

Hillside Primary School: Summary of Catch Up Strategy

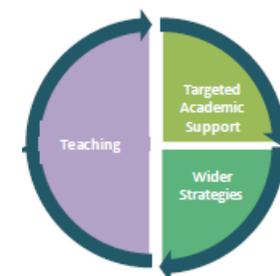
School Information			
School	Hillside Primary School		
Academic Year	2020-2021	Catch-Up Funding Received 2020-2021	
Total number of pupils	457	% Disadvantaged Pupils	9 (43)

Rationale

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. At Hillside, we know that we have the professional knowledge and expertise to ensure that our children recover and get back on track and the government is keen for all primary schools to remain fully open. *“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”* (Covid-19 Support Guide for Schools – June 2020)

The government has announced £1 billion of funding to support children and young people to catch up. For Hillside Primary, this means an additional £19471. This funding will focus specifically on offering targeted academic support to pupils, with Pupil Premium catch-up funding focusing on:

- Teaching
- Assessment and Feedback
- Wider Support & resources



Identified impact of Lockdown	
Maths	Specific content from the previous year has been missed, leading to gaps in learning. Assessment showed a significant decrease in the number of pupils at the expected standard for their age with significant gaps in understanding. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and reasoning assessments through the poor application of knowledge to problem solving.
Writing	Children have lost essential practising of writing skills. Assessment showed a significant decrease in the number of pupils at the expected standard for their age. Analysis of writing highlighted a lack of fluency and poor writing stamina, with understanding of punctuation, spelling and grammar rules forgotten by a significant number of pupils. EYs baselines have shown that children's physical development skills have been significantly impacted on and this will have an impact on handwriting/writing skills. This is relatable to pupils in KS1, and possibly KS2 pupils, as this would indicate that children have spent less time moving during lockdown.
Reading	Decrease in attainment but not as significant as seen in Writing and Maths, perhaps because more children were able to access reading during lockdown. This is something that was more accessible for families and required less teacher input. Inference and deeper questioning is still a noticeable gap. EYFS & KS1 Phonics - specific content not taught due to lockdown meaning an interrupted programme. Pupils will need to restart programme from March 2020.
PSHE	It has been noticed that children are needing to learn how to work together again and how to share with others. Some children have returned very anxious and worried about being with others and worried about COVID-19. Many children have not been out for daily exercise due to lockdown or having no garden.
Non-Core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Identified Priorities	
Tier 1 Universal	<ol style="list-style-type: none"> 1. Systematic Phonics teaching and teacher expertise in Reception to Year 2 <ol style="list-style-type: none"> i. Professional development for teachers and other adults teaching phonics ii. Additional book stock to ensure there are enough decodable books in each year group at all levels 2. Year 2 and 3, reading, writing and maths <ol style="list-style-type: none"> i. Teacher subject knowledge, professional development and impact cycles ii. Boost reading stock, guided reading books and recommended reading books 3. Remote education. Teachers to be able to remotely teach those who are self-isolating with no break in learning. <ol style="list-style-type: none"> i. Staff training on Teams ii. Staff to show children how to use Teams iii. CGP books Y1-6, R, G, M to be used on initial self-isolation days and if no technology at home.

Tier 2 Tailored	<ol style="list-style-type: none"> 1. Disadvantaged pupils <ol style="list-style-type: none"> i. Small group teaching and 1:1 tutoring for identified pupils ii. Hardware pupils who lack devices at home (DfE funded) 2. Behaviour support for teachers in year groups where the pupils are less settled on their return to school <ol style="list-style-type: none"> i. Modelling and coaching ii. Key texts to support teachers' knowledge and skills iii. Well being support for children
Tier 3 Individual	<p>Support for our most vulnerable pupils to attend school, regularly, on time</p> <ol style="list-style-type: none"> i. Funded breakfast and afterschool care ii. Well being support for individual children

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)

A	Targeted support (including small group 1:1 tuition) for disadvantaged pupils and pupils that have fallen behind and/or vulnerable children
B	IT solutions to support pupils both in and outside school
C	Additional resources that support teaching both at home and in school
D	Children's wellbeing

Summary of Expected Outcomes

A	Disadvantaged pupils and pupils that have fallen behind ARE make accelerated progress.
B	Children use and have access to IT solutions that enable pupils to make good rates of progress both at home and in school
C	Children use additional resources at both home and school leading to increased gains in learning.
D	All children feel supported and understand their feelings around the pandemic an lockdown

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES						
Desired outcome	Chosen approach	Staff lead	Monitoring: When and how will you evaluate impact?	Impact (once reviewed)	Cost (School Budget)	Cost (National Funding)
Increased proportion of outstanding phonics and reading teaching leading to increased rates of progress for all pupils.	<ul style="list-style-type: none"> Additional training to all staff and follow-up support for Read, Write, Inc Phonics Access to Ruth Miskin online resources 	AD	Termly	Staff who were not able to teach RWI were able to keep their skills up-to-date by watching CPD videos.	£0	
Children continue to receive learning when isolating due to COVID-19	<ul style="list-style-type: none"> Purchase CGP Books for Years 1-6 (Reading, Grammar & Maths) to support any online issues, first day of isolation needs. 	DP	Termly	Books were successful in aiding staff, parents and children when issues arose.		£3755.80
				Cost Sub-totals	£0	£3755.80
				Total budgeted cost for Strand 1	£3755.80	

STRAND 2: TARGETED SUPPORT

Desired outcome	Chosen approach	Staff lead	Monitoring:	Impact (once reviewed)	Cost (School Budget)	Cost (National Funding)
Identified children's gaps filled which leads to increased rates of progress in targeted areas.	<ul style="list-style-type: none"> Targeted tuition for individual or small groups within the school day. (SS) 	NM	Termly	Supply teacher employed for Summer Term only. Some gaps were closed but impact wasn't as strong as anticipated.	£2278.70	£9579.30
	<ul style="list-style-type: none"> Additional RWI Tutor to deliver tuition. 		Termly	Gaps were closing with 95% in Autumn 2020		£6135.90
	<ul style="list-style-type: none"> Structured interventions timetabled effectively across the week to be delivered by teachers or Learning Mentors. 		Termly		£0	
				Cost Sub-totals	£2278.70	£15715.20
				Total budgeted cost for Strand 2	£17993.90	

STRAND 3: WIDER STRATEGIES						
Desired outcome	Chosen approach	Staff lead	Monitoring: When and how will you evaluate impact?	Impact (once reviewed)	Cost (School Budget)	Cost (National Funding)
All children able to access home learning. (especially disadvantaged or low-income families that may not have access to devices.)	<ul style="list-style-type: none"> Loaning of IT equipment where required e.g. Classmates/DfE laptops in event of bubble closure/lockdown 	DP/AC	Weekly	Any child needing a device in KS2 received a device to support their learning. Paper copies of work provided if parents needed also.	£500	£0
Children's emotional needs are met	<ul style="list-style-type: none"> Identify children with low self-esteem through surveys Supporting pupils' social, emotional and behavioural needs through regular check-ins and chats 	TCl DS All staff	Termly	From recent surveys, the number of children who have low self-esteem is decreasing.	£0	£0
Cost Sub-totals					£500	£0
Total budgeted cost for Strand 3					£500	

Financial Summary		
	Cost (School Budget)	Cost (National Funding)
	£2778.70	£19471
Total budgeted cost for all strands	£22,249.70	