



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	420	Number of PP Pupils	70	Total Funding budget	£33,200 Autumn 2020 = £8,440, Spring 2021 = £10,930 suggesting there will be a further £13,830 to come at some point.

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.



		<ul style="list-style-type: none">➤ Focus pupils given high quality interventions and tutoring to ensure they are making the expected progress.➤ Targeted classes will have support to run interventions.
2.	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.	<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>.
3.	All pupils to work towards closing the gaps from missed and forgotten learning due to COVID-19.	<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.➤ Create a short-time curriculum to support catch up and gap filling as required in the summer term.➤ Run catch up revision clubs <i>once National Lockdown ends</i>.
4.	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.	<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.
5.	Remote learning can be accessed at point of need, ensure that all pupils have access to digital technology and are confident in using it.	<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.
6.	To use our bespoke curriculum to ensure that transition back to school following school closures supports both pupils learning and pupil wellbeing.	<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.	



To ensure that our continuous provision leads to effective, meaningful and impactful learning in the early childhood education EYFS and Year 1.	Despite the limitations placed on schools in terms of the use of physical resources and the sharing of them, manipulatives are required in the EYFS provision at all times to ensure early excellence.	Research – Ensure that our continuous provision leads to effective, meaningful and impactful learning in the early childhood education EYFS and Year 1.	Successes and development points shared with the Foundation staff. Deep Dives in EYFS and Year 1 should effective continuous provision in action.	FG & HCS	Audit Autumn 2
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?



<p>Bespoke package of teaching and interventions to ensure that Gaps in RWM in Year 3.</p>	<p>Targeted curriculum based on missed and forgotten learning. Extra support in classrooms to run interventions using a highly skilled specialist teacher.</p>	<p>The best evidence indicates that that great teaching is the most important lever schools have to improve outcomes for pupils – EEF tiered approach</p>	<p>Assessment based focus to set interventions and planning moving forward to close the gaps</p>	<p>KMa & FG Teachers</p>	<p>Half termly reviews following initial assessments and pupil progress</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>	<p>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. Phonics Bug Books online</p>	<p>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</p> <p>Pupils will be able to access phonics books if remote learning is needed because of self-isolation or further local/national lockdowns.</p>	<p>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.</p>	<p>FG & HCS Teachers LSAs Cover supervisors</p>	<p>Half termly reviews following initial assessments and pupil progress meetings.</p>
<p>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.</p>	<p>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.</p>	<p>Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits – Government website</p>	<p>Continuous monitoring of tutoring and in class support.</p>	<p>FG, CW & HCS</p>	<p>From Autumn 1</p> <p>From Autumn 2</p>
<p>Total budgeted cost</p>	<p>£10,678.37 - Teacher interventions using a reading specialist teacher from PP Funding £2,840.00 - Teacher interventions using a mathematics specialist teacher from PP Funding (SEE 'Review of expenditure' for overall budget expenditure from the Catch Funding)</p>				
			<p>Check</p>		
<p>Are we using relevant and rigorous data to ensure targeted interventions are appropriate?</p>			<p>Data is reviewed half termly. Pupil Progress meetings. Moderation of writing taking place.</p>		



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	Technology from the Government – ORDERED 25 LAPTOPS AND 3 IPADS (SEE 'Review of expenditure' for overall budget expenditure from the Catch 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.	Lessons learned	Cost
To ensure that our continuous provision leads to effective, meaningful and impactful learning in the early childhood education EYFS and Year 1.	Despite the limitations placed on schools in terms of the use of physical resources and the sharing of them, manipulatives are required in the EYFS provision at all times to ensure early excellence.	EYFS and Year 1 will have access to our continuous provision which will lead to effective, meaningful and impactful learning in the early childhood education.	<p>Additional resources were purchased to ensure that children continued to have continuous provision despite the Covid-19 restrictions. It also provided long term provision as the resources can continue to be used.</p> <p>Some resources didn't arrive until later on into the year however the impact will be felt still into 2021/2022.</p>	£2,229.92 Plus £1,214.00 from the Sports and Move Ahead Grant
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.	Lessons learned	Cost
<p>Pupils to have high quality support, interventions and after school group and 1 to 1 tutoring.</p> <p>Reading coaching for identified groups Including PP, SEND and other vulnerable pupils.</p> <p>Number support for identified groups Including PP, SEND and other vulnerable pupils.</p>	<p>Specialist reading and phonics teacher employed. LSA's employed through PP for class support and reading support. Cover supervisors used for extra tuition and interventions. <i>Catch up revision clubs.</i></p>	<p>Year 6 pupils and those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits – Government website.</p> <p>Catch-up program (3 adults 4 weeks in the Aut term)</p> <p>Summer Term - Catch-up program (3 adults 5 weeks)</p>	<p>High quality interventions and after school catch up sessions were offered to Year 6 pupils with a high uptake.</p> <p>Interventions and catch up sessions ran by our staff members.</p> <p>Teacher assessments showed impact</p> <p>Maths 80%</p> <p>Reading 85%</p> <p>Writing 85%</p> <p>Combined 76%</p>	<p>£1,202.40 Year 6</p> <p>£1,503.00 Year 6</p>
		<p>Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits – Government website.</p> <p>Spring Term – NTS Tutoring Service £2,025 for 9 groups (3 pupils 15 hours) Year 5 Tutoring starts w/b 15/03/2021</p> <p>£656.25</p>	<p>High quality small group Interventions led by NTS Tutoring for the most vulnerable.</p> <p>After school catch up sessions were offered to focus pupils in Year 5. Sessions were based on closing the gap on key basics, supporting pupils' basic skills.</p> <p>After school catch up sessions were offered to all pupils in Year 4. Sessions were based on closing the gap on key basics, supporting pupils' basic skills and used the CPG books so additional work could take place at home for those families that signed up for it.</p>	<p>£782.50 Cover Supervisor intervention after school</p> <p>£990.00 for catch-up material packs.</p>
	<p>Evaluate with staff pupils needs during pupil progress planning session to ensure that pupils are receiving appropriate support to diminish attainment gaps.</p>	<p>Spring Term - Pupils will receive a timely support that is strategically planned by teachers/year groups to support to diminish attainment gaps.</p>	<p>Supply costs allowed for a strategic planning and pupil progress meeting which allowed Year groups to plan a summer curriculum that focused on closing the gaps and key reading, writing and mathematics skills whilst maintaining a broad and balanced curriculum.</p>	<p>£1,225.00 Supply cover for teachers to allow for quality thinking strategically about the next term and a half.</p>



	LSA's trained to support pupils with basic number skills using a number intervention.	Summer through to Autumn 2021 Term - Pupils will receive a timely support that uses the number intervention 'Number Stacks' to support to diminish attainment gaps.	<p>NumberStacks materials invested in the summer term on recommendations from another local school who had improvements in closing the gap.</p> <p>1 LSA trained and trialled the materials in Year 2. Programme to be rolled out next academic year 2021-2022. Exit and Entry assessments to be used.</p>	<p>£100.00 Number Stacks</p> <p>£782.50 Cover Supervisor intervention after school</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.</p> <p>Pupils who did not pass their phonics in Year 3 will have a catch-up programme with a specialist teacher.</p>	<p>Pupils will be able to access phonics books if remote learning is needed because of self-isolation or further local/national lockdowns.</p> <p>To ensure there are significant reading books in all coloured bands. There are some colours where there is a lack of books and/or books that are not linked to phonics.</p> <p>Block intervention combining phonics recognition and application through phonic reading books (Rapid Phonics) for children with gaps in phonic knowledge in Years 1 - 3. Specialist Teacher.</p>	<p>Targeted children make good progress in reading, supported by a comprehensive phonic knowledge.</p> <p>Online Bug Club Phonics Books</p> <p>Spring Term - Bug Club Phonics Pack of books (164 books) Spring Term – Additional Time with Specialist English Teacher for Year 3 pupils.</p> <p>Spring Term – Blocked Reading/Phonics Intervention £1,032.00</p> <p>Summer Term – Blocked Reading/Phonics Intervention £4,128.00</p>	<p>Online Phonics Bug Books were available to parents and pupils during the lockdown. Also available, moving forward into the Summer term and 2021-2022.</p> <p>Phonics lessons provided during lockdown – update from parents was mixed. Significant gaps on return to school.</p> <p>Additional Phonic Bug Books invested in to support the pupils Phonic reading.</p> <p>Gaps were identified through ongoing teacher assessments and continued focus teacher will need to continue 21/22 to support the children sitting the phonic check.</p> <p>Specialist Reading Teacher used for specific reading intervention with most vulnerable pupils. Small steps progress and reading colour improvement show significant improvement.</p>	<p>£471.49 Online Phonic Bug Books</p> <p>£2,047.00 Bug Club Phonics Pack of books (164 books)</p> <p>£1,032.00</p> <p>£4,128.00</p>
Reading books in school support phonics teaching	To ensure there are significant reading books in all coloured bands. There	Reading is essential for all other subjects. Research has shown that the very best reading teaching needs to be in place in all year groups.	Additional Books from recommended reads list invested in to support the pupils love of	



	are some colours where there is a lack of books and/or books that are not linked to phonics	On completing an audit in our school, there are gaps in books provision especially in books accessed by Year 3 and Year 4 pupils. There is a need to get the latest recommended reads as well.	reading, reading at home and development across the reading colours. Quality assurance / Book Banding showed pupils reading the right colour band.	£785.52
iii. Wider Approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP.	Lessons learned	Cost
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to 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	<p>Technical support offered to parent over the phone, at school and home visits to the most vulnerable. Work packs sent home to those who still struggled to access home learning via a laptop.</p> <p>Acting Headteacher, DHT and Pupil Premium leading this support lead to success.</p> <p>EEF research used to support our tired approach.</p>	£4,200 - 12X Additional Laptops to support PP Blended Learning from Catch Up Premium Funding
Pastoral support	Programmes to include: Social and lunchtime support group. ELSA targeted children programmes. Regular parent/child check-ins for vulnerable and SEND pupils.	<p>£100 lunchtime social skills support group – TA run. Inclusion team.</p> <p>Spring Term – Book ELSA training for our HLTA who works in The Hub to support the work of our ELSA and support those pupils with additional needs.</p>	<p>Social skills support group at lunchtime did not take place as support was reallocated to 2 high needs pupils at lunchtime.</p> <p>Additional ELSA support training took place which allowed for tier 2 pupils to receive some support.</p> <p>School ELSA used to support tier 3 pupils. Hugh increase in CP and CiN pupils who received high quality 1-1 support.</p>	£680 plus 7-days supply cost approx. £1,400
			Total Budgeted Cost	£33,200.00
			<i>Cost paid through Catch-Up</i>	£32,600.83