

# Catch Up Premium Strategy 2020/21



Hiltingbury Junior School

## Introduction: What is catch up premium?

### What is it?

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year. We will be able to spend the funding in the ways that we consider to be the most effective.

### Who's eligible?

This universal catch-up premium funding is available for:

- Primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- As well as other state schools

### How and when will the funding be allocated?

Mainstream schools:

We will receive a total of **£80 per pupil** as follows:

- In 3 instalments - in Autumn 2020, 'Early 2021' and Summer 2021
- We will receive a total of £46.67 per pupil split across payments 1 and 2
- We will receive £33.33 per pupil for payment 3

Per pupil numbers for each instalment will be based on the latest available data (Oct 2020 census): at Hiltingbury Junior School we will receive funding based on 384 pupils on role.

### How should we spend the funding?

In the way that we deem most appropriate:

Although we will receive funding on a per pupil basis, we should use the sum available to us as a single total to prioritise support. There are no specific requirements for who to spend it on but we will identify pupils that will benefit most from the funding. The funding can then be used in a number of different ways, using different strategies and classroom/ group organisation to support the catch up.

The Education Endowment Foundation (EEF) provides [guidance](#) on catch-up approaches, as well as a [planning guide](#) to help implement these catch up strategies in this 2020/21 academic year.

<b>School</b>	<b>Hiltingbury Junior School</b>		
<b>Number on Role</b>	<b>384</b>	<b>Allocated Catch-up funding</b>	<b>£30,719</b>
<b>Challenges/Focus areas identified (e.g. curriculum gaps, attendance, mental health/wellbeing)</b>			
1. Focus on the professional development of teachers and teaching assistants			
2. Plan for the effective catch up of objectives not taught and Implement the use of effective diagnostic assessment			
3. Support for remote learning			
4. Carry out targeted interventions for children in each year group led by Teachers and Teaching Assistants			
5. Increase support pupils' social, emotional and behavioural needs			

<b>1. Teaching and Whole School Strategies</b>		
<b>Action/Strategy</b>	<b>Desired Impact and evaluation</b>	<b>Cost</b>
<p><b>Focus on the professional development of teachers and teaching assistants:</b></p> <ul style="list-style-type: none"> <li>Staff meetings and Inset days used to deliver teacher and TA training to support identified areas for professional development (particularly to close identified gaps in reading and writing and maths).</li> <li>HIAS English advisor to support the development of the reading curriculum to develop Staff CPD in planning effective units of work as part of the 'Catch up' strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Staff feel more confident with their planning and pedagogical approaches to support children's learning and effectively close gaps.</li> <li>Newly planned and effective text led writing journeys are delivered which support pupil's to make accelerated progress in reading and writing to support catch up..</li> <li>Impact and effectiveness will be measured through monitoring by SLT, data drops and pupil progress meetings.</li> </ul>	<p>Access to English planning resources: moodle plus - <b>£320</b></p> <p>Whole class text sets - <b>£3200</b></p> <p>English core provision training - <b>£320</b></p>

<p><b>Plan for the effective catch up of objectives not taught and Implement the use of effective diagnostic assessment</b></p> <ul style="list-style-type: none"> <li>● Lead training and support staff on effectively mapping out objectives, using the Hampshire assessment model, to ensure clear progression of skills with relevant writing outcomes. Simultaneously to this, objectives not taught in the previous year due to COVID must be identified and used to map out effective catch up plans.</li> <li>● Implement a new summative assessment recording and analysis system INSIGHT for core subjects; writing and maths using new medium term plan objectives.</li> <li>● Provide staff training in using the new assessment model as a tool to inform next steps in teaching and planning.</li> <li>● Year teams to carry out termly moderation in English and Maths to support staff development in consistency and accuracy in summative assessment.</li> <li>● Analyse summative data at each milestone with all teachers to assess the impact of teaching and learning in closing gaps in progress and attainment. Then use this to inform interventions, targets groups, planning and performance management reviews</li> <li>● Use NFER reading assessments (diagnosed) to support teachers in identifying gaps in pupil's reading skills</li> <li>● Ensure that all teaching staff provide good assessment driven teaching in order to close gaps from previous year group due to Covid 19.</li> </ul>	<ul style="list-style-type: none"> <li>● A clear catch up programme is mapped out, followed and adapted on an ongoing basis to respond to pupil's needs.</li> <li>● Teachers are confident about assessing gaps in children's learning, and adapt planning/ interventions/ focus groups and classroom organisation to close these gaps.</li> <li>● Teaching staff are confident about the recovery curriculum and how to implement this.</li> <li>● Pupils make accelerated progress over the year</li> <li>● Assessment, moderation, data drops, monitoring and termly pupil progress meeting will evaluate the impact.</li> </ul>	<p>Purchase of new assessment model system. £4.00 per child based on 384 NOR (October 2020 census) <b>£1,536</b></p>
<p><b>Support for remote learning</b></p> <ul style="list-style-type: none"> <li>● Implement an effective remote learning plan.</li> </ul>	<ul style="list-style-type: none"> <li>● All children have access to current learning whether at home or at school.</li> </ul>	<p>Webcams/visualizers laptops/ chrome books</p>

<ul style="list-style-type: none"> <li>● Provide staff training to deliver remote learning effectively.</li> <li>● Ensure the appropriate and necessary technological equipment is provided to both teachers and pupils to deliver and participate in this.</li> <li>● Closely monitor children’s access and work during periods of home-learning. Should a child not be accessing home learning class teachers to contact parents to ascertain the reason for non-attendance - resolve through providing a chrome book or delivering paper based learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff feel confident in the delivery of remote learning and pupils are able to keep up with the curriculum whilst working from home.</li> <li>● Remote learning provision and attendance will be monitored by SLT.</li> <li>● Assessment, moderation, data drops, monitoring and termly pupil progress meeting will also evaluate the effectiveness of this provision.</li> </ul>	<p><b>£49.95</b></p>
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2. Targeted academic support strategies		
Action/Strategy	Desired Impact and evaluation	Cost
<p><b>Carry out targeted interventions for children in each year group led by Teachers and Teaching Assistants:</b> <i>Interventions with highly qualified staff have been shown to be effective (EEF Toolkit). EEF states that small group coaching has substantial impact on the learning.</i></p> <ul style="list-style-type: none"> <li>● Increase the number of Teaching Assistants in each year group to support the role of the Teacher in quality first teaching during English and Maths.</li> <li>● Staff to lead 1:1 and small group tutoring for targeted children across the school.</li> <li>● Deputy Headteacher and Headteacher to lead maths fluency interventions for year 6 children to close gaps from previous year.</li> <li>● Deputy Headteacher to teach daily English lessons to provide smaller class groups and more focused teaching sessions in year 6.</li> </ul>	<ul style="list-style-type: none"> <li>● Barriers to learning are identified quickly to implement the correct interventions and make suitable and effective adjustments as needed.</li> <li>● Gaps are closed and pupils make accelerated progress over the year.</li> <li>● Children are ready and feel confident for the next steps in their learning.</li> <li>● SLT to monitor interventions, to help staff identify barriers and assess the success of interventions.</li> <li>● Assessment, moderation, data drops, monitoring and termly pupil progress meeting will also evaluate the impact.</li> </ul>	<p>Increased level of TA support <b>£33,184</b></p> <p>Year 5 catch up interventions – teacher led <b>£1900</b></p> <p>Year 6 catch up interventions – after school teacher led <b>£2112</b></p> <p>Allocation of DHT salary: <b>£24,290</b></p>

### 3. Wider Strategies

Action/Strategy	Desired Impact and evaluation	Cost
<p><b>Supporting pupils' social, emotional and behavioural needs</b></p> <ul style="list-style-type: none"> <li>● Increased ELSA support (ELSA hours increased).</li> <li>● Training provided to staff to develop their understanding of how to support pupil's social and emotional needs.</li> <li>● A new Wellbeing Ambassadors group established to promote the support for other children with their mental health and wellbeing needs.</li> <li>● Implementation of a new Personal Development Learning (PDL) curriculum with consistent use of the listening box and discussions to ensure emotional needs are addressed and met.</li> </ul>	<ul style="list-style-type: none"> <li>● Children feel secure in school and know who they can talk to when seeking social, emotional and behavioural support.</li> <li>● Children feel that their needs are met and learn to develop their own strategies for supporting their own emotional needs.</li> <li>● Monitoring of consistent implementation of new PDL curriculum by subject lead and the Headteacher.</li> </ul>	<p>None – allocated in Pupil Premium budget</p> <hr/> <p><b>Total expenditure on catch up provision: £66,911</b></p> <p><b>Amount drawn from catch up premium funding: £30,719</b></p>