THE HARMONY TRUST
Hackwood Primary Academy

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

- Hackwood opened in September 2019 and is a growing school Currently there are 4 classes from Reception to Year 4 as well as a Nursery.
- Levels of deprivation have increased as a result of COVID- 19 job losses in the area and pupil premium is now above average at 23% (this is the same for Nursery).
- The academy serves a mixed catchment and many children come from outside the catchment area as pressures on school place in Derby has historically been high especially in the city centre. In addition, the growth of the housing development had slowed due to COVID. A significant number of our pupil premium pupils come from social housing with the new development or from the inner city area.
- 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 an area of high infection and risk. Rates have increased from 6 per 100,000 to >400 per 100,000 in the period September 2020 to November 2020. 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.
- Our first bubble closure was in November 2020 but a small number of families have expressed concerns with sending their children in to school during the COVID crisis. Our non-COVID/ bubble closure attendance rate is higher than this time last year (ADD) which may be due to less general illness due to improved hygiene practices at home and school.
- A level of self-isolation and bubble closures are likely to continue in the medium term.
- The full extent of the long-term impact of Covid19 is not yet known.
- Managing staffing has been difficult and complex. Recent increased infection rates have meant that a high percentage of staff have been told to self-isolate due to being a close contact or due to positive tests themselves. This has put increased pressure on a small team. To date 4/5 (80%) of classes have been affected by the class teacher having to self-isolate for 14 day period or a class bubble closure.
- In September 2020, the majority of pupils had not attended school for approximately six months. Those that had attended school …..
- 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 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.

What is the impact of the school closure period?

Baseline assessment information shows the following:

EYFS	Key Stage 1	Key Stage 2
Communication and Language assessment is lower than usual. Children are less communicative with their peers. Children settled well and adjusted to routines after several weeks.	Basic phonics skills have been lost. Most children have not retained phonic knowledge from Spring 2020. Significant gaps in learning lost means the foundations need to be revisited. In Maths a significant barrier in Year 2 is written mathematical processes. Some Year 1 children are working at and early FS level.	The impact of COVID school closures was seen more in lower attaining pupils. The majority of children focused on reading during lockdown and reading levels reflect this. On the whole fluency and understanding has been maintained and sometimes there has been good progress in this area during lockdown. Writing stamina and planning has been negatively impacted. Some children have made good progress in arithmetic over lockdown and others, who were less engaged in home learning have lost maths fluency. There are some significant gaps in maths knowledge due to lost learning.

We know that those who are disadvantaged, 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.

- The majority of pupils did not make 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.
- Most pupils are now a minimum of 2 points (using Target Tracker) behind their predicted progress journey.
- The progress of all pupils needs to be accelerated during this academic year and subsequent years.
- Teacher insight highlights concerns of impact on writing stamina, in particular and the importance of focusing on literacy more widely. The lack of grammar teaching is also having an impact on children's writing composition and them subsequently meeting age related expectations.
- 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, Newly Arrived Pupils 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:

- Increased focus is needed 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. 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:

- Many pupils have social and emotional needs and need a calm, safe and nurturing environment which develops both social and emotional skills
- Those that are EAL (19%) , in most cases have not had exposure to the English language over lockdown and so have been most affected with language, communication and in particular writing.
- In the Early Years many pupils may not have attended nursery or pre-school and have identified SLCN needs
- 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

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 pastoral leads, safeguarding leads and 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 and foodbanks
- 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
- 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 just 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.**

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 response to the COVID school closures and ongoing challenges

Our Academy Improvement Plan outlines our COVID response. It is a working and fluid document and responds to ongoing monitoring including stakeholder analysis. Our 'Aims at a Glance' and 'Covid mitigations' against each priority can be seen below.

Key Priority	Priority Leadership	ANNUAL AIMS AT A GLANCE	COVID Mitigations
1.Effective **leadership** ensures **professional development** builds a skilled workforce at every level and ensures successful growth of the academy.	Tamara Rolfs (Executive Principal) and Stella (Head of Academy) with Tina Bascomb (Senior Business Manager) and Stacey (SENCo)	-Strategic planning is understood by all and CPD aligns to academy priorities. -Pro-active and reflective professional development strengthened through coaching, quality training and implementation planning. -Roles and responsibilities understood by all. -Pupil, parent and staff voice informs decision making. -Recruitment and career development opportunities at Trust and Academy level.	Fluid PDM model. Mini-projects and professional development linked to gaps in learning. T&L monitoring reviewed- pupil voice and video coaching.
2.The implementation of a strong **curriculum** vision leads to excellent outcomes.	Stella Binoy with Tamara Rolfs	-The Harmony Pledge is integrated into our academy values and curriculum vision. -Curriculum planning shows clear progression in line with the national curriculum and academy vision. A whole school and year group curriculum map is in place including skills progression for each subject. -Teachers talk knowledgably about curriculum, implementation and impact for their year group(s). -Curriculum action plans are in place and implemented and middle leaders are supported in their role.	PSHCE emphasis for Aut 1 with time to listen to children and support where needed. Home learning plans are robust and meet the needs of all learners The curriculum allows time to identify gaps in learning
3. **Assessment for learning** and responsive teaching leads to positive outcomes for all learners.	Stella Binoy with Nicky Trickey	-Feedback and marking is low output and high impact -AfL is used effectively to move learning on -PPM cycle is robust and teachers respond to formative and summative assessment. -Teacher assessment leads to accurate summative judgements -Assessment leads to good progress outcomes especially for vulnerable groups.	Assessment adaptations guidelines for staff including KPI, ongoing assessment.... Ensure baselines are secure in Autumn 1 taking account of assessments from Easter 2020 for the children previously at Hackwood.
4.Skills in **reading, writing language** and **communication** including **oracy** are well developed across the academy.	Stella Binoy with Stacey Munton, Nicky Trickey and Vicky Brown	-Reading is prioritised across school and seen as high value within the school timetable. -Reading bands support the development of reading so that all children can make clear progress. Accelerated Reader provides texts and quizzes to support Home Learning -Writing CPD leads to improved teaching, learning and outcomes. -Whole Class Reading is introduced and embedded across KS2 -Phonics continues to be taught well and capacity for leadership of this area is developed with school. -Oracy skills are developed across school	Year 3 phonics focus Accelerated Reader and Purple Mash online reading
5.In the **EYFS**, quality interactions and the effective use of the environment leads to positive outcomes.	Nicky Trickey	-Positive learning interactions throughout the day (including in play and role-play) move learning forward, especially in communication and language. -Continuous provision planning and 'delivery' - appropriate modelling, interacting and intervening. -The Balanced System Audit and action planning process is embedded (Talk Derby) -Meetings with Nursery Parents for "Talk at home" sessions. -New parents feel involved in their child's learning -Outdoor provision is developed and provides positive opportunities for learning	Induction meetings (and ongoing parent communication) within parameters of risk assessment Communication and Language focus continues. Adapting communication friendly spaces within parameters of risk assessment Online videos to introduce how we teach reading and phonics to the parents.
6.To continue to build positive relationships with **parents** to impact on learning and ensure high levels of parental confidence in the Academy.	Tamara Rolfs and Stella Binoy	Home learning meets the needs of all learners and can respond to changing circumstances Communication with parents is effective and understood by all. Parent feedback show high levels of confidence in the academy. The Academy radiates a positive image within the community and beyond Reception and Year 3 2021 cohorts are full.	Attendance monitoring tightened Fortnightly SAFs/ safeguarding meetings Online information sharing established.

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 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

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 and that different phases require different responses.

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 which includes coaching, team teaching and mentoring.
- 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.

Social and Emotional Support

An HLTA with experience in supporting children with SEMH needs works across KS1 and KS2 to support those children that require a bespoke package of support.

Catch Up Funding Allocation 20-21

The Catch Up Premium allocation for the academic year 2020-21 is £7862

The table shows how we intend to allocate the funds

Use of funding	Cost	Intended Impact
Accelerated Reader	£2861 contribution to AR (£3661 full amount)	To raise standards in reading by ensuring children have access to high-quality reading books in KS1 and KS2 at a level appropriate to their reading fluency. To support the accurate assessment of children's reading ages. To enable children to access an extended range of digital books and home and further develop life-long love of reading impacting on all children but especially boys. Expand children's understanding or the world and cultural capital through reading.
Contribution towards an additional Teaching Assistant to support in the Year 1 and 2 mixed class. Targeted intervention of children working well below age related expectations, especially in relation to reading and phonics. SEN and Phonics Leader to support teacher and TA to accelerate progress in reading.	£1612	Accelerated progress in reading and Maths for children working well below age related expectations and with slow progress.
Mentoring of 1 x teacher focusing on writing by the Harmony Trust COVID recovery team. Mentoring includes a focus on writing (LKS2), working on a coaching and development plan, providing bespoke advice and support.	£3283	To ensure high quality teaching and outcomes in this class and the gap in attainment is closed and accelerated progress is seen in writing. To embed the development of the curriculum especially in science.

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 thorough 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
- Additional resources for remote learning, including ICT support for implementation