

## Catch-up Premium Strategy 2020-2021

<b>School's name</b>	HALLAM FIELDS JUNIOR SCHOOL	<b>Academic year</b>	2020-2021
<b>Headteacher</b>	DAVID BROWN	<b>Predicted catch up premium fund</b>	£18,080.00
<b>Catch Up Leads</b>	DAVID BROWN & SARAH CARR	<b>Number of pupils on roll</b>	226
<b>Pupils eligible for the pupil premium/ disadvantaged</b>	65                      29% of school	<b>Pupils eligible who are LAC and/or PLAC</b>	5   2% of school
<b>Pupils eligible with SEND</b>	6 EHCPs            5% of school 5 GRIP		
<b>Guidance</b>	<p>Children 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.</p> <p>The Catch-Up Premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19). School's allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p>		
<b>Use of funds</b>		<b>EEF recommendations</b>	
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in <a href="#">actions for schools during the coronavirus outbreak</a> (gov.uk).</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. (gov.uk)</p>		<p>The Education Endowment Foundation (EEF) advises the following support strategies:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>✓ Supporting great teaching</li> <li>✓ Pupil assessment and feedback</li> <li>✓ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>✓ One to one and small group tuition</li> <li>✓ Intervention programmes</li> <li>✓ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>✓ Supporting parent and carers</li> <li>✓ Access to technology</li> <li>✓ Summer support</li> </ul>	

<b>Barriers</b>	
<b>Academic</b>	
1	Significant gaps in learning created by the partial closures to school during National Lockdown
2	Inconsistent engagement in home learning. Vulnerable children have lower levels of engagement with school work whilst at home.
<b>Behaviour and attitudes</b>	
3	Pupil Premium children have lower school attendance data
4	Some children may find difficulty in settling back into school routines and may have limited levels of concentration due to COVID-19 and the lack of structured learning experiences since school closures in March 2020.
<b>Personal development (including social and emotional health and wellbeing)</b>	
5	Children's mental health over the period of school closure due to COVID-19, needs to be taken into consideration and will be a key priority for staff. Children may have low self-confidence and have low levels of resilience. Staff will need to be mindful of this.
6	Increased numbers of children returning having experienced conflict, complex trauma, adversity, loss and bereavement.
Barriers to be reviewed by Catch Up Leads and Governors Autumn: December 2020 Spring: April 2021 Summer: July 2021	

**Catch-up premium plan****Academic****Objective 1****Reasons for the approaches taken:**

1. The teaching and learning of phonics at KS1 transforms children from a non-reader to children who are capable of reading fluently and spelling accurately by the end of Year 2. By the end of year 2, children would ideally be completing Phase 6 and should be able to read hundreds of words using one of three strategies: Reading them automatically, decoding them quickly and silently or decoding them aloud. Children in KS1 have significant gaps in their phonetic understanding due to the National Lockdown in March 2020. This has dramatically affected the children joining us in Year 3 at Hallam Fields Junior School in September 2020 and will have an ongoing impact for children throughout KS1 which we will be addressing as they transition to juniors.

The gaps in learning cannot always be addressed in year 3 and this means the children move through the school with these significant gaps in learning which has an impact on their progress and attainment in all academic subjects year after year. If these children are struggling to read fluently, they are less likely to read for pleasure which has been linked to higher attainment in vocabulary, spelling and maths. The continued impact of COVID-19 will inevitably mean more time out of school to isolate or due to further national lockdowns – compounding the problem further.

At Hallam Fields we have chosen to meet this need through Phonics training for all staff enabling staff to assess the gaps effectively whether the children are in year 3 or year 6. Staff can then discretely teach the Phonics phases needed to improve the children's understanding of the relationship between sounds and written symbols. This will lead to them becoming the confident, capable and fluent readers that we wish for them to be; enabling the children to read for pleasure and achieve their full potential.

The Education Endowment Foundation (EEF) created a guide to help school leaders support their pupils, by equipping them with an overview of relevant evidence. It is designed in particular to support and inform decisions about how to use catch-up funding announced in June 2020. The EEF identify that *providing opportunities for professional development is essential to achieving the best outcomes for pupils. They specify that a particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.*

2. Inconsistent engagement in home learning will have led to gaps in children's learning which can only be addressed through targeted teaching. Quality first teaching emphasises the importance of relationships between the classroom teacher and pupils and encourages higher expectations through higher levels of support for pupils to succeed. At Hallam Fields we will, therefore, be choosing to use classroom teachers to deliver the intervention teaching to the children in their class for half an hour before the school day officially starts. This enables any objectives to be seamlessly continued in the daily teaching and learning for these children, building on their learning. These groups will be planned for and continuously assessed meaning they will change as needed to address all children's gaps created by inconsistent engagement in home learning during the national lockdown. Re-engaging these children in the learning process whilst in small groups and with their own class teacher will increase their attention and focus, motivate them to practice higher-level critical thinking skills, and promote meaningful learning experiences.

The EEF recommend that subject-specific assessments are used *to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.* At Hallam Fields we will be investing in our staff to make these assessments and provide that

additional support as *great teaching is the most important lever schools have to improve outcomes for their pupils (EEF Covid 19 Support Guide for Schools 2020)*.

**Success criteria** - what will tell you that you have overcome the barrier?

- ✓ Staff confident to assess phonics phases consistently across the school
- ✓ Staff confident to provide interventions / whole class teaching in phonics across the school
- ✓ Gaps in phonetic understanding identified through assessment
- ✓ Interventions / whole class teaching in place to address the gaps
- ✓ Assessments showing that gaps in learning are narrowing over time
- ✓ Increased number of children completing phonics Phase 6 before leaving Hallam Fields Junior School
- ✓ Increased reading for pleasure shared in class and at home
- ✓ Staff assess gaps in learning on return to school in Autumn term
- ✓ Small intervention groups identified and parents informed / in agreement
- ✓ Intervention groups timetabled in all year groups
- ✓ Intervention groups running in Spring term
- ✓ Intervention groups monitored by class teachers and SLT

Barrier		How it will be measured.	Actions	Timescales (include milestones)	Monitoring and evaluation Person responsible.	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
1	Significant gaps in learning created by the partial closures to school during National Lockdown	Phonics assessment system	<ul style="list-style-type: none"> <li>✓ Provide whole school training in assessing and teaching phonics</li> <li>✓ Assess children to identify gaps</li> <li>✓ Whole class teaching to develop fluency</li> <li>✓ Intervention groups to meet need identified through assessments</li> </ul>	Training Spring 2021  Assessments Spring 2021  Interventions Spring 2021	Monitoring termly by Catch up leads and Governors.  SSi & SCo co-ordinators overseeing phonics	<ul style="list-style-type: none"> <li>✓ Phonics training £954 <i>Universal fund</i></li> <li>✓ Monitoring and implementation time for SSib and SCo <i>Universal fund</i></li> <li>✓ Resources £225.90 <i>Universal fund</i></li> </ul>
2	Inconsistent engagement in home learning.	School assessment half termly	<ul style="list-style-type: none"> <li>✓ Identify gaps in learning</li> <li>✓ Organise targeted intervention groups</li> <li>✓ Timetable groups to be in line with social distancing at beginning of school day</li> </ul>	Autumn term  Autumn term  Spring term	Monitoring termly by Catch up leads and Governors.  Pupil progress meetings termly	<ul style="list-style-type: none"> <li>✓ Staffing costs for tuition before school for Spring and Summer terms £7,545.60 <i>Universal fund</i></li> </ul>

**Catch –up premium plan****Behaviour and attitudes****Objective 2****Reasons for the approaches taken:**

At Hallam Fields, we recognise that excellent attendance is an important part of giving our children the best possible start in life. We encourage this for all children, by offering an environment in which our children feel valued and part of the school community. It is essential absences and lateness are monitored closely by the school to ensure that pupils attend regularly and do not miss valuable learning time. We have a designated attendance officer working in the school to enable us to meet our targets in relation to school attendance, especially persistent absence. A big part of this role is to promote positive attitudes by children and families towards education and to ensure that parents are made fully aware of their statutory responsibilities. Our attendance officer joins SLT to welcome children and parents at the door each morning, monitoring punctuality and supporting parents.

During any further isolation periods for children and families or national lockdown situations, children will be provided with work daily to ensure that they are still engaged in their learning. Phone calls and 1:1 zoom calls will be made home by class teachers to support learning and maintain the good relationships teachers have with the children and also by our Attendance Officer, Assistant Headteachers and SENCO. These lines of communication are vital in ensuring the safety and well-being of our children and their families. The EEF identifies that *parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.* Our relationships and regular communication with families during the first lockdown in March 2020 are something that we will look to continue into the new school year including supporting families with food donations, specific support for SEN children at home and dealing with trauma that many will inevitably go on to experience.

In September Hallam Fields Junior School have a Reconnection Curriculum in place to support children's return to school. As Hallam Fields is an Attachment Aware School, the first four days are planned to focus on relationships and community, both in and out of school, with a gradual return to Maths and English and then a wider curriculum. Lots of outdoor learning is incorporated into every day as being outdoors promotes confidence and creativity and reduces anxiety. Teachers will also spend time re-building the children's social skills and behaviours which have been affected by long periods of isolation.

**Success criteria - what will tell you that you have overcome the barrier?**

- ✓ Attendance for all children is at/above National Average
- ✓ Attendance for vulnerable children is in line with all other children in school and Nationally
- ✓ Staff are in regular contact with vulnerable children's families
- ✓ Staff are in regular contact with SEN children's families
- ✓ Children not engaged in their learning during lockdowns / isolation periods are contacted by class teacher initially then SLT
- ✓ School are able to support families and point in direction of agencies that can support specific needs.
- ✓ Reconnection curriculum planned, shared with staff and delivered in September 2020
- ✓ Outdoor opportunities, including Forest Schools for every child, continue to take place weekly throughout the year
- ✓ Children are able to settle back into new routines in school

Barrier		How it will be measured.	Actions	Timescales (include milestones)	Monitoring and evaluation  Person responsible.	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
3	Pupil premium children have lower school attendance data	Attendance data	<ul style="list-style-type: none"> <li>✓ Monitor attendance</li> <li>✓ Monitor attendance of vulnerable children</li> </ul>	Autumn term and ongoing	Monitoring termly by Catch up leads and Governors. Pupil premium lead SCA	Attendance officer <i>Pupil Premium funding</i>
4	Some children may find difficulty in settling back into school routines and may have limited levels of concentration due to COVID-19 and the lack of structured learning experiences since school closures in March 2020.	Behaviour / concerns logged on CPoms	<ul style="list-style-type: none"> <li>✓ Reconnection curriculum</li> <li>✓ Allocate vulnerable families to members of staff</li> </ul>	September  Autumn	Monitoring termly by Catch up leads and Governors.	Resources £168.96 <i>Universal fund</i>

**Catch –up premium plan****Personal development****Objective 3****Reasons for the approaches taken:**

At Hallam Fields Junior School we are used to supporting our children through challenges that they face in life but we know that the Pandemic that we are currently in will amplify the challenges they face many times over. Although we have no experience of responding to a situation of this magnitude, the evidence we do have suggests that the need for pastoral support, safeguarding and well-being services in school is increasing.

We are very proud to define Hallam Fields Junior School as a THRIVE school. For us this means that we have the THRIVE approach within our whole school ethos and across our whole setting. THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social well-being. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. As well as structured 'right-time' learning through the developmental stages taught in every class at Hallam Fields Junior School, THRIVE addresses 'interruptions' that children might be experiencing with a 1:1 licensed practitioner.

We have chosen to increase our team of practitioners by training our Attendance and Support officer who works closely with parents and children who are experiencing challenges. This will enable us to offer greater 1:1 provision for children who have experienced trauma and loss during COVID-19. We have also chosen to invest heavily in resources to support the teachers to address these tricky emotions and experiences in class. These include: books and resources for addressing difficulties with attachment, sensory activities for encouraging the children to use their creative side of the brain and learn to regulate tricky emotions both in and out of school, resources for helping children with loss and anxiety and a large bank of picture books to span across the whole school in weekly assemblies. Staff training was given to share the theory behind this plan of support when returning to school in September and training will continue throughout the year as the Pandemic progresses and new challenges are faced.

EEF guidance identifies that *Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.*

**Success criteria** - what will tell you that you have overcome the barrier?

- Thrive practitioner training completed by staff member
- Increased number of children assessed using THRIVE online assessment
- Increased number of child receiving 1:1 targeted support for their social and emotional well-being
- Children's readiness to learn improves in class – assessed through THRIVE online assessment
- Emotions taught consistently across school and children more able to discuss their own sensations linked to emotions
- Picture books share consistently across school to deal with tricky experiences and emotions linked to this
- Resources available for use for children experiencing trauma
- Sensory activities used and shared with parents
- Family THRIVE sessions running to support families

Barrier	How it will be measured.	Actions	Timescales (include milestones)	Monitoring and evaluation  Person responsible.	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar	
<p>5</p> <p>&amp;</p> <p>6</p>	<p>Children's mental health over the period of school closure due to COVID-19, needs to be taken into consideration and will be a key priority for staff.</p> <p>Children may have low self-confidence and have low levels of resilience. Staff will need to be mindful of this.</p>	<p>THRIVE online assessment</p>	<p>THRIVE practitioner training</p> <p>Resources identified and purchased</p> <p>Staff training</p>	<p>Autumn-Spring</p> <p>Autumn</p> <p>Autumn</p>	<p>Monitoring termly by Catch up leads and Governors.</p>	<ul style="list-style-type: none"> <li>✓ THRIVE training £1,394</li> <li>✓ Picture books</li> <li>✓ Sensory resources £153.85</li> <li>✓ Specific trauma resources £247.26</li> <li>✓ Family THRIVE resources £100</li> <li>✓ Invisible String books and resources £211.33</li> <li>✓ Emotionary books and resources £221.50</li> </ul> <p><i>Universal fund</i></p>

Review of the impact of the strategy				
		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
		<i>Brief recap for each barrier.</i>	<i>Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.</i>	<i>Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.</i>
1.	Ac.			
2.				
3.				
4.	B A			
5.	P D			
6.				