

Hillside Junior School – Catch-up Premium Strategy 2021 - 2022

Updated 4.7.21

Funding allocation (Mainstream Schools)

Schools' 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.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

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 guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Number of pupils in school Y3 – Y6	229
% in receipt of Pupil Premium	23%
Initial Catch-up Premium allocation (No. of pupils x £80) Estimated	£18320 (£13555 for 2021-22)
Publish Date	Autumn 2020
Review Dates	October 2021
Statement created	Andrew Davies

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

The school serves a community where 23% are available for pupil premium funding. In addition, there are a significant number of children who are not available for funding but are still classed as vulnerable due to multi risk factors such as low income. Despite parents engaging with the school and staff providing quality work each week ,which was accessible mainly on line and in paper form, the proportion of children engaged in regular learning was inconsistent across the year groups. Of the year groups that returned to school after lockdown 1, Years 3 and 5 welcomed back almost 50% of the pupils. Years 4 and 6 returned in greater numbers with the latter recording almost 45 pupils by the end of the term.

All children were assessed in order to create a baseline at the end of September 2020. This data was then used to identify children who needed to receive additional intervention.

During lockdown 2 (January/February 2021), there was an increasing number of vulnerable and key worker children attending school. This number increased towards the end of the lockdown.

After March 15th, attendance figures returned to “normal” levels.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Limited engagement with the home learning by certain children
B	Development of writing skills was limited during the first lockdown
C	During the various lockdowns development of mathematical reasoning skills was limited compared to arithmetic skills
D	During the various lockdowns there was less exposure to high quality questioning and reading instruction

ADDITIONAL BARRIERS

External barriers:

E	National lockdown restrictions
F	Some pupils struggled to settle back into class routines and have a limited attention span linked to lack of structured learning experiences during the various lockdowns
G	Pupil well-being post lockdown - resilience and emotional regulation

I	Pupil isolation
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Planned expenditure for current academic year

Quality of teaching for all						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
I See Maths training	Increase pedagogy in the delivery of mathematical reasoning	Summer 21 results reflect widening gap between reasoning and arithmetic scores	Learning Walks Monitoring of assessment data Pupil progress meetings	CJ	Autumn 21	£350
Additional CPD for subject leaders through National College Modules	Subject leaders have a greater knowledge of how to effectively implement and develop pedagogy in their subjects	Change of subject leadership and the balance between delivering a broad and balanced curriculum alongside delivering a catch up programme The CPD will also provide additional resources to the development of independent thinking skills	Coaching sessions with SLT Self-led CPD identified in inset programme	AD	Spring 22	£400
Total budgeted cost:					£750	

Targeted support						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
After school tuition using class teachers (3 x 30 minutes weekly)	Specific gaps of learning are addressed	PIXL assessment data and gap analysis Monitoring of progress from KS1 data	Staff use gap analysis to target tuition Monitoring of assessment data Pupil progress meetings	RM	Spring 2021	£5200
Easter school for Year 6 children	Specific gaps of learning are addressed	PIXL assessment data and gap analysis Monitoring of progress from KS1 data	Staff use gap analysis to target tuition Monitoring of assessment data Pupil progress meetings	RM	April 2022	£1000
Use of tuition through the NTP	Specific gaps of learning are addressed	PIXL assessment data and gap analysis Monitoring of progress from KS1 data	PIXL gap analysis is used to inform tutors Regular feedback from the tuition partners	RM	Aut 21	£5000
						£ 11200
Projected total budgeted cost						

Other approaches						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Purchase of additional books for the Oxford Owl reading scheme	Pupils throughout the school have access to quality fiction/non fiction texts	Limited availability of resources for home learning/homework	Monitoring of impact Book band tracking Analysis of assessments	KJ	Nov 2021	£2500
Purchase of Cracking Comprehension reading materials (£640)	High quality reading resources are used to support the delivery of a consistent reading approach	Need for a central resource that will create consistency and continuity Need to increased reading fluency and range of vocabulary	Learning Walks Monitoring of assessment data Pupil progress meetings	KJ	Nov 2021	£640
Purchase of a new handwriting scheme	High quality handwriting resources are used to support the delivery of a consistent writing approach	Due to the various lockdowns , overall presentational skills and handwriting have been impacted. This in turn affects the quality of writing composition	Monitoring of books	JS/KT	Nov 21	£350
Purchase of I See Maths reasoning resources	High quality reasoning resources to support the mastery approach and close the gap with arithmetic	Summer 21 results reflect widening gap between reasoning and arithmetic scores	Learning Walks Monitoring of assessment data Pupil progress meetings	CJ	Nov 21	£30

Additional CGP materials	High quality GPS materials to support the teaching of grammar and ensure that at the end of KS2 pupils are in line or exceed ARE	Autumn 21 results showed that there was gaps in the GPS knowledge of the Year 6 pupils	Analysis of January 22 assessments	KT	Oct 21	£907
Purchase of MNP for Year 2	The mastery approach is supported with resources that provide the pupils with a foundation in arithmetic and accessible reasoning materials	Autumn 21 results in Year 3 reflected that a high proportion of the year group were finding it difficult to access the Year 3 materials	Analysis of Spring 22 assessments	RM	Oct 21	£582
Projected total budgeted cost:						£4979