

# Hesleden Primary School – Catch-up Premium Strategy - 2020-21 – Review/Evaluation



## School Overview

Number of pupils in school YR – Y6	92
Proportion of disadvantaged	29%
Catch-up Premium allocation (No. of pupils x £80)	£7,360
Publish Date	March 2021
Review Dates	July 2021
Statement created by	D Dunn
Governor Lead	S Deinali

## Context of the school and rationale for the strategy

- This statement is written with reference to pupil numbers, children who are vulnerable (with/without a social worker), children who have attended school during the January-March lockdown and children who have been at home.
- Priorities have emerged as a result of welfare calls, remote learning engagement monitoring, including reviewing our school remote learning offer
- Currently we have 92 children on role of which there are Looked After/previously looked after, those classed by school as vulnerable for either safeguarding, child in need, Encompass or have parents who have expressed concerns
- 29% of our school population are eligible for Free School Meals/Pupil Premium grant.
- Engagement has been tracked for all year groups with a rising engagement over time. Approximately 19% of our children did not engage in remote learning as far as evidence shows. This was encouraged during lockdown with welfare calls, meetings with some parents.
- The full impact will begin to emerge following return on 8<sup>th</sup> March for all primary aged children.
- Initial baseline assessments will begin 8<sup>th</sup> March (RWI; informal testing) and continue until end of the spring term (more formal half-termly assessments/judgements).

## Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff require CPD to develop a greater understanding of children's emotional wellbeing and mental health needs.	Staff are better informed and have greater clarity about how to support further support children with emotional wellbeing and mental health needs. This is a focus of daily/ weekly teaching in the autumn term.
	B	Home learning requires further refinement and development in order to improve access to learning at home for all pupils.	A strong remote learning offer is in place. All staff are trained further in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly. Additional resources are acquired.
Targeted academic support	C	Online learning materials provided for Reading during the summer term were accessed inconsistently. Assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working well below ARE.	Pupils make accelerated progress in reading from their starting points at the beginning of the term.
	D	Some pupils had limited access to maths materials/teaching during the summer term and therefore, their maths attainment is lower than expected in terms of ARE.	Mathematical skills are much improved and rapid progress is demonstrated on a termly basis.
Wider Strategies	E	A small minority of pupils are struggling to settle back into class and school routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of consistent and structured learning since March 2020.	All pupils are able to focus on their learning during lessons. Behaviour incidents are minimal.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/evaluation
<b>A</b>	<ul style="list-style-type: none"> <li>All staff to receive updates and resources in relation to well-being programmes for school.</li> <li>Support to be accessed from MHFA staff or MHST link.</li> </ul>	<p>All staff are equipped for early recognition of children's mental health needs.</p> <p>The profile of PSHE is raised throughout school and lessons are taking place on a daily (informally)/ weekly (formally) basis which support the mental health needs of all children.</p>	Well-being improves pupils' engagement resulting in accelerated progress and increased wellbeing		Determined from pupil surveys / conversations / VAST	SENCO	<p>Mindfulness resources used in class as necessary</p> <p>Some children accessed listening time with MHFA staff</p> <p>PSHE sessions replanned to support MH</p>
<b>B</b>	<ul style="list-style-type: none"> <li>CPD provided for staff on the increased effective use of TEAMS/Tapestry online platform.</li> <li>Children are further trained in TEAMS use – particularly in independent learning strategies, self-regulation and online safety (minimum KS2).</li> <li>Purchase of additional iPads to support 'training'.</li> <li>Parents/carers are made aware of the platform and how it can support home learning.</li> </ul>	<p>The platform is in place and staff, children and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced (parent/pupil surveys)</p>	<p>Engagement with TEAMS online platform</p> <p>Staff / Parental questionnaire</p> <p>Pupil surveys</p> <p>Effective parental engagement supports learning</p>	<p>£200 (Tapestry)</p> <p>£2680 (iPads)</p>	<p>Engagement levels with TEAMS online platform</p> <p>Engagement with TEAMS / Tapestry</p>	SLT	<p>C3 – daily check-in on Teams / C4/5 – daily powerpoint for M/E KS2 H/w continued by Teams</p> <p>Majority of children accessed check-in &amp; resources, many submitted work</p> <p>Parents for KS1 submitted work through Tapestry</p> <p>Ipads/laptops used in school with increased frequency to ensure online learning was independently accessible to children</p>

**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
<b>C</b>	<ul style="list-style-type: none"> <li>Reading assessments identify children in need of support.</li> <li>10 min daily interventions for identified pupils</li> <li>Additional RWI booster sessions / support for Y3 (inconsistent education since Spr Y2)</li> <li>Lexia/Fiction Express used for in-school interventions &amp; engage home reading</li> <li>Purchase of additional scheme readers to match end of RWI→L20</li> <li>Purchase of 'Book bag books' to support phonic level reading (RWI home readers)</li> </ul>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> <p>Children engage in additional reading to speed up phonics practice, fluency skills and comprehension</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Reading Comprehension Strategies (+6) Feedback (+8)</p>	<p>£800 (TA time)</p> <p>£1300</p> <p>£1800</p>	<p>Determined from baseline assessments made on return to school</p>	<p>English leader</p>	<p>2x HLTAs x2 afternoons of intervention – RWI catch up/finish program; 1:1 reading support</p> <p>Fiction Express used across KS2 – in school and for H/w (Y5 &amp; 6)</p> <p>Reading scheme content now match from beginning to end to RWI, shows progression and is matched to ability. Incorporated immediately.</p>
<b>D</b>	<ul style="list-style-type: none"> <li>Small group and 1:1 Maths Intervention with identified pupils</li> <li>Baseline data from maths assessment tests</li> <li>Separate teaching of Y1 / Y2 where possible (inconsistent access since Spr Rec/Y1)</li> <li>Y3 Additional support (as above)</li> <li>TTRS/Numbots to support basic skills/blended learning &amp; engagement</li> </ul>	<p>Maths results to improve and demonstrate gaps closing.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Teaching Assistants (+1)</p>	<p>£800 (TA time)</p> <p>£250</p>	<p>Determined from baseline assessments made on return to school</p>	<p>Maths leader</p>	<p>Small group support for Y1 &amp; Y2 – cohorts identified as widening gap; cohorts taught separately &amp; interventions provided</p>

**Wider strategies** i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation
E	<ul style="list-style-type: none"> <li>Wellbeing and related resources planned for, implemented and evaluated across the school</li> <li>SRE teaching and mental health leads support to children (postbox etc.)</li> <li>Small group and 1:1 wellbeing support / Intervention with identified children (LM/CwC: MHFA staff)</li> <li>MHST worker support for children &amp; parents</li> </ul>	Positive impact on identified SEMH children’s emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit:  Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)		Behaviour incidents log          Staff and pupils’ views entry / exit data	SENCO	Well-being focus in all PSHE sessions, following settling in sessions across school. Postbox in place; teacher referrals to MHFA MHST completed ‘friendship’ sessions in Y1/2, to be extended to KS2 in Aut 21

**Governance – monitoring the effectiveness of the Strategy**

**Governors involved:**

Chair of Governors [AS] / PPG & C-19 grant Governor [SD] / Head Teacher [DD]