



Post COVID Pupil 'Catch UP' Strategy Statement 2022-2023

At Harlyn Primary School we offer a range of activities that support and develop the children in all areas of their school life. The following document should be read alongside the Pupil Premium and the Sports Premium statements in order to gain a clear and full understanding of all of the provision that we put into place.

In June 2020 the government announced funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19).

The following statement details our school's use of this funding to help improve the attainment of our pupils as well as additional strategies used to support all of the children at Harlyn.

It outlines our catch-up strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of the COVID Catch up fund had within our school.

Summary information (all numbers correct as of October 2020 census)					
Total number of pupils	414	Date written	Sept 2022	Review date	Jan 2023
% of pupils eligible for PP	16%	% of pupils registered as SEN	15%	Written by	Chris Spratt

Know impact of COVID school closure:

- Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during both lockdowns
- Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown
- The impact caused by enforced closure of year group bubbles during the 2020-2021 academic year.
- Decrease in physical speed, strength and agility due to lockdown circumstances and increase in the number of children who are overweight

Our Objectives in supporting the children:

- Ensure all children are attending school regularly.
- To ensure that all children are emotionally ready for returning to formal learning.
- Ensure consistent high-quality teaching and learning across the school.

- Ensure identified children have access to necessary 'catch up' interventions.
- Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.

Measuring the Impact:

We regularly measure the impact or effect of our intervention strategies and initiatives using a range of methods including:

- analysis of achievement data to see if we have successfully addressed missed learning for individuals;
- specifically tracking their progress in their additional learning sessions;
- observation of in-class improvement;
- directly comparing the work and progress in their books to that of those without gaps in the same learning;
- review content of sessions and pupils attending, modifying as required.

Priority 1: Ensure all children are attending school regularly.				
Actions	By whom	By when	Costs	Success criteria/Outcome
Monitor attendance daily and liaise with parents/carers	office	daily	£0	The school's attendance figures to remain above 96%.
COVID related absences logged on school record				
Work closely with the Participation Officer to ensure all children return to school after lockdown.		As needed		

Priority 2: To ensure that all children are emotionally ready for returning to formal learning.				
Actions	By whom	By when	Costs	Success criteria/Outcome
Maintain the 'soft start' policy and adapt provision, where necessary	Everyone	To commence immediately and to run indefinitely	£0	The numbers of children who find the beginning of the school day challenging will remain low and those children who need additional support will be ready to learn earlier.

Selected children to complete a short survey to assess how they feel about school. Any issues to be addressed.	Year group leaders	Pupil Voice Questionnaires to be completed at termly intervals.	£0	Questionnaires to take place throughout the school year, ensuring that the school has a strong pupil voice.
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Priority 3: Ensure consistent high-quality teaching and learning across the school.				
Actions	By whom	By when	Costs	Success criteria/Outcome
All children have access to a broad and balanced curriculum. Lessons continue to include the 6 principles to support teaching and learning. The 6 principles are: 1. Challenge 2. Explanation 3. Modelling 4. Practice 5. Feedback 6. Questioning	Everyone	On-going	£0	Children are fully engaged in their learning. Data will continue to be collected throughout the school year and used to inform best practice. Teachers work together to share best practice.
Monitor closely the quality of teaching and learning across the school to ensure high standards.	SLT	On-going	£0	The school continues to follow the monitoring calendar. The children are continuing to receive an excellent education.

Priority 4: Ensure identified children have access to necessary 'catch up' interventions.

Actions	By whom	By when	Costs	Success criteria/Outcome
All children to complete assessments during the Summer Term of 2021-2022. Teachers will identify those children who gaps in their learning as a result of the extended period off school so that preparation can begin for the new school year.	COVID Catch Up Support Team	15 th July 2022	£32,278	Assessments were completed and results were returned promptly. Year groups identified areas that needed to be addressed and those children who would benefit from additional support. The assessment calendar will be followed for the rest of the year and groups will be modified accordingly.
Ensure that booster groups begin. Selected children to complete a baseline assessment and will receive regular targeted support in an area of the curriculum that has been identified in order for the children to have a better understanding of the skills being taught.		First round of interventions to begin during w/c 8 th September Reviewed Termly		Booster Groups follow a strict timetable, ensuring all year groups are allocated a sufficient amount of time within the school timetable. Data taken at the end of each cycle will be taken and compared to baseline assessments.
Additional in class and Year 6 maths set support to be provided to targeted year groups for those children who need targeted support.		Reviewed Termly		The school's assessment system will be used to check if children make better than expected progress.

Intervention programmes to continue as normal. Children across all year groups are given additional support to cover a range of needed. Effective differentiation is used routinely and year groups are working together to ensure that appropriate support is given where needed.		To begin October 2020		Intervention programmes are being effectively used in all year groups. Early data shows that this is having a positive impact on learning.
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Priority 5: Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.				
Actions	By whom	By when	Costs	Success criteria/Outcome
Conduct a parent survey of families new to the school to find out which children do not have access to an electronic device at home for learning purposes or access to a printer. The survey will also look to find out how the home learning package can be modified to support all families. Lists to be updated accordingly.	Deputy Head	1 st October	£0	We have an accurate understanding of how a lack of technology impacts learning and the challenges that some of our family's face.
In the event of an enforced closure, ensure that work is provided to families via an appropriate means. (E.G: Google Classroom, home learning packs)	Office	On-going	£0	If children are isolating at home and do not have access to the online learning due to a lack of technology, printed work is delivered to their house.

1. Review of expenditure				
Previous Academic Year		2021 - 2022		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
All children are attending school regularly.	Daily attendance was monitored and good lines of communication with parents/carers took place. COVID related absences were logged differently.	Attendance for the school year was 94% - this includes COVID related absences. Parents were liaised with continually and where appropriate, a variety of strategies were put into place to ensure children were comfortable coming into school.	The soft start has proved popular and will continue to be used. We will continue to work closely with families who may need additional support	£0

To ensure that all children are emotionally ready for returning to formal learning	Start the new academic year with a 'soft start' Selected children to complete a short survey to assess how they feel about returning to school. Any issues to be addressed.	Surveys were completed for children in all year groups and any issues addressed. Results from the survey indicated that children across all year groups were happy coming back into school. The support provided was identified as a contributing factor to do this.	The surveys continue to be an effective way of listening to the pupil voice. This will continue.	£0
Ensure consistent high-quality teaching and learning across the school.	Staff training Monitoring	Regular and routine monitoring of all year groups continue to show that children received teaching that was deemed to be good or better.	We will continue to follow the 6 principles and ensure that monitoring of this is maintained.	£0
Ensure identified children have access to necessary 'catch up' interventions.	Booster Groups have followed a strict timetable, ensuring all year groups are allocated a sufficient amount of time within the school timetable. Data was taken at the end of each cycle and compared to baseline assessments	Children's gaps were identified in core subjects and pupils developed their understanding of particular mathematics and English concepts. Children in upper KS2 made accelerated progress during their Maths sessions. Data from all 'catch up' interventions show a 50% increase in the skills covered in the session.	The catch-up programme will continue again next year during school hours. A fourth Year 6 Maths set will be set up as an extension to the catch-up sessions to ensure that a greater number of children can be targeted. KS1 will still continue to have support during their main curriculum subjects, again in addition to their booster sessions. Procedures introduced to ensure interventions start during the first full week of school.	£32,278

Ensure all children have an increase in physical exercise.	Offer a range of interventions and support during the school day.	Year groups took part in the daily mile. CPD was used across the school. Interventions also took place as well along with lunchtime activities.	Interventions will continue. Please see the Sport Premium strategy for more on this. Pupil voice used to ensure a greater range of activities at lunchtime.	£0
Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.	Contact parents regarding accessibility to technology and respond accordingly.	Survey of parents was conducted. All those requiring additional support were contacted and sufficient provision was given	Lists will continue to be updated and appropriate support will be given, if required.	£0