

Harbinger COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	272 on roll	Amount of catch-up premium received per pupil:	£80 per pupil for the 20/21 academic year: £46.67 for the Autumn and Spring terms and then £33.33 for the Summer term 2021
Total catch-up premium budget:	£21,280 allocated based on the CENSUS although this suggests 266 pupils so the school hopes to receive a top up later in the year to reflect the increased roll.		

STRATEGY STATEMENT
<p>At Harbinger School our Catch-Up Premium Strategy is rooted in Early Intervention.</p> <p>A snap shot of data for the Early Years in Autumn 2020 demonstrated that:</p> <ul style="list-style-type: none">• 79% of children were below age-related expectations on entry to Nursery. Of the 79% children working below age related expectations in Nursery, 43% were ‘just below – or cusp’.• 83% of children were working below expectations on entry to Reception. Of the 83% children working below age related expectations in Reception 50% were ‘just below – or cusp’. <p>Despite the fact that these children had all missed 4 months of schooling due to the lockdown in the UK resulting from Covid-19 it is reflective of the normal on entry data for the school which is routinely low.</p> <p>Taking this into account for the children in Key Stage 1 for 2020/21 academic year coupled with the fact that take up of schooling during the Summer term 2020 for the then Reception and Year 1 children was very low, we are prioritizing expenditure of the Catch-Up Premium Strategy funding on pupils in Key Stage 1.</p> <p>Our intention is that in intervening early, we can work to reduce the gap between where the children are and age-related expectations as we move through the year, thereby seeking to get as many children as possible to age related expectations by the end of the year so that they can transition into Year 2 or KS2 with the necessary knowledge and skills to tackle the next year’s curriculum with confidence.</p> <p>In summary, our overall aims for our Catch-Up Premium Strategy are:</p> <ul style="list-style-type: none">• To raise the attainment of all pupils in Key Stage 1.• To reduce the attainment gap between your disadvantaged pupils and their peers.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Pupil attendance is historically an area requiring improvement. For the first 3 half terms of the 19.20 academic year, Harbinger reported an overall attendance for Years 1 to 6 of 94.9% placing Harbinger 56th out of 67 primary schools in the borough. Harbinger's Reception class finished the year on 92.44% placing the school in 40th position out of 59 schools and the Nursery class came 35th with an overall attendance of 88.86%.
B	On entry data into the school tends to be very low. In normal times, the provision in the Early Years and Key Stage 1 enables the children to make really strong progress and outcomes at the end of Key Stage 1 tend to compare well with schools locally and nationally. The worry for this year is that children have not been in school to benefit from this provision for the following 3 half terms of the school year.
C	A concern for our community is low levels of literacy. This is most noticeable in the language and communication aspects of learning early on, and the fact that many of our children come from backgrounds where there isn't a good model of spoken Standard English for families where English is the first language. Additionally, we have a very high number of families for whom English is not their first language. (67% children in the 2019 Y6 cohort were EAL)
D	The school has far higher than average numbers of children eligible for Pupil Premium. This was a significant issue during lock down as it was often these families who struggled to engage with the Remote Learning for a host of different reasons including lack of access to devices, lack of an adult at home to support the learning, lack of a quiet space for the learning etc. Families eligible for Pupil Premium suffered considerably during lockdown with issues associated with income, housing and feeding families at home full time. As a consequence, learning was understandably not always at the top of the worry list but anxiety and worry also prevented the children from being allowed to attend school if places were available.
E	At Harbinger, we have a PAN of 45 children and a falling roll due to the Ofsted Assessment of Requires Improvement. This meant that the plan at the start of the year was to have a mixed age class in Key Stage 1. Pitching the learning to meet the needs of children who had not had a full year in Reception combined with children starting Year 2 was a daunting task.

Planned expenditure for current academic year

Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
At Harbinger, we are creating a fourth class in Key Stage 1 allowing for two Year 1 classes and two Year 2 classes each of 20 children.	<p>At least 60 – 65% of children in Year 1 achieve the expected standard in each of reading and writing by the end of the year and 70% achieve the expected standard in mathematics.</p> <p>At least 75 – 80% of children in Year 2 achieve the expected standard in each of reading, writing and mathematics by the end of the year.</p>	<p>Reducing class size to 20 pupils or below is a strategy evaluated well in the Education Endowment Foundation's Teaching and Learning tool kit https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p> <p>Research summarized in the link above suggests that where classes are reduced to 20 pupils or less, reducing class size can result in 3 months additional progress on average for pupils and furthermore the gains are likely to persist for a number of years, from early primary school to at least the end of primary school.</p> <p>We hope as a result of this action, that the impact of the funding will be felt directly by all 82 children in this Key Phase because of the increased flexibility for organising learners and the quality and quantity of feedback the pupils will receive which for the younger learners we know is more effective when it can be personalised and given verbally.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	<p>The school is enabling the two year 1 teachers to have their planning and assessment time together and for the two year 2 teachers to also have their planning and assessment time together.</p> <p>Leadership is also able to support at this time to make sure that consideration is given to how the teachers and class teams will adjust their teaching strategies given they have fewer children in the room.</p> <p>The focus is on ensuring the same high expectations and offer for each class within each year group.</p> <p>Having two classes in each year group also allows for the strategic deployment of key resources across both year groups to enable the highest level of adult support for children's reading and phonics learning every day.</p>	Nimesha Nagahwatte, Head of School and Eddie Miller, KS1 leader	We will keep the impact of this under review through the termly Pupil progress meetings and subsequent reporting to governors.
				Total budgeted cost:	£43,082.76
Targeted support					

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Implement Daily Supported Reading for children in Key Stage 1 and Reception.</p>	<p>At least 60 - 65% children in Reception achieve the expected standard in Reading.</p> <p>At least 60 – 65% of children in Year 1 achieve the expected standard in reading.</p> <p>At least 75 – 80% of children in Year 2 achieve the expected standard in reading.</p>	<p>The Education Endowment Foundation's Improving Literacy in Key Stage 1 Guidance Report has a section called: 'Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills' which aptly describes the approach taken in Daily Supported Reading.</p> <p>At Harbinger, we aim to provide the children with a rich reading curriculum that incorporates each of the following elements, complementing each other, and seeking to make up for a potentially impoverished reading provision at home:</p> <ul style="list-style-type: none"> • Daily Supported Reading (DSR) providing children with the opportunity every day to read real books with a trained adult to develop their decoding and comprehension skills; • Daily tuition in the school's systematic Phonics programme – Letters and Sounds; • Rich literacy lessons where children are learning from core texts to develop their writing. 	<p>All teachers have high quality in-service training in January to develop their knowledge and understanding of the research and approaches underpinning the development of the programme and the strategies to adopt to ensure its successful delivery. The aim will be then to implement the programme as soon as possible thereafter and as soon as the children are on the school site.</p> <p>The programme will be led by the KS1 leader for Years 1 and 2 and he will host weekly meetings to review the progress being made by all children on the programme to adjust the adults and groups accordingly, removing the chance for there to be any complacency developing within a static system.</p> <p>The Early Years leader, Jackie Garner, will lead the implementation of the programme in Reception from the second half of the Spring term or once the children are back in school.</p>	<p>Eddie Miller, KS1 Leader</p> <p>Jackie Garner, EYs leader</p>	<p>We will keep the impact of this under review through the termly Pupil progress meetings and subsequent reporting to governors.</p>
Total budgeted cost:					£5291.06

ADDITIONAL INFORMATION

As seen here, the expenditure of our Covid-19 Catch Up Premium is being prioritised for Key Stage 1 and Reception children.

As detailed above, this is with the aim of the impact of this investment being felt over time, as those children progress through the school.

It is worthy of note that this does not mean that there is no provision for the children in Years 3 – 6. Prioritising this expenditure for the children in Reception and Key Stage 1 then allows for the targeting of other resources in the school for the needs of the older children. Examples of support for children in Key Stage 2 include:

- The Deputy Headteacher and SENCO enhancing the provision for mathematics in Year 6 by leading mathematics groups each day allowing the Year 6 children to be taught in 4 groups rather than two classes.
- The deployment of Speech and Language support across lower KS2 to compensate for reduced provision in Year 2.
- Dedicated teaching assistant support in every class with the aim of enhancing personalised verbal feedback and support for every child.