

**Hollinswood Primary School and Nursery**

**Catch up Premium Action plan**

**Autumn 2020**

The Government have allocated funding to support children and young people to catch up lost time after school closure. They want this to have a specific focus on the most vulnerable and disadvantaged backgrounds. This funding is to ensure schools have the support they need to help all pupils make up for lost teaching time

School and Governors work in partnership to carefully plan how we allocate this funding according to the needs of our children. The table below highlights targeted action. The plan will be evaluated regularly in line with schools assessments to ensure the actions are meeting the needs of the children. The plan is based on needs, what works well and on research findings. The DFE suggest a 3 tiered approach considering the following areas; High quality teaching, Targeted intervention and Wider strategies.

Total Catch up funding grant total	£32,000
Resilience building (Arthog)	£2400
Class set of laptops	£10,000
Year one intervention	£1100
Foundation Language intervention	£375 + £195

Key question identified from analysis of school data.	Success criteria – measurable and with termly milestones.	Actions	Who is responsible?	Monitoring activity	Evaluation
<b>High quality teaching</b>					
<p>How can we ensure all children are receiving a high standard of teaching that will ensure they make at least good progress?</p> <p>How can we make sure that all children make at least good progress and achieve in line with national data?</p>	<p>Across the school and in all year groups children will make at least good progress.</p> <p>Children will achieve in line with National Standards in Reading, Writing and Maths</p> <p>Targeted children (on pupil progress grids) will make accelerated progress.</p>	<p>RAP priorities</p> <ul style="list-style-type: none"> <li>- Induction for new teachers</li> <li>- Priority of reading. Purchase of new tests Key Stage 1 and Foundation</li> <li>- Phonics recovery</li> <li>- Maths CPD – reasoning</li> <li>- Coaching programme for subject leaders</li> </ul> <p>Half termly assessment analysis</p> <p>Half termly Pupil progress meetings to identify target children and identify their needs and specific support</p> <p><b>Also see RAP and team leaders action plans</b></p>	<p>Team leaders</p> <p>Class teachers</p>	<p>Half termly assessments</p> <p>Pupil progress evaluation</p>	<p><b>Reception</b></p> <p>Children achieving GLD is significantly below national expectations, following Spring Lockdown children returned to school working at a much lower level than their initial baseline. Interventions were put in place which enabled children to achieve their initial starting point.</p> <p><b>Year 1</b></p> <p>Significant increase in number of children on track.</p> <p><b>Year 2</b></p> <p>Significant increase in number of children on track. Now in line in Reading and Maths and the gap has closed in writing.</p> <p><b>Year 3</b></p> <p>Less children on track and below national, however</p>

					<p>there is an increase in the number of children on track following the Spring Lockdown 4% increase in all areas.</p> <p><b>Year 4</b> Children achieving in line with national in all areas, with a significant increase in achievement from Spring end</p> <p><b>Year 5/6</b></p>									
<b>Targeted academic support</b>														
<p><b>How can we ensure we support children in developing social and emotional skills that will enable them to access the curriculum successfully and make at accelerated progress?</b></p>	<p>Targeted children will make accelerated progress in Reading, Writing and Maths.</p>	<p>Arthog outreach programme (Key stage 2)</p> <ul style="list-style-type: none"> <li>- Teambuilding, communication &amp; trust</li> <li>- Confidence building, communication &amp; commitment</li> <li>- Trust, confidence building, communication &amp; becoming part of the community</li> <li>- Resilience, encouragement</li> <li>- Resilience/ bravery support and teambuilding</li> <li>- Team work challenge</li> </ul>	<p>DHT/SN</p> <p>Class teachers – assessments</p>	<p>Half termly assessments</p> <p>Pupil progress evaluation</p> <p>SB to evaluate date for identified children</p>	<p>Year 5 children all had access to the Arthog outreach programme</p> <p>Reading, writing and maths have continued to be inline with national expectations. When returning from the second lockdown a number of children were working below national expectations. The additional support has enabled them to make above expected progress so they have achieved inline with national expectations</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">Aut</td> <td style="text-align: center;">Spr</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">83%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">74%</td> </tr> </table>		Aut	Spr	Reading	86%	83%	Writing	75%	74%
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		<p>Crossbar lunchtime clubs - Daily Key Stage 1 and 2 playgrounds</p> <p>Intervention leaders – targeted emotional support for Foundation, Key Stage 1 and Key Stage 2</p>	SG		<p>Maths 92% 74%</p> <p>Pupils were identified by class teachers and emotional support was actioned by intervention leaders across both key stages.</p>
<p><b>How can we ensure we close the gap between attainment in Year 1 and National standard</b></p>	<p>Targeted children will make accelerated progress in Reading, Writing and Maths.</p> <p>The gap between year group attainment and National Standard will narrow</p>	<p>Targeted teacher led, small group interventions focusing on application of phonics within reading and writing (Weekly)</p> <p>Phonics club – targeted children attend an additional after school club.</p>	<p>SB/SS/AN</p> <p>Led by SB</p> <p>SB/AN</p>	<p>Half termly assessments and analysis</p> <p>SB to analyse data for identified children</p>	<p>Phonics</p> <p>The number of children on track to pass the phonics test has decreased from Spring term (57% to 48%). However the expected pass mark has increased from spring to summer. When returning from Spring closures the children were significantly below interventions have ensures these children have made accelerated progress. Interventions will be planned for Autumn Term 2022 to ensure the children who are not on track to pass the phonics test will continue to make accelerated progress.</p>

					<p>All children who attended the phonics club improved their score.</p> <p>62% increased by 20 or more  30% increased by 13 or more  1 child increased by 6</p> <p>SB delivered intervention each Tuesday for identified children.</p> <p>Year1s data has significantly increased in all areas</p> <p>Reading  Autumn                      Summer  33%                              60%</p> <p>Writing  Autumn                      Summer  26%                              56%</p> <p>Writing  Autumn                      Summer  43%                              67%</p>
<p><b>How can we ensure we close the gap between attainment at GLD and national standard?</b></p>	<p>Targeted children will make accelerated progress in the strand of CLL</p> <p>Targeted children will make at least good progress in</p>	<p>Targeted TA led intervention - to deliver NELI language intervention (3x group sessions, 2x 1:1 session/week)</p> <p>TA – CPD delivered by ELKLAN</p>	<p>CT</p> <p>Foundation TA</p>	<p>NELI assessments</p> <p>Half termly assessments and analysis</p> <p>SB to analyse data for</p>	<p>7 children were identified as target children. All children made progress across the year and improvement was observed in their attention and listening skills, however all children were below age related expectations at the end of the year.</p>

	Reading, Writing and Number			identified children	<p>Following Spring Lockdown children returned to school working at a much lower level than their initial baseline. The intervention enabled children to achieve their initial starting point.</p> <p>Due to the second lockdown the programme could not be completed in the time available. The programme will be reviewed and consideration made to implementing during Autumn term in Year 1</p>
<b>Wider strategies</b>					
<b>How can we use technology to ensure we support children in making accelerated progress in Reading, Writing and Maths?</b>	Targeted children will make accelerated progress in reading and writing	<p>Additional class set of laptops to be purchased within Key Stage 2</p> <p>The laptops will be used in the following ways to support progress for specific groups of children</p> <ul style="list-style-type: none"> <li>- Identified children with SEN needs in Year 6 will be given their own laptop to support personalised learning plans</li> </ul>	DHT/KG  Class teachers	<p>Half termly assessments and analysis</p> <p>SB to analyse date for targeted children</p>	<p><b>Year 3/4 Flash academy</b></p> <p>All children have made progress 50% expected progress 25% 1 step below</p> <p>One child had very poor attendance across the year. The family were supported by school and other agencies and provided with ipads. However engagement remained low.</p> <p><b>Laptop use for writing.</b></p>

		<ul style="list-style-type: none"> <li>- Targeted children in Years 3 and 4 to use Clicker to support with sentence construction</li> <li>- EAL pupils will use Flash Academy on laptops to support with pre-teaching of vocabulary before sessions. This will support them in developing independence skills;</li> <li>- Staff will make use of software to support pupils who require catch-up interventions.</li> </ul> <p>Questionnaire to families to find out what Technology/internet access they have at home. Analysis to identify which families need support to access internet at home</p>	KG		<p>Laptops were used to support children with their writing. All children made progress. 29% made expected progress. (5 steps) 43% made 4 steps progress.</p> <p><b>Year 6</b> All children have made at least expected progress. 50% making more than expected progress in writing. Following the Spring closures the targeted children were all working below expectations additional intervention enabled them to achieve in line with national by the end of Summer Term, so therefore making accelerated progress</p> <p>During Spring Bubble closures this enabled identified children to be provided with laptop – this increased engagement. Also enabled TAs to deliver 1:1 intervention while children at home</p>
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<p><b>How can we ensure children who do not return to school because of COVID are supported and the loss of learning is reduced?</b></p>	<p>Children who are not at school are still receiving work in line with work delivered in class</p>	<p>Regular contact/meetings with EWO</p> <p>Regularly contact made with families</p> <p>Weekly work to be set and collected back in</p>	<p>Admin</p> <p>Class teachers</p>		<p>All children who were required to isolate for any period of time were set work by the class teacher. This ensured they were able to keep up with the learning that was taking place in class.</p>
<p><b>How can we ensure children who are required to self isolate continue to learn when at home?</b></p>	<p>Children across the school will achieve in line with Nationals Standards in Reading, Writing and Maths</p>	<p>Class teachers will ensure all parents/children are supported in accessing classdojo.</p> <p>Children who cannot access class dojo will be given a work packs to compete at home</p> <p>CA to produce and share a video to support parents in uploading work.</p> <p>Class Teachers whose class are required to self-isolate to produce a report of the process and make any recommendations to</p>	<p>Class teachers</p>	<p>Half termly data</p>	<p>Reports produced by class teachers following isolation periods enabled other classes to build and improve on the provision provided for home learning.</p> <p>Home engagement for classes isolating was good in all classes</p>



		support subsequent classes require to do so			
<b>How can we ensure we maintain engagement and communication with parents in current COVID climate?</b>	<p>Parents will be aware of the methods they can use to communicate with class teachers and school staff</p> <p>Parents are kept fully informed of school events and the curriculum</p>	<p>Class teachers to ensure all families are connected to clasdojo</p> <p>Parents are supported in accessing and signing up to parent pay</p> <p>Class teachers to regularly share class updates on class and school feed</p> <p>Class teachers to share skills progression, termly overview, topic based vocabulary.</p> <p>Support videos/documents to be produced and shared with parents</p>	Class teachers		<p>Clasdojo and weekly newsletters have been used across the year. They have become an effective tool for communication.</p>