



Little Hill Primary School Catch Up Premium Funding Strategy Statement 2020/2021



EEF Statement

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. Summary information					
School	Little Hill Primary school				
Total number of pupils	416	Number of PP Pupils	63	Total Funding budget	£33,760 Autumn 2020 = £8,440

2. Barriers to future attainment based on rigorous assessment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Phonics development EYFS and Year 1 (Particularly Boys in Year 1)
B.	Reading and Writing development for WTS pupils in Year 3.
C.	Wellbeing concerns due to extended time out of school
D.	Teacher IT subject knowledge (closing the gap/home learning)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Access to devices for online learning – partial closures
F.	Parental support with online learning – partial closures
G.	Lack of support with work at home

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria / Actions</i>
1.	Teacher assessment will be able to identify gaps or missed learning due to extended closures during lockdown. Teachers will then plan subsequent lessons and targeted interventions to close the gaps.	<ul style="list-style-type: none"> ➤ Teachers to complete assessments in R, W, M, Phonics, spelling and baselines – according to key stage. ➤ Pupil progress meetings to be held to determine year group gaps. ➤ Focus pupils given high quality interventions and tutoring to ensure they are making the expected progress. ➤ Targeted classes will have support to run interventions.



<p>2.</p>	<p>Phonics scores will be in line or above National Levels for pupils in Years 1 and 2, EYFS will have closed the gaps in phonics and be in line with expected levels. Children in Year 3 that did not pass the phonics test in Year 1 will be assessed and will pass the level expected by the end of Year 3.</p>	<ul style="list-style-type: none"> ➤ All pupils in Years 1 and 2 will achieve the expected phonics score, EYFS will be in line with expectations. ➤ All pupils in Year 3 that did not pass the phonics test will have received phonic interventions and now be expected level. ➤ All staff and support staff will be given training on phonics during the Autumn Term Teacher Day. ➤ School will employ extra support for tuition and interventions - Specialist reading teacher to work with targeted pupils to ensure they are making expected progress after gaps identified during lockdown. ➤ Run catch up revision clubs <i>once National Lockdown ends.</i>
<p>3.</p>	<p>All pupils to work towards closing the gaps from missed and forgotten learning due to COVID-19.</p>	<ul style="list-style-type: none"> ➤ Staff will all complete termly action plans and interventions will be monitored. ➤ Aim of providing reading coaching 3 times a week for targeted pupils. ➤ Training given to support staff on reading coaching. ➤ Run catch up revision clubs <i>once National Lockdown ends.</i>
<p>4.</p>	<p>Bespoke blended learning package of teaching and interventions to ensure that Gaps in R, W, M are not extended due to any further closures due to self-isolating, partial or whole school closure.</p>	<ul style="list-style-type: none"> ➤ CPD will be used to ensure that teachers are confident when using IT packages, to support blended learning and interventions. ➤ Staff will complete INSET on blended learning. ➤ Blended learning policy written and followed.
<p>5.</p>	<p>Remote learning can be accessed at point of need, ensure that all pupils have access to digital technology and are confident in using it.</p>	<ul style="list-style-type: none"> ➤ Pupils will be able to access remote learning at point of need during self-isolation or further local/national lockdowns. ➤ Children will have regular training on classroom DoJo so that they know how to access all the work at home. ➤ Homework etc set weekly through classroom DoJo and/or tapestry. ➤ Acting Head teacher to monitor the situation with ordering Government laptops.
<p>6.</p>	<p>To use our bespoke curriculum to ensure that transition back to school following school closures supports both pupils learning and pupil wellbeing.</p>	<ul style="list-style-type: none"> ➤ Pupils will have PSHE Education lessons and work on wellbeing. PSHE Education Lead and Inclusion Manager shared available resources. ➤ Weekly class assemblies on well-being as required for individual classes. ➤ Information on our website to support pupils and families wellbeing. ➤ ELSA to work with 14 highly vulnerable children and families with appropriate support work. ➤ All children will be physically active to improve their physical well-being in addition to their 2 hour of PE a week.



4. Planned expenditure

The three headings below enable schools to demonstrate how they are using the catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use teacher assessment to identify gaps or missed learning due to extended closures during lockdown	Effective teacher assessments used daily to identify gaps in learning and knowledge. Effective Diagnostic Assessments for all pupils to identify gaps and impact of COVID-19 in the Autumn 2.	To identify what learning has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly – EEF Guide to supporting school planning.	Staff to compile assessment data to share with HT in pupil progress meetings. Staff to complete class action plan after pupil progress meetings, identifying which areas each child needs support. Staff members involved in running interventions to have training to ensure high quality.	HCS & SW Teachers	Bench Marking reading assessment by 18th Sept. Assessment weeks start 23 rd November. Then termly. Phonics and Maths assessments at the end of every unit.
CPD will be used to ensure that teachers are confident when using IT packages, to support blended learning.	CPD for staff in using Class DoJo and Tapestry. All children logged onto Class DoJo weekly.	Up front training and follow on support should be used to develop teacher confidence in using It to support blended learning – EEF Guide to supporting school planning.	Teacher days and Staff meeting time dedicated to Class DoJo, Tapestry and Purple Mash. Successes and development points shared with staff.	SW RH Teachers	Autumn term, Half termly reviews
To use a bespoke curriculum to support pupil wellbeing.	ELSA for highly vulnerable pupils. Assemblies and dedicated PSHE time weekly. Children will be physically active to improve their physical well-being in addition to their 2 hour of PE a week.	Planning for a well implemented PSHE Education Curriculum – EEF Guide to supporting school planning and Recovery Curriculum Document.	Successes and development points shared with staff.	KC All Staff	Autumn term Full Governors Meeting Governor Support Meetings



To continue to implement the Reading Intent and new writing approach.	The school as adopted the Jane Considine - The Write Stuff approach. 10 hours of on-line training plus live lessons ran by JC.	Research – Reading Jane Considine - The Write Stuff book and attending a training session.	Successes and development points shared with staff. Deep Dives in Reading, Phonics and Writing to take place.	FG & CW Teachers, HLTAs, Cover Sup.	
Total budgeted cost	£630 – New assessment papers from Assessment. £9,405 - ELSA (pm) - emotional support work from PP Funding. £3,800 Mr Lucas – Active Lunchtime sessions from the Sports Premium Grant				

Teaching Checklist	Check
Is there a logical and well-sequenced plan to support and sustain high quality teaching?	Variety of CPD opportunities to ensure highly skilled staffing.
Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills?	Assessment and Moderation sessions support staff and ensure highly skilled staff. Developing remote teaching, training has been provided.
Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)?	Need to monitor this each half term. Challenges will include: <ul style="list-style-type: none"> ▪ Break out spaces for interventions and supporting individuals. ▪ Re-designing lessons to remain engaging and challenging when sitting in rows and when limiting classroom equipment. ▪ Lack of flexible groupings due to fixed seating plan in KS2. ▪ Mixed interventions have stopped due to maintain class bubbles.
Is there links to past learning throughout the curriculum to help develop long term memory.	Staff have had some training on developing this. We use: <ul style="list-style-type: none"> ▪ Fast four grids used in mathematics. ▪ Regular recall and recapping building on learning ▪ Use of Word Aware – learning key vocabulary. ▪ Low stakes quizzing. ▪ Making learning memorable and purposeful so it is sticky. ▪ Getting parental engagement to support this development.



ii. Targeted Academic Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Bespoke package of teaching and interventions to ensure that Gaps in RWM in Year 3.	Targeted curriculum based on missed and forgotten learning. Extra support in classrooms to run interventions using a highly skilled specialist teacher.	The best evidence indicates that that great teaching is the most important lever schools have to improve outcomes for pupils – EEF tiered approach	Assessment based focus to set interventions and planning moving forward to close the gaps	KMa & FG Teachers	Half termly reviews following initial assessments and pupil progress
Phonics scores will be in line or above National Levels for pupils in Years 1 and 2. EYFS will have closed the gaps in phonics and be in line with expected levels. Children in Year 3 that did not pass the phonics test in Year 1 will be assessed and will pass the level expected by the end of Year 3.	Phonics interventions to be delivered by fully trained staff including teachers, cover supervisors and LSAs. Assessments to identify targeted sessions. Extra phonics sessions, new phonic resources and extra support for 1 to1 and group phonics support provided by Year 2 teachers and Year 3 Specialist teacher.	The use of TAs and specialist teachers to deliver high quality interventions which complement the work of the teacher is a best bet and a powerful way of mitigating any impacts of the time away from school and see the positive gains for pupils – EEF tiered guide	Continuous monitoring of interventions by regular meetings with teachers by FG and HCS. Pupil Progress meetings Ongoing assessment through low stakes quizzing and phonic assessments.	FG & HCS Teachers LSAs Cover supervisors	Half termly reviews following initial assessments and pupil progress meetings.
Pupils to have high quality support, interventions and after school group and 1 to 1 tutoring. Reading coaching for identified groups including PP, SEND and other vulnerable	Specialist reading and phonics teacher employed. LSA's employed through PP for class support and reading support. Cover supervisor employed and used for extra tuition and interventions. Catch up revision clubs.	Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits – Government website	Continuous monitoring of tutoring and in class support.	FG, CW & HCS	From Autumn 1 From Autumn 2
Total budgeted cost	£12,616 - Teacher interventions using a reading specialist teacher from PP Funding £9,183 - Teacher interventions using a mathematics specialist teacher from PP Funding		£1,503 Year 6 Catch-up program (3 adults 5 weeks) £782.50 Cover Supervisor intervention after school (twice a week)		



	Check
Are we using relevant and rigorous data to ensure targeted interventions are appropriate?	Data is reviewed half termly. Pupil Progress meetings. Moderation of writing taking place.
Are our school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?	Key staff members received staff training in September on this.
Will changes to rooming or facilities, as a result of social distancing measures, have a direct or indirect impact on targeted academic interventions (e.g. are there sufficient spaces in school for small scale interventions)?	Space is very limited. Mixed interventions have stopped due to maintain class bubbles.
Are children that are having interventions still receiving a broad curriculum offer.	Yes, staff have been guided on this and it will be monitored.
Questions to consider when planning to support pupils with SEND:	
How do staff know their pupils, including those pupils with SEND? How is this communicated widely?	Teachers have met previous years teacher for updates.
How will your school plan for effective support staff deployment to offer both targeted interventions and supplementary classroom provision?	Member of support staff in each year group. Cover Supervisors providing interventions when they are not covering – Due to Covid-19 and Test & Track they are currently being used regularly to cover staff.
How are supportive relationships with an adult in school developed for pupils with SEND?	1 to 1 work and small group work in bubbles. PSHE Education curriculum ELSA Support work and materials Inclusion Manager advice through targeted support meetings.

iii. Wider Strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Parental tech support – packages created to ensure that parents are able to access online learning materials – targeted support with devices Check access and new devices ordered.	Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being the full-time teacher. EEF tiered approach	Parent survey to identify training needs, device requirements and ensure that they are acquired. Sessions for parents delivered by staff in a range of methods. Monitoring by SLT	SW Teachers	Parent surveys Reports ran on Class DoJo and monitored



To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Devices provided to support those pupils who do not have access to devices at home	They need to required devices to be able to access learning. The EEF reports that 79% of students require a digital device for over half of the work provided by schools.	Parent survey to identify training needs, device requirements and ensure that they are acquired	Teachers SLT	Parent surveys completed each term
Total budgeted cost	Laptops from the Government – Allocated? CURRENTLY NOT AVAILABLE ??? (Approximately £5,400) - 12X Additional Laptops to support PP Blended Learning from Catch Up Premium Funding				

Wider Strategies Checklist	Check
Are there barriers for parents that need to be recognised and supported, e.g. limited time due to work commitments, or low literacy levels?	Phone calls were made home during lockdown offering support for well-being and technical/home learning. This happened again the week before children returned to school. Structured conversations took place with all parents the w/b 12 th Oct and will be done again.
Are existing approaches to supporting attendance adequate given a new context where many parents may have a heightened sensitivity to the health and wellbeing of their child?	Attendance celebrated each week for class achievement, individual awards are given termly. Acting Head teacher has monthly meetings with EW (Office Attendance). Staff aware for structured conversation on who to target and details are all on the wellbeing trackers. Support to parents that are concerned have been given and letters go out.
Are our school staff sufficiently skilled in engaging in sustained parental communications? If not, does our planning contain the right blend of professional development activities?	Structured Conversations training. Regularly crib sheets provided to support teachers. Introduced class Do Jo as way of improving parental contact as face to face contact is less now.
Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents?	Regular phone calls home. Updates on Twitter, Class DoJo and regular emails.



Review of expenditure				
i. Teaching				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted Academic Support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils to have high quality support, interventions and after school group and 1 to 1 tutoring. Reading coaching for identified groups including PP, SEND and other vulnerable pupils.	Specialist reading and phonics teacher employed. LSA's employed through PP for class support and reading support. Cover supervisor employed and used for extra tuition and interventions. Catch up revision clubs.	Year 6 pupils and those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits – Government website		£1,503 Year 6 Catch-up program (3 adults 5 weeks)
		Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits – Government website		£782.50 Cover Supervisor intervention after school (twice a week)
iii. Wider Approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Parental tech support – packages created to ensure that parents are able to access online learning materials – targeted support with devices. Check access and new devices ordered.	Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being the full-time teacher. EEF tiered approach		??? (Approximately £5,400) - 12X Additional Laptops to support PP Blended Learning from Catch Up Premium Funding