

High Hazels Primary Catch-up Grant Plan 2020-21

School	High Hazels Academy	Allocated Grant funding	HHI = £21,520 HHJ = £28,800 Total both schools = £50,320
Number of pupils	638 pupils	% Pupil Premium pupils	123 pupils (19%)
Identified key barriers to future attainment:			
<ul style="list-style-type: none"> • Lost Learning – Baseline tests for all year groups evidences that pupils are currently behind or significantly behind across the year groups in all core subjects (Reading, Writing and Maths), phonics and early reading. • Behaviours for Learning – pace, stamina, resilience, metacognition: Lack of fluency and speed when reading resulting from lack of practise and leading to low reading confidence. • Speech and Language: pupils in EYFS and KS1 have missed a significant amount of S&L offer resulting in even slower development of their language skills and vocabulary. • Pupil Premium/Vulnerable pupils including SEND and NTE, around access to remote learning due to lack of access to IT equipment and broadband. • Lower Attendance due to pandemic restrictions/isolations etc. • Social and Emotional Support: particularly for our vulnerable pupils. 			

Teaching and Whole School Strategies		
Actions	Intended impact	Cost
HHA Curriculum is carefully reviewed to ensure that all learning pupils have missed, due to the closure of schools in the pandemic, are realigned and taught before or in addition (which ever was the most appropriate) to their current year group's key skills.	Pupils can access the age-related curriculum for their year group. To ensure good progress is made and narrowing the knowledge gap to get pupils back on track.	N/A

<p>Overstaffing: x2 UTT trainees and 1 TA (Junior school) and x2 SD trainees and 1 TA (Infants school) leading to increased capacity to support Year 6, Y4, Y1 and Reception respectively, in the core subjects of English and maths and targeted intervention. In addition, it allows capacity for the leaders of learning to provide support across the school.</p>	<p>A more focused and personalised approach to delivering the highly ambitious curriculum to all. Having additional staff working in these year groups will allow for smaller group sessions, with bespoke catch up support in the classroom 'in the moment' using a range of formative assessment. This will also increase capacity, so that the leaders of Teaching and Learning will provide support across the school, so that quality first teaching can maximise pupils' progress.</p>	<p>2 X TAs (Year 1 and Year 6 = £23,790 per school) = £47,580.00</p>
<p>Continue to focus on Rosenshine strategies, leading to all students knowing more and remembering more of the curriculum being taught.</p>	<p>Evidence-based strategies are supporting pupils' learning potential in knowing more and remembering more, allowing pupils to maximise learning and retain key subject knowledge.</p>	<p>N/A</p>
<p>Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium</p>	<p>Trust-wide webinars will give teachers access to the very best of what exists across the MAT. This will lead to the most effective classroom practice being shared and student learning optimised.</p>	<p>N/A</p>
<p>Year group and class level personalised catch-up plans designed with support from leaders, using baseline tests gap analysis, work in books, prior attainment information.</p>	<p>Evidence based catch-up strategies and best practice used to deliver regular, bespoke, planned and on the spot support for pupils resulting in set progress milestones for groups and individual pupils to be met.</p>	<p>N/A</p>
<p>Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.</p>	<p>Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.</p>	<p>N/A</p>
<p>A bespoke CPD programme for all Teaching Assistants around effective delivery of catch up interventions and strategies planned and delivered.</p>	<p>Best practice used to deliver regular, bespoke, planned and on the spot support for pupils resulting in set progress milestones for groups and individual pupils to be met. All staff contributing effectively into the 'plan-do-review' cycle of catch-up.</p>	<p>N/A</p>

Staff and children will be trained on using Teams effectively to provide live teaching to those that have to self-isolate, so no learning is lost.	If and when staff or pupils have to self-isolate, teaching will be completed remotely through live teaching. Children and parents will already be aware of the expectations as well as how to seek support, resulting in all children progressing together.	N/A
Total Cost Allocated cost from catch up Grant		£47,580

Targeted Strategies		
Actions	Intended impact	Cost
Discrete phonics catch-up programme, whereby children receive two sessions of phonics (RWI) daily for the first term (EYFS-Y2), one of which is focused on the previous year's missed learning or learning needing to be reviewed, and the other on the current year group's RWI phase. Following on from this, children are then identified to receive additional phonics (or reading) teaching, on top of their main session, including key children in Year 3.	Planned and individualised approach to address these gaps in order to ensure pupils class catch-up and keep up.	Reading books = £655.15
Spelling and handwriting catch-up. Investment in a spelling and handwriting scheme as the development of children's spelling and handwriting have become focal skills to catch-up following the lockdown. Children receive 1 short, sharp session a day of spelling and handwriting using Letter join or No-Nonsense spelling- two sessions a week are focused on previous years' skills and three on their current year group's skills.	Improved writing stamina and presentation of work in books. Pupils are back on track in relation to their GPS gaps.	Non-nonsense spelling scheme= £500 Letter Join = £550
Big Maths to help review basic skills and key facts in maths and plug gaps. Children start the week by completing a 'CLIC Challenge' and a 'Learn Its Challenge' which test both their basic skills and recall of key facts.	Each child is working at a level that is right for them, meaning they are working towards appropriate and individualised targets.	Big Maths = £2500
Total Cost Allocated cost from catch up Grant		£4205.15

Wider Strategies

Actions	Intended impact	Cost
Purchase of headset microphone, and speakers to enable live teaching.	If and when staff or pupils have to self-isolate, the school will be able to continue through its ability to conduct live teaching. This may be through one teacher delivering to both classes or a teacher, who has to self-isolate, teaching from home. Similarly, children who are self-isolating at home, will be able to be taught and not miss learning.	£520
Total Cost		£520
Allocated cost from catch up Grant		

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£47,580
Targeted	£4205.15
Wider	£520
Total	£52,305.15
Allocation	£50,320