



## Summary of Catch-Up Strategy

School information			
School	Hingham Primary School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	£12,240 (Oct 2020 census inc. reception)
Total number of pupils	153	% Disadvantaged Pupils	25% (FSM/PP/S)

Contextual Information (if any)
<p>Children returned back to school having had a new block built during the period of School Closure. Children had not seen this block or the removal of the old buildings. This added to the challenges of transition and the site looks very different as well as moving classes and changing teachers.</p> <p>Our higher than average SEND proportion are being evaluated alongside the learners without SEND. Where there is provision in place for those children with additional needs they may not need additional support through this Catch Up strategy.</p>

Summary of Key Priorities Based on EEF research and DfE expectations for allocation of spending	
A.	Priority 1: Targeted support (including small group and 1:1 tuition) for disadvantaged pupils.
B.	Priority 2: Targeted support (including small group and 1:1 tuition) for all pupils who have fallen behind.
C.	Priority 3: Investment in IT based solutions to support priorities 1 and 2, including building a sustainable approach to supporting pupils both in school and out of school.

Summary of Expected Outcomes	
A.	By the end of Summer 2021, disadvantaged pupils will be closely in line with non-disadvantaged pupils as evidenced by case studies, assessment data and pupil books.
B.	By the end of Summer 2021, those pupils who were identified as falling behind at baseline (October 2020), or over the course of the year, will have caught up in the core subjects as evidenced by assessment data and pupil books.
C.	By end of summer term, IT based solutions will be in place to support A and B.

## Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Effective Diagnostic Assessment	<p>Assessments carried out in Autumn term1. These include:</p> <ul style="list-style-type: none"> <li>• NFER from end of previous year</li> <li>• Y6 SATs from previous years</li> <li>• Phonics screening (individual sounds and ability to blend)</li> <li>• Salford reading tests</li> <li>• Age appropriate assessment through observation based on Year group</li> </ul> <p>Use of progress reports to identify gaps/disadvantage/ challenges.</p> <p>Use of Progress meetings to hold staff to account for the progress of pupils and to identify further need.</p>	<p>All pupils</p> <p>Pupil Premium</p>	<p>Teachers to use the information gathered in the first half term to identify children needing additional support.</p> <p>Gaps in learning will be addressed through whole class and small group intervention (book looks/data/progress meetings)</p> <p>By end of summer term, the majority of children will make progress and be assessed as working at expected standard in core subjects</p>	VN	<p><b>Half Termly:</b></p> <ul style="list-style-type: none"> <li>• Moderation in core subjects</li> <li>• Half termly teacher assessment data analysis</li> <li>• Termly Pupil progress meetings</li> </ul> <p><b>Regular:</b></p> <ul style="list-style-type: none"> <li>• Lesson drop ins and observations (COVID allowing)</li> <li>• Book looks (COVID allowing)</li> </ul>		£750 for staff cover to enable progress meetings throughout the year
Support for Remote Learning - T and L	<p>Seek staff, pupils and parents' views to develop a whole school Remote Learning Policy. Remote learning policy shared with all stakeholders and regularly reviewed.</p> <p>Develop understanding of how to support those without access to technology.</p> <p>Develop use of Teaching assistants role in the event of a further lockdown.</p>	All pupils	<p>In the event of local, national or group lockdown, all pupils will have remote learning provided which is in line with the school curriculum.</p> <p>SEN/Vulnerable pupils supported by TAs</p>	VN with all teachers	Pupil participation and engagement during lockdown recorded by teaching staff and TAs.	Teams already purchased through MS Office licence	Teams training is funded as additional to Catch Up Funding if needed.

<p>High quality teaching for all and a focus on professional development</p>	<p>Performance appraisal and drop ins/lesson observations to identify individual strengths and areas to develop within teaching and learning. Develop professional learning community with research and best practice at the heart of developing teaching and learning across the school.</p> <p>Whole staff develop an effective Teaching and Learning Policy to incorporate effective remote learning.</p> <p>Develop whole school professional development programme based on high quality components of teaching and learning for all (explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies).</p> <p>Staff training on assessment throughout school year and developing whole school updated Feedback Policy.</p>	<p>All pupils</p>	<p>Lesson observations, books looks and drop ins demonstrate clarity of approach in all classrooms.</p> <p>Evaluation of home learning also demonstrate consistent standards and high expectations</p>		<p><b>Regular:</b></p> <ul style="list-style-type: none"> <li>• Lesson drop ins and observations</li> <li>• Book looks (COVID allowing)</li> </ul> <p>Parental/pupil feedback regarding home learning experience.</p>		<p>£250</p>
<b>Cost - Sub-totals</b>							<p>£1000</p>

STRAND 2: TARGETED SUPPORT							
Element of Strand <i>(eg, Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
High quality small group tuition	<p>Assessments used to identify children who are at risk of falling behind in reading, writing, SPAG or maths.</p> <p>Teacher to organise learning activities that enable them to take small groups with TA with main body of the class for tuition.</p> <p>Advertise, internally, for a teacher to teach after school booster sessions, twice per week for 40 minutes for Year 5 and Year 6</p> <p>2 x 40 minute booster sessions per week to take place with a focus on specific area identified through forensic data analysis.</p>	<p>Pupils who are falling behind</p> <p>Pupil premium and those who are identified as falling behind</p>	<p>By the end of summer term, selected pupils to be assessed as Expected (or above).</p> <p>Pupil premium children to have made progress from baseline.</p>		<p><b>Termly:</b></p> <ul style="list-style-type: none"> <li>Moderation in core subjects</li> <li>Termly teacher assessment data analysis</li> <li>Pupil progress meetings</li> </ul> <p><b>Regular:</b></p> <ul style="list-style-type: none"> <li>Booster drop ins</li> <li>Pupil perception on impact</li> <li>Book looks (COVID allowing)</li> </ul>		£2500 for Booster sessions

High quality TA targeted support and professional development – KS2	<p>Audit of TA skills/strengths and areas for development.</p> <p>TAs to deliver high quality targeted support to small groups of children in core curriculum areas.</p> <p>Ensure TAs are effectively deployed for maximum impact to pupils.</p> <p>Develop approach to ensure teacher and TA feedback on groups learning and progress.</p>	<p>All pupils</p> <p>Pupil Premium</p>	<p>Gaps in learning will be addressed through whole class and small group intervention. These will have flexible groupings, be short term and high impact.</p> <p>By end of summer term, the majority children will make progress and be assessed as working at expected standard (or above) in core subjects</p>		<p><b>Termly:</b></p> <ul style="list-style-type: none"> <li>Moderation in core subjects</li> <li>Termly teacher assessment data analysis</li> <li>Pupil progress meetings</li> </ul> <p><b>Regular:</b></p> <ul style="list-style-type: none"> <li>Drop ins to interventions</li> </ul>		£5000 for one additional day of TA support	
High quality TA targeted support – phonics/early reading – KS1	<p>High quality phonics teaching, including additional quick daily group sessions for those who need to catch up.</p> <p>(Additional training coming through involvement with the Phonics Hub)</p> <p>KS2 staff participate in training and will be able to support those in Y3+ that need additional phonics.</p>	<p>Targeted pupils in Year 1 and 2 based on teacher and phonics assessments.</p> <p>Pupil premium children to be prioritised.</p>	<p>82% (national) pupils pass the Year 1 phonics screening.</p> <p>82% (national) pupils pass the Year 2 recheck.</p> <p>Year 3 – pupils rechecked on phonics screening internally.</p>		<p><b>Half termly:</b></p> <ul style="list-style-type: none"> <li>Phonics check data analysis</li> </ul> <p><b>End of Year:</b></p> <ul style="list-style-type: none"> <li>Phonics assessment Year 1 and 2</li> </ul>		£3000 for one additional day of TA support	
National Tutoring Programme	Government subsidised scheme – school to pay 25%						(TBC?)	
<b>Cost - Sub-totals</b>								£10500

<b>STRAND 3: WIDER STRATEGIES</b>							
<b>Element of Strand</b> <i>(eg, Access to technology)</i>	<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
Supporting pupils social, emotional and behavioural needs	<p>Prioritise supporting pupils SEMH on the return to school</p> <p>ELSA training</p> <p>Membership of PSHE association</p> <p>Further development of Pastoral role (See SIDP)</p>	<p>All pupils</p> <p>Disadvantaged pupils</p>	<p>Majority of pupils feel safe and happy to be at school.</p> <p>Case studies of individuals show children who require additional support accessing support provided.</p>		<p>Pupil questionnaires</p> <p>Case studies tracking academic and social, emotional and mental health across year.</p> <p>Motional tracking – assessments (SEMH assessment tool).</p>		£400 ELSA training
Communicating and supporting parents – sustaining parental engagement	<p>Develop a clear plan for communications with families across the academic year.</p> <p>Audit current communications (especially with less involved families) to assess what has worked well and what has not during the period of school closures and the planned return.</p> <p>Reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Also, remember to celebrate successes with parents.</p> <p>Provide bespoke virtual support sessions for parents to help their children at home via Teams “workshop sessions” or individual phone calls.</p>	All pupils	Parents are engaged and feel they are communicated effectively.		<p>Parent questionnaires</p> <p>Parent testimonials</p>		
Supporting accessing remote learning	Parent questionnaire to elicit who has access to online remote learning.	Pupils with limited technology	In the event of local, national or group lockdown, all pupils will have remote learning provided which is in line with the school curriculum.		Pupil participation and engagement during lockdown recorded by teaching staff and TAs.		£340 photocopying /additional books

	Develop a package of remote learning, including paper-based learning for all eventualities. Identify most vulnerable pupils and support with technology.						
<b>Cost - Sub-totals</b>							£740

### Financial Summary

<b>Total for strand 1</b>		£1000
<b>Total for strand 2</b>		£10500
<b>Total for strand 3</b>		£740
<b>Total budgeted cost for all strands</b>		