



Hartlip Endowed CEP School

Hartlip Endowed CEP School

2020 – 2021

Name of School: Hartlip Endowed Church England Primary School
Headteacher: Mrs Tracey Jerome
Chair of Governors: Joan Jabbour and Elizabeth Hadley
Address: The Street, Hartlip, Sittingbourne, Kent. ME9 7TL

Website: www.hartlip.kent.sch.uk
Unique Reference Number: 8863332
Local Authority: Kent

Updated April 2021



Rationale

Schools are required to publish a report on how they will spend and assess the impact of the Coronavirus (COVID-19) catch-up premium on their website.

The expectation is that the report demonstrates how the school plans for and uses 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.

Coronavirus (COVID-19) catch-up premium spend report Hartlip Endowed CEP School

Summary Information

This is from the October census so it is not the same as schools actual numbers, it includes KS1, KS2 and Reception

This is the number eligible x £80

Number of eligible pupils	96	Amount of catch-up premium	£7680
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School catch-up priorities

Reading	Writing	Maths
There are gaps in reading due to the fact that remote learning has been the focus. Therefore the daily home reading activity has suffered	<p>The ability to produce independent writing at home has been a challenge. Therefore the standard and skill of children as independent writers requires attention.</p> <p>Handwriting is an issue, due to not being able to continue with the daily modelling of this skill.</p>	Children have been able to make demonstrable progress in areas of mathematics due to the concrete nature. Misconceptions are being identified and requires address

A small number of priorities that can realistically be addressed:

1. Supporting children to be independent writers.
2. Fostering the love of reading for pleasure
3. Some pupils have larger gaps than their peers across the school.
4. Not all pupils have effective learning strategies and behaviours to support catch-up.

Purpose of spend

The catch-up grant will be used to target as much intervention as possible to help children get back on track and to re install the effective learning strategies and behaviours to support catch up

What children need

For all children

- Opportunities to enjoy socialisation, well-being and happiness to have healthy minds ready for learning
- Great teaching.
- Support for parents and carers.

For some children

- Additional support and focus on reading and/or maths.
- Additional pastoral support.

Plan

How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	Cost
Opportunities to enjoy socialisation, well-being and happiness to have healthy minds ready for learning		
<p>Extra-curricular clubs programme established to afford the children to engage in activities that they enjoy, socialise with each other and provide parents with additional non-contact time. Clubs free until Easter The school funded full provision of a daily after school club, four days a week until Easter. All clubs were fully subscribed. The funding covered the cost of resources and the staffing/providers. In term 5, school have provided heavily subsidised clubs with a nominal charge to parents. Clubs are all fully subscribed with the exception of Active Maths.</p>	<p>Progress will be tracked by monitoring the engagement of children and their readiness for learning each day because of these new opportunities. Baseline assessments were reported at the end of term 4 and a report circulated to parents. Data will next be submitted at the end of term 5. School works on the vision that happy children = good progress.</p>	£3,000
<p>Establish Fun Friday, whereby parents are all invited to worship on Friday morning. Teachers teach RE Friday morning. Friday afternoon is devoted to fun and well being. Teachers take their PPA at this time, which ensures that teaching and learning opportunities are maximised during the course of the week. There is no uptake on the Worship with families joining us. They do join us on a Thursday for celebration. Friday afternoons are well received and maximises teacher's contact with class during the rest of the week. It also prepares the children to wind down, to enjoy the weekend with families. It teaches the importance of emotional well being and good mental health. The children also learn new skills and cross curricular purpose. They really are: learning to live!</p>	<p>Children are able to socialise and enjoy creativity and well being activities, away from learning to ease them in to the weekend when they are taught to enjoy their rest and recreation.</p>	
Supporting teaching		
<p>Extensive CPD has been planned to install Talk for Writing as a whole school strategy. A baseline monitoring has been undertaken with the Governor for English, who has followed, monitored and supported the complete process. Expectations have been set in the new policy. There will be further monitoring at the end of term 5 and data submission.</p>	<p>A whole school approach to writing will be adopted and shared with all stakeholders. Children will become enthusiastic and great writers.</p>	£3,000
<p>The monitoring programme continues, supporting teachers in strategies to make fast gains. The following monitoring has taken place to date: English, maths, Religious Education, worship, PE and Pupil Progress meetings. The maths leader is working in all classes supporting maths catch ups whilst she has a student in her class.</p>	<p>Leaders of learning will provide colleagues with effective strategies to accelerate learning</p>	
<p>All classes will have the appropriate high levels of staffing to ensure that children are supported in making accelerated progress. Staffing levels remain as established. A few instances of staff sickness affecting intended support.</p>	<p>Staff to receive extra hours where feasible and manageable to support children in making accelerated progress. Bubbles to remain appropriately staffed to share workloads appropriately and provide children with more individualised and targeted support.</p>	



Supporting parents and carers		
Schedule transition class zooms to support children and parents returning to school		£1,000
Extra-curricular clubs programme established to afford the children to engage in activities that they enjoy, socialise with each other and provide parents with additional non-contact time. Clubs free until Easter See above	Progress will be tracked by monitoring the engagement of children and their readiness for learning each day because of these new opportunities.	
Providing additional attendance support time for families of children at risk of not catching up This is being facilitated on an individual offer basis.	Progress will be tracked against all targets set for each year group as outlined above.	
Additional pastoral support		
Interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, supporting them in the self-regulation of their behaviour. The Pastoral assistant is very busy supporting children, staff and families	Progress will be tracked against all targets set for each year group as outlined above	



Appendix

These suggestions have been taken from EEF guidance. They are not exhaustive and there is no requirement to use any. Schools are able to spend the grant on any resource or activity they believe will meet the purpose of the grant. We just wanted to provide a list of ideas. **There is no expectation that schools will open for longer for some pupils each day or that schools will operate holiday schemes; the suggestions below are there for the sake of completeness because they were reviewed by the EEF.**

Priority	How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Teaching and whole-school strategies		
Extra-curricular clubs programme and Fun Friday	Establish an extra curricular clubs programme, daily: Monday – Thursday Achieved Provide the clubs free of charge to all families Achieved Pay staff for running the clubs Achieved Resources the clubs Achieved Pay teaching teams the appropriate over time to staff classes on a Friday afternoon Achieved Resource Fun Friday with creative projects for the children to engage with Achieved	Progress will be tracked against all targets set for each year group Baseline targets have been set. Reports sent to parents at the end of term 4. Data submission due at the end of term 5. Parents advised to hold school accountable with the term 4 report, comparing it to term 5.
Support teaching	Provide professional development, to support curriculum planning and delivery (Talk for writing) Achieved Implement a monitoring schedule to support teaching and learning Achieved Provide support to adjust to changes to improve the quality of teaching. Achieved Provide additional mentoring and support for early career teachers In progress	Progress will be tracked against all targets set for each year group
Supporting parents and carers	Provide support for parents and carers regarding the transition back in to school. See above regarding the extra curricular clubs.	Progress will be tracked against all targets set for each year group as outlined above.

Targeted Support		
One to one and small group tuition	<p>Pay for tuition guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback - 1:1 or small group.</p> <p>In place</p> <p>Provide training for tutors, teaching assistants, or volunteers linked to specific content and approaches.</p> <p>In place. Teachers and Teaching assistants receive CPD weekly</p>	Progress will be tracked against all targets set for each year group.
Intervention programmes	<p>Implement programmes to meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.</p> <p>In place. All provision plans have been reviewed and established. All classes have robust intervention timetables.</p> <p>Provide interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. In place. Heavily supported and facilitated by the Pastoral Assistant.</p>	Progress will be tracked against all targets set for each year group
Extended school time	<p>Establish an increase in the length of the school day, either before or after school to provide additional academic or pastoral support to particular pupils, improving learning and other outcomes, such as attendance and behaviour.</p> <p>In place. The oldest children have an extended school day of 8.30am – 3.30pm. the same is true for their younger siblings. Teachers make individual approach to families where the need is identified. The school day of 8.30am – 3.30pm, affords an additional 30 minutes quality learning time/week.</p>	Progress will be tracked against all targets set for each year group
Support for pupils with SEND	<p>Cover the cost of making teachers aware of individual learning needs and having wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps. In place</p> <p>Provide resources to create a positive and supportive environment promoting high standards and positive relationships. In place. Resources have been carefully looked at. Appropriate screening tools have been purchased.</p> <p>Provide time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour. In place</p> <p>Provide additional adult support so that adults can scaffold self-regulation to support pupils in organising equipment, their time and remembering routines. In place</p>	Progress will be tracked against all targets set for each year group

Wider Strategies

Supporting parents and carers	<p>Provide additional staff time so that schools and families (especially less involved families) continue to work together as pupils return to school. In place</p> <p>Personalise messages as much as possible, being aware of parents' varying literacy levels. In place</p> <p>Reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Celebrate successes with parents. In place</p>	Progress will be tracked against all targets set for each year group
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