



THE HARMONY TRUST

Greenfield 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

- Greenfield Academy serves a disadvantaged community in Hyde, Tameside- **28%** of our pupils live in the top 10% most deprived areas and a **further 47%** live in the top 20% most deprived areas. The IDACI shows that **53%** of children are living in decile 1 & 2. We know that those living in poverty have been worst hit by the virus and its wider impact.
- **Acute indicators of deprivation remain and have been heightened by the impact of the virus.** These include: adults without qualifications, health issues, high level of social disadvantage where English is not the functional language.
- 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.
- Tameside is still an area of high infection and risk. Rates have increased from 30.2 per 100,000 to 427.1 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.
- There are higher than average bubble closures at Greenfield, 5 between September and November 2020, with one Year 6 Bubble having 2 closures. Most pupils will experience a period where they need to access their education from home, up to November 2020 there are 79 children who have completed a period of self-isolation not linked to a Bubble Closure.
- 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 been difficult and complex. Higher infection rates have meant that more staff have either tested positive, have been told to self-isolate or are having to provide childcare as their own child has been affected by a bubble closure. On average, the workforce has been reduced by at least 7 members of staff per week.
- 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.
- Access to devices and broadband within the home remains a challenge for many pupils. Where there are devices this is only one tablet between 3 or 4 children
- In March 2020, schools were closed with little notice, offering little chance for the school to make the transition to online learning and to ensure practitioners, pupils and parents/carers could use this effectively in such a new context
- Purple Mash was quickly introduced as a platform to support access to online learning activities, as well TTRockstars and Numbots in KS1 & 2, with Reading Plus introduced to Year 2 upwards.
- In addition, the school supplied several work-packs in paper version and a variety of reading books to each child.
- Children with an identified SEND need have specific learning packs developed for them to support their target 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) 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 vast majority of our children are working within the previous year group standards- at least one term behind age related expectations.
- More children in Year 4 and below have regressed or made no progress from the onset of the March lockdown.
- Writing stamina has been greatly affected across all year groups, with very few children physically writing at length for 6 months. The use of age appropriate and ambitious vocabulary has been impacted as the children have not received explicit teaching from a teacher, nor have they continued to read widely enough to develop their language choices and vocabulary.
- The lack of grammar teaching has also had an impact on writing composition, which subsequently affects many children be able to meet age related expectations
- Many teachers report that in Maths children have lost the automatic recall of number facts- they are struggling with speed & fluency. Many children have no rapid recall and struggling with fractions, multiplication & division facts. They are not applying their Maths knowledge when answering reasoning questions and need to be taught HOW TO solve reasoning & problems.
- Many children have a positive attitude towards reading but they do not read widely and often at home, this is often linked to the limited access to texts they might have in the home, except for the reading provision from school.
- Whilst some children have continued to read independently at home, they have lacked adult interactions and the direct teaching and modelling of reading skills. They therefore need to re-engage with reading dialogue and being able to talk about their reading
- Year 1 emerges as a key priority because of an interruption of the crucial Reception year and school readiness, Baseline Assessments show that this cohort has lost the largest amount of learning.

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 well 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
- Increased focus and awareness on attendance by the Attendance Officer and Executive Principal
- 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
- Newly arrived pupils with little or no spoken English and virtually no skills in Reading and writing upon arrival
- The majority pupils have English as an Additional Language this includes those at the initial stages of learning English, those who are social competent and advanced bilingual learners
- In the Early Years some pupils may not have attended Nursery or a Pre-school and have identified SLCN needs
- Prior attainment at EYFS or KS1 is often very low
- 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
- Many 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. The academy's awareness of these families has grown throughout lockdown and the returning to school in the Autumn Term
- Some families are not eligible for social housing resulting in many families living in overcrowded and unsuitable environments

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 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

- 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
- 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
- Limited relevant social and cultural experiences (which are usually planned by the academy to add context to learning and provide wider experiences of the wider world, and communities beyond the immediate area)

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 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

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.

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.

Due to the first lockdown we are acutely aware that the current Year 1 have missed out of the final months of their Early Years Foundation Stage Curriculum, where the foundations for learning are started and then built on throughout their educational career. Therefore, a continuation of this approach to learning in the Autumn Term of Year 1 is vital to embed basic skills in reading, writing and Maths and vital language and communications skills.

Year six pupils need to be well prepared for the next phase of their education and the transition to secondary 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.

Quality for all children in the classroom

We have a high expectation 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.
- 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.

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:

- 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 Intervention in the EYFS – NELI Programme delivered by a qualified teaching assistant.
- Raise attainment in and reading for pleasure through increased access to a variety of text types via online programmes and real books.
- Raise attainment in phonics and early reading skills through the provision of phonetically matched texts and online reading resources.

Catch Up Funding Allocation 20-21

The Catch Up Premium allocation for the academic year 2020-21 is **£19,760**

The table shows how we intend to allocate the funds

Area of Focus	Use of funding	Cost	Intended Impact
ACCELERATED PROGRESS	Additional TA deployed to deliver NELI Programme in Reception (mornings-Spring & Summer Terms 2021). Provision of a structured 20 weeks daily programme to support identified children with their early language and literacy skills- this maybe in small groups or 1:1. Children identified through a Baseline assessment carried out in December 2020 by the Reception teacher.	£6 290 (incl on costs)	Children engaging in the programme close gaps to their peers, particularly in their communications skills, language development and early literacy skills, supporting children to leave the Foundation Stage reaching age related expectations or achieving their potential and leading to success in academic learning throughout their primary and secondary careers.
	Implementation of Accelerated Reader Programme for Y3 to Y6, providing children with access to high quality texts in school and at home. Support the development of independent reading skills – word recognition and comprehension skills through the use of quizzes. Promote the love of reading through the provision of high quality texts online which can be accessed at home and in school.	£10 770.84 (3yr contract)	Children in Key Stage 2 to engage in regular, daily reading both in school and at home. Improve children’s vocabulary and linguistic skills through the wider reading of age appropriate texts. Children to make accelerated progress in their reading progress, whatever their starting points.

	<p>Target support for identified children through the 'intervention' and 'on watch' analysis, tailoring the support to specific reading skills.</p>		<p>Teachers and Teaching Assistants are informed about children who require additional support, and in which aspects of reading, and deliver swift intervention to help them close the gap.</p>
	<p>Implement Bug Club Independent Programme from Reception to Year 2.</p> <p>Ensure all children have access to a reading book which is matched to their phonic ability.</p> <p>Support the teaching of reading skills through Shared Reading in Reception (Summer Term), Year 1 and Year 2.</p> <p>Support comprehension skills through the 'Independent Programme' aimed at Year 2 (Phase 6 and beyond).</p> <p>Promote reading at home and support parents to read with their children at home.</p>	<p>£1 099 (annual subscription)</p>	<p>Children in EYFS and Key Stage 1 read texts matched to their reading and phonetic ability.</p> <p>Children apply and practice their knowledge and skills in school with teachers but also at home with parents and independently.</p> <p>Teachers set texts which are matched to the child's ability but encourage them to read widely, and demonstrate their understanding of texts through the quizzes.</p> <p>Outcomes of quizzes highlight areas of need for children to allow teachers and teaching assistants to deliver targeted support.</p>
	<p>Implement the Early Reading programme for children in Years 3, 4 and 5- provision of a programme to support older children to 'start' reading (INAs) or for those children where phonics has not supported them to 'become a reader'.</p> <p>Train 2 x Teaching Assistants (1 x LKS2 and 1 x UKS2) and a Reading Lead (MLT) to deliver the reading programme.</p> <p>Purchase 5 copies of Level1 to 3 reading books from the PM Benchmark Reading Scheme.</p> <p>Set up and resource the programme/ scheme.</p>	<p>£500</p>	<p>Older children who are new to English become readers as swiftly as possible allowing them to access the wider curriculum with their peers.</p> <p>Children identified on the SEND Register in early Key Stage 2 for additional support with reading, become more confident readers and to be able to talk about what they have read (language of reading-development of early comprehension skills).</p> <p>Teaching Assistants to become confident and proficient in supporting reluctant readers and readers new to English to become confident readers.</p>
	<p>Purchase Reading Books for class libraries to promote reading for pleasure, and</p>	<p>£1 101</p>	<p>Improved class libraries enabling children from Nursery to Year 6 to choose a 'reading for pleasure' book alongside their reading scheme book to develop a 'love</p>

	reading more widely at home and out of schools hours. Purchase Reading Scheme books for Key Stage 2.		for reading', age appropriate vocabulary and exposure to a wider world beyond their immediate community.
	Total	£19 760	

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

School self-evaluation and monitoring shows the following strengths:

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

Funding Activity	Cost	Intended Impact	Personnel Involved	Autumn Term	Spring Term	Summer Term

Appendix 1

An independent review of the use of the Pupil Premium was carried out by the Rosendale Research School in January 2019. The review included a number of classroom visits, a documentation review focusing on the Academy Pupil Premium plan, meetings with senior leaders, discussions with teachers and support staff, and a meeting with a group of pupils.

We know that many of the findings from this review will apply to the Coronavirus closure period and its impact especially as those who have been most affected are those who are disadvantaged, and so the following will be taken into consideration.

The following is a summary of the findings:

1. Irrespective of the multiple challenges faced by pupils from less fortunate backgrounds, the academic and pastoral provision for pupils and families is inspirational. The systems, adjustments, professionalism and expertise from teachers, support staff and leaders are exceptional. This is particularly impressive considering the remarkable growth of the academy over such a short period. There is a relentless focus on systems to support the extraordinarily diverse needs of pupils, rather than expecting pupils to fit with predetermined systems that suit adults best.
2. Pupils and families, who are often facing exceptionally challenging circumstances and lacking social networks are welcomed and supported at the Academy. Expert staff are deployed strategically across the Trust. These include family support, social workers, EAL expertise and wellbeing.
3. The systems and structures in place at the Academy are underpinned by strong values and positive relationships. Staff have a strong understand the Academy strategy and their roles within that strategy. In particular, the early language classes for pupils who are new arrivals were highly impressive and are a model which could be rolled out across the trust.
4. There is a strong focus on academic language, but also, a focus on language pupils need to access all aspects of Academy life (including what a cheese pie is!).
5. Pupils were extremely positive about the Academy. They were able to recall interesting and exciting learning experiences across the curriculum. They showed a good language for learning, describing a range of strategies to be used when they came up against a difficult task. Further, they showed a strong ambition for their future careers – mostly in roles that support others.
6. There was an extended discussion about improving the attendance of disadvantaged and vulnerable pupils. Research evidence says that whilst individual incentives can support better attendance, the potential impact is limited. It is the commitment to a collective effort that sustains improved attendance.
7. Due to the unique context of the Academy, the recruitment, retention and development of teachers and other staff that can sustain positive, consistent relationships with highly mobile learners is critical. Strong relationships are fundamentally important, especially for pupils experiencing attachment difficulties. Graham Nuthall's *'The Hidden Lives of Learners'* illustrates why this is fundamental to good learning and behaviour. Strong relationships need to be at the heart of the Academy strategy.