COVID-19 Catch-up premium strategy statement
School overview

Metric	Data
School name	Heighington Millfield Primary Academy
Pupils in school	276
Proportion of disadvantaged pupils	10%
Covid Funding Allocation	£22,480
Publish date	November 2020
Review date	January 2021
Statement authorised by	John Beaven
Pupil premium lead	John Beaven
Governor lead	Tina Bramley

Diagnostic work undertaken since school return

- Interviews with parents, pupils and staff
- Completion of EHAs where needs identify

- Reviewed July's assessments with groups in school to identify broad-brush areas of focus

- Assessed using the school wellbeing scale

- Baselined all children using –
    Baselined all pupils at the end of September using teacher assessments based on previous year groups objectives in key objectives for the year group;

    Years 2 & 6 previous end of key stage papers – October 2020
    Year 1 phonics track assessment – on going using school based phonic assessment and intervention materials
    Years 3, 4 & 5 PiXL assessments – October 2020

Metrics identified for identification of impact:

Attendance
Attendance data is broadly in-line with the previous 2 years.

Year	Type	Total Students	Total Possible Sessions	/	\	B	C	D	E	G	H	I	J	L	M	N	O	P	R	S	T	U	V	W	X	Y	Z	#
Reception	year	28	504	49.80	49.60	0.00	0.00	0.00	0.00	0.00	0.00	0.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1	year	31	549	48.63	48.45	0.00	0.73	0.00	0.00	0.00	0.00	1.82	0.00	0.00	0.36	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.64	0.00	0.00	0.00
2	year	30	532	49.25	49.25	0.00	0.38	0.00	0.00	0.00	0.00	1.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	0.00	0.00	0.00
3	year	51	908	47.91	47.69	0.00	0.22	0.00	0.00	1.54	0.00	2.20	0.00	0.00	0.11	0.00	0.22	0.00	0.00	0.00	0.00	0.11	0.00	0.00	1.10	0.00	0.00	0.00
4	year	45	810	49.26	49.14	0.00	0.00	0.00	0.00	0.00	0.00	1.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	year	51	886	49.44	49.55	0.00	0.23	0.00	0.00	0.00	0.00	0.23	0.00	0.00	0.11	0.00	0.23	0.00	0.00	0.00	0.00	0.23	0.00	0.00	3.61	0.00	0.00	0.00
6	year	40	691	49.06	49.20	0.00	0.00	0.00	0.00	0.00	0.00	1.74	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.20	0.00	0.00	0.00
All	year	276	4880	49.00	48.93	0.00	0.20	0.00	0.00	0.29	0.00	1.35	0.00	0.00	0.04	0.00	0.12	0.00	0.00	0.00	0.00	0.06	0.00	0.00	1.80	0.00	0.00	0.00

Progress Data

Qualitative Feedback
Parent and pupils have been extremely positive about our remote learning approach;

Digital Access data
All parents have signed the remote learning agreement;

All children in the closed bubble accessed on-line learning; Where individual children are isolating, work is emailed.

Teaching priorities for current academic year

High quality teaching for all: clear explanations and scaffolding; cognitive and metacognitive strategies.	Focus on July's assessments – the broad brush statements – reading and the teaching of fractions; Reduce the "noise teaching"; Build on previous cognitive strategies.
Effective diagnostic assessment: effective assessment tasks for diagnosis and identification of pupils for intervention; sequence of assessments; role of feedback.	Assessments focus on learning gaps; Assessment outcomes have been shared with parents; 1-2-1 teaching to use PiXL therapies; Purchased TA intervention used to build on QFT.
Supporting remote learning: quality of teaching more important than methodology; importance of digital access.	Build on-line platform; Academy to build on current shared IT equipment.
Professional development: up-front training followed up with through coaching, modelling and support for application.	How to deliver remote learning through Teams; Coaching model applied to support staff with the application of professional development; On-line training for other elements.

Targeted academic support for current academic year

| High quality small group/ one to one support

Engagement with National Tutoring Programme/ Academic Mentor programme	Tutoring focuses on learning gaps that class teachers select. The learning gaps are supported within the classroom by pre-learning opportunities. Tutoring for some children (those unable to stay after school) takes place during the day outside English and Maths lessons. For other children it is after school. Assessment identified the children who needed tuition. The groups was then prioritised based on previous assessment outcomes and whether they are in a vulnerable category. Staff who have taught or are teaching the pupils undertake all intervention. Relationships are already formed. Teacher completes the learning gaps form for the tutor who then feeds back to the child and teacher. The teacher feeds back to parents. For all children, homework links with prior-learning assessment outcomes.
Effective deployment or redeployment of teaching assistants	The use of TAs is reviewed and redeployment has occurred based on needs. Additional hour have been purchase where needed.
Additional support for students with SEND	ISP targets have been reviewed based on learning gap assessments. If a pupil is on the SEN register then they have been added to the vulnerable category.

Wider strategies for current academic year

Supporting pupils social, emotional and behavioural	Staff focused on social and emotional needs first when the children came back.

needs: review current SEL curriculum.	TA deployment was increased to support pupils. Wellbeing TA was further deployed. Staff had extra training which was completed during the first lockdown.
Planning carefully and adopting a social, emotional learning curriculum combined meaningfully with an academic curriculum.	Wellbeing assessments identified elements of SEAL that were needed.
Communicating with and supporting parents: plan communications; audit what worked well in lockdown; personalise where possible; focus on routines and habits for learning rather than the curriculum itself.	Staff reviewed what worked well during lockdown and adapted their practise accordingly. A member of staff is identified to communicate with isolating pupils and their families to support their needs. When isolating, pupils are given timetables and suggested approaches to remote learning.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Isolating staff	Using senior leaders to ensure continuity
Targeted support	Isolating staff Time impact Lack of quality intervention	Redeployment of staff Increased TA hours Purchased appropriate interventions
Wider strategies	Communicating with parents	Members of staff who are isolating and well are given mobiles to support communication. Isolating staff used Teams to work with pupils.

Spending

Area	Estimated Costings
Tutoring	£17,480
Intervention materials	£5,000