

Catch-up Premium Strategy 2020-2021

School's name	<i>Hasland Junior School</i>	Date	08/10/2020
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School's universal catch-up premium fund (total amount)	£30,000	Number	Percentage	
Total number of pupils on roll	NOR = 382	Pupils eligible for the pupil premium/ disadvantaged	95	25%
		Pupils eligible with SEND	43	11%
		Pupils eligible who are LAC and/or PLAC	3	1%
National Tutoring Programme	Tutors - FTE= £		Academic Mentors – FTE = £	

Barriers	
Academic	
1.	<i>Some pupils have lost learning or have misunderstood content (to be identified through assessment).</i>
2.	<i>School closure is likely to have reversed progress to narrow the gap.</i>
Personal development, behaviour and welfare (including social and emotional health and wellbeing)	
3.	<i>Pupils have specific emotional and social needs that require a specialised programme of support.</i>
4.	<i>The attendance of some pupils will be affected by Covid-19. In order that pupils make progress, they need to attend school regularly.</i>
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: <i>HT, SLT and GB.</i> Spring: <i>HT, SLT and GB.</i> Summer: <i>HT, SLT and GB.</i>

Catch-up Premium: **Academic Objective 1: To accelerate the progress of pupils who are not on track to meet their Aspire Target in 2021 due to the impact of school closures.**

Reasons for the approaches taken: To ensure children are back on track and make accelerated progress in order to meet their Aspire Target for 2021 (top 20% of schools). On returning to school in September, some children's progress may have slowed due to lost learning or misunderstanding the content during home learning.

Success criteria - what will tell you that you have overcome the barrier? *All pupils meet their Aspire Target for 2021 (top 20% of schools). Identified pupils make accelerated progress*

Barrier <i>Some pupils have lost learning or have misunderstood content (to be identified through assessment).</i>	Desired outcome. How it will be measured.	Timescales (include milestones) Person responsible	Monitoring and evaluation
1 To accelerate the progress of pupils who are not on track to meet their Aspire Target in 2021 due to the impact of school closures.	All pupils meet their Aspire Target for 2021 (top 20% of schools). Work Scrutiny Pupils Interviews Data tracking	Y3 - JH Y4 - JA Y5 - CB Y6 – LG CB – Deputy Headteacher MW – Headteacher To start after October half term	Formal data monitoring: Autumn 1 Spring 1 Summer 1 Low stake pre and post learning before each unit in English and Maths. Teacher and TAs continuously monitor in class and use feedback sheets to plan for this effectively. Pupil interviews Work Scrutiny

Actions	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
<p>Y6 Provision: <u>Boosters – TA support</u> Autumn Term – Grammar – for 7 weeks</p> <p>Spring Term – Maths – for 14 weeks</p> <p><u>Teacher delivering focussed intervention one afternoon per week (class cover by TAs)</u> 22 weeks (October half term until SATS) – 2 hours per afternoon</p> <p><u>TA to work in class with a target group</u> 22 weeks (October half term until SATS). Provision for all three classes</p>	<p>£15 per hour for 7 weeks = £105 X 3 staff = £423.57 including on costs</p> <p>£15 per hour for 14 weeks = £210 X3 staff = £847.14 including on costs</p> <p>Two TAs £20 per hour x 22 weeks = £2420 including on costs One TA to be topped up to £20 per week x 22 weeks = £515.68 including on costs</p> <p>Two TAs for 22 weeks = £1388.64 including on costs</p> <p>TOTAL COST for Y6 = £5595.03</p>

Y5 Provision:**Teacher delivering focussed intervention one afternoon per week (class cover by TAs)**

Each child to receive at least 1 intervention session every 3 weeks through funding: children have the opportunity to have targeted time to ensure catch-up / keep-up with curriculum for their needs.

Groups should be flexible and planned based on the child's current and specific needs through assessment for learning identified during current teaching.

Interventions (2 x pm – WM / AM to teach class – CT to take interventions) rota between 3 classes.

WM (Thurs pm) Aut 2, Spring 1 and 2 and Summer 1

= **£1,718.75**

AM (Alt Friday) Aut 2, Spring 1 and 2 and Summer 1

= **£1,340.88**

WM (Alt Friday) Aut 2, Spring 1 and 2 and Summer 1

= **£893.75**

MA Aut 2, Spring 1 and 2 and Summer 1

= **£1,293.75**

Total = **£5,247.13**

Y4 Provision:**Teacher delivering focussed intervention in each class (cover provided by TAs)**

TA will take the class whilst teacher takes small groups of 4 (5 in 90 mins - small steps)

TA in class will cover maths fluency, maths practice, handwriting practice and mindfulness.

30 weeks of additional support by 3 teachers for 90 minutes each.

NTP tuition for identified pupils

1 x TA for 3 hours for 30 weeks
Total cost = **£1054.80** including on costs

1 x TA for 1.5 hours for 30 weeks
Total cost = **£1237.50** including on costs

Total cost = £2292.30

Total cost = £6,000

<p>Y3 Provision Y3 Catch Up funding Plan 2020 (£6000 per year group = £2000 per class)</p> <p>JE - Teaching Assistant - to support 3SJ/SG x 1 and ¼ hour per day 1.00pm – 2.15pm (support Guided Reading 30mins, Spelling 15 mins, Maths fluency/Maths Pre Teach 30 mins)</p> <p>TB- Teaching Assistant - to support in 3JHAG x 1 and ¼ hour per day 1.00pm – 2.15pm (support Guided Reading 30mins, Spelling 15 mins, Maths fluency/Maths Pre Teach 30 mins)</p> <p>KB - Teaching Assistant - to support in 3JHAG x 1 and ¼ hour per day 1.00pm – 2.15pm (support Guided Reading 30mins, Spelling 15 mins, Maths fluency/Maths Pre Teach 30 mins)</p> <p>NTP tuition for up to 6 children</p>	<p>6 and ¼ x hours per week = out of current TA support hours = free</p> <p>6 and ¼ x hours per week x 31 weeks = £2,598 including on costs</p> <p>6 and ¼ x hours per week x 31 weeks = £2,598 including on costs</p> <p>Total cost = £5,154</p> <p>£846</p> <p>Total cost = £6,000</p>
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Catch-up premium plan: Academic Objective 2 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.					
Reasons for the approaches taken: School closure is likely to have reversed progress to narrow the gap in the last decade Success criteria – what will tell you that you have overcome the barrier? The gap between disadvantaged and non-disadvantaged pupils closes in all year groups and in all subjects. All disadvantaged pupils meet their Aspire (top 20%) target.					
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
School closure are likely to have reversed progress to narrow the gap in the last decade.					
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged and non- disadvantaged pupils closes in all year groups and in all subjects. All disadvantaged pupils meet their Aspire Target for 2021 (top 20% of schools). Work Scrutiny Pupils Interviews Data tracking	Where academic actions have been introduced for all pupils (objective 1), disadvantaged pupils to be monitored more closely. Disadvantaged pupils to be targeted for the additional support where TAs are working to support in class and where Teachers are withdrawing pupils. Where boosters are concerned, attendance to be monitored rigorously and telephone calls to be made where necessary.	Y3 - JH Y4 - JA Y5 - CB Y6 – LG CB – Deputy Headteacher MW – Headteacher To start after October half term	Formal data monitoring: Autumn 1 Spring 1 Summer 1 Low stake pre and post learning before each unit in English and Maths. Teacher and TAs continuously monitor in class and use feedback sheets to plan for this effectively. Pupil interviews Work Scrutiny Conversations between year band leaders and C. Bown (PP Lead) Conversations between teachers and parents of these identified pupils.	<i>As above</i>
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Catch –up premium plan: **Personal development, behaviour and welfare (including social and emotional health and wellbeing)**
Objective 3 To support pupils with specific emotional and social needs so that they feel happy in school and out of school, and can achieve to their full potential.

Reasons for the approaches taken: Some pupil's needs can not be addressed within the PSHE provision delivered within each classroom. In these circumstances pupil's require their needs be met through a more specialised programme.

Success criteria - what will tell you that you have overcome the barrier? **Pupil, parent, MHL and teacher feedback indicates these pupils are better able to regulate their emotions, are happier and engage better in their learning.**

Barrier <i>Pupils have specific emotional and social needs that need a specialised programme of support.</i>	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
3 Specialised programme of support to be delivered to specific pupils (selected by senior leaders with safeguarding responsibility alongside teachers, MHL and FRW)	Pupil, parent, MHL and teacher feedback indicates these pupils are better able to regulate their emotions, are happier and engage better in their learning both at home and at school.	<p>Class teachers to refer on to MW, CB and GB pupils whose social and emotional needs can not be met through classroom provision of mental health support and the PSHCE curriculum. These pupils to receive programme from SJ (mental health lead) based on their specific needs.</p> <p>Clear two way communication between SJ, class teachers and parents in order that the approach is joined up.</p>	<p><i>Class teachers MW CB GB SJ (MHL)</i></p> <p><i>Ongoing monitoring – weekly where necessary if specific information needs to be communicated that impacts on that child's learning.</i></p>	<p><i>Feedback from parents, children, class teacher and MHL.</i></p> <p><i>Observation of behaviour around school and in lessons. Decrease in incidents.</i></p> <p><i>Completion of homework tasks to a high standard</i></p> <p><i>Progress of these pupils towards their academic targets.</i></p> <p><i>Pupils make at least good progress.</i></p>	<p><i>£2,000 20 afternoons of support</i></p>

<p><i>Identified pupils to be referred to external agencies, including Behaviour Support and the Educational Psychology Service to address specific need.</i></p>	<p>Pupil, parent, SENDCO and teacher feedback indicates these pupils are better able to regulate their emotions, are happier and engage better in their learning both at home and at school. Teachers have specific actions to deliver, tailored to individual need.</p>	<p>Class teachers to refer on to MW, CB, AG and GB pupils whose SEN need is a barrier to learning that cannot be readily overcome within the classroom setting. SENDCO to liaise with Behaviour Support and Educational Psychology in order for provision to be adapted to meet their needs more fully. Teachers to follow advice and guidance provided by specialists. Parents to be kept fully informed</p>	<p><i>Class teachers MW CB SENDCO</i></p> <p><i>Ongoing monitoring – as regular as necessary if specific information needs to be communicated to parents. Communication to occur at least twice termly.</i></p>	<p><i>Feedback from parents, children, class teacher, SENDCO and external agencies.</i></p> <p><i>Observation of behaviour around school and in lessons. Decrease in incidents.</i></p> <p><i>Completion of homework tasks to a high standard</i></p> <p><i>Progress of these pupils towards their academic targets.</i></p> <p><i>Pupils make at least good progress.</i></p>	<p><i>Supply cover for AG – 5x1/2 days £600</i></p> <p><i>£2000 for Behaviour Support and Educational Psychology Service</i></p>
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Catch –up premium plan: **Personal development, behaviour and welfare (including social and emotional health and wellbeing)**
Objective 4 To secure regular attendance for all pupils.

Reasons for the approaches taken: In order that pupil’s make progress, they need to attend school regularly. To support pupils in accessing the curriculum.

Success criteria - what will tell you that you have overcome the barrier? [Attendance of identified pupils improves, pupils make at least expected progress and meet end of year Aspire targets for top 20%, feedback from parents and FRW indicates engagement with school](#)

<p>Barrier <i>In order that pupil’s make progress, they need to attend school regularly. To support pupils in accessing the curriculum.</i></p>	<p>Desired outcome. How it will be measured.</p>	<p>Actions</p>	<p>Timescales (include milestones) Person responsible.</p>	<p>Monitoring and evaluation</p>	<p>Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar</p>
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4	Key pupils who are deemed vulnerable and with low attendance to be referred to FRW for support.	Attendance of identified pupils improves. These pupils make at least expected progress and meet end of year Aspire targets for top 20%. Feedback from parents and FRW indicates engagement with school.	<p><i>MW, GB and CB to select vulnerable pupils with low attendance and refer them to FRW for family support</i></p> <p><i>FRW to work with the relevant families in order to establish the reasons for low attendance and work together to put actions into place to secure regular attendance.</i></p> <p><i>Provisions put in place by the FRW will be unique to each individual situation.</i></p>	<p><i>Class teachers MW CB GB FRW</i></p> <p><i>Ongoing monitoring of attendance for identified pupils.</i></p> <p><i>Regular communication between FRW and MW, CB and GB and class teachers in order that our provision can be adapted to the needs of these pupils.</i></p>	<p><i>Data analysis shows identified pupils are making at least good progress and on track to meet end of year targets</i></p> <p><i>Formal data monitoring: Autumn 1 Spring 1 Summer 1</i></p> <p><i>Weekly attendance check for identified pupils. Improved attendance as a result</i></p> <p><i>Feedback from FRW, parents and children in relation to their attendance and completion of actions within the family</i></p>	<p><i>2 hours per week - £1400</i></p>
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Review of the impact of the strategy				
		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
1.	Ac.	<i>Brief recap for each barrier.</i>	<i>Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.</i>	<i>Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.</i>
2.				
3.				
4.	B A			
5.				
6.	P D			
7.				