

- Providing support and guidance to leaders through the Learning Matters Steering Group; Recovery Curriculum, Baseline Assessment, Home Learning PPR,
- Producing data packs that support analysis of pupil and cohort need, challenge and support through the Progress and Standards monitoring process.
- Providing a template and example guidance for this report with LMSG discussion and support

**School self-evaluation and monitoring shows the following strengths:**

To be completed as part of the termly academy monitoring process and updated