Catch Up Funding Plan (Primary)

"Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged."

(Covid-19 Support Guide for Schools – June 2020)

School overview

Metric	Data
School name	Haseltine Primary School
Pupils in school	431
Catch up funding allocation	1st payment in 2020 was £15,314.81 2nd payment in 2021 was £13,801 Total Covid Catch up Grant: £29,124.81
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	December 2020 & April 2021
Statement authorised by	Jeanette Brumby
Catch up funding lead	Sara Anderman
Governor lead	Maria Knight

Reason why the Catch Up Funding is needed at Haseltine

At the start of the Autumn term, teachers assessed their children across reading, writing & maths in order to determine whether children were working within their appropriate age band following the long period out of school because of COVID. KS2 also used PiXL to support teacher baseline assessment & to do a specific gaps analysis of the children in their class in reading, grammar and maths.

35% of our cohort is pupil premium and we know that the gap for these children will have widened following the school closures.

The table below shows the percentage of children in each year group who are working within their appropriate age band, the gaps for our disadvantaged children are also evident in all but two year groups.

	Communication & Language		Physical Development		Personal, Social & Emotional Development		Combined	
Year Group	Whole cohort	Dis-advantaged pupils	Whole cohort	Dis-advantaged pupils	Whole cohort	Dis-advantaged pupils	Whole cohort	Dis-advantaged pupils

Year Group	Reading		Writing		Maths		Combined	
	Whole cohort	Dis-advantaged pupils	Whole cohort	Dis-advantaged pupils	Whole cohort	Dis-advantaged pupils	Whole cohort	Dis-advantaged pupils
Nursery (1 dis-advantaged pupil)	23%	0%	80%	100%	50%	100%	23%	0%

	Reading		Writing		Maths		Combined	
Year Group	Whole cohort	Dis-advantaged pupils	Whole cohort	Dis-advantaged pupils	Whole cohort	Dis-advantaged pupils	Whole cohort	Dis-advantaged pupils
Reception (8 dis-advantaged pupils)	16%	13%	13%	0%	9%	0%	7%	0%
Year 1 (18 dis-advantaged pupils)	32%	11%	30%	11%	57%	39%	23%	11%
Year 2 (14 dis-advantaged pupils)	29%	7%	29%	7%	29%	7%	25%	7%
Year 3 (13 dis-advantaged pupils)	19%	23%	19%	15%	31%	23%	13%	15%
Year 4 (15 dis-advantaged pupils)	45%	33%	34%	27%	62%	53%	30%	53%
Year 5 (21 dis-advantaged pupils)	64%	57%	54%	43%	79%	57%	41%	29%
Year 6 (42 dis-advantaged pupils)	31%	19%	42%	31%	40%	21%	26%	14%

Strategy aims for pupils to close gaps caused by school closures & local lockdowns

Measure	Activity
Priority 1:	• ~~Tutoring through the NTP to support up to 120 children identified from years 2-6 in either English or Maths. The start of this has been delayed due to restrictions imposed by the government that means the tutoring can only take place (either online or face to face) on school premises. The tutoring companies are trying to negotiate this to allow tutoring to take place from home~~ • Since returning from the second lockdown in March, we made the decision that our children would not benefit from any more online tutoring, as they had experienced enough screen time during the lockdown period. Instead we decided

	to take on 3 new agency LSAs, who could support across our most vulnerable year groups. They are providing tutoring to the children who need it most, they are also giving us more capacity to be able to run other interventions across the school run by our other LSAs. This is also being part funded through the Pupil Premium funding.
Priority 2	• LSAs to run PiXL interventions after school in years 5 & 6 (3 sessions per week in yr6 for 3 groups of children and 2 sessions per week for up to 10 children in yr5)
Barriers to learning these priorities address	• Children having experienced long periods out of school in 2020 during the first lockdown and again since September during 'local' lockdowns • ~~Tutoring companies only being able to deliver the tutoring during school times if we were to access this through the NTP. If we were to do it directly through the company, we would not be able to do so through the subsidised rate~~ See above
Projected spending	£22,050

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 21
Progress in Mathematics	Achieve national average KS2 Mathematics progress score (0)	July 21
Phonics	Achieve national average expected standard in Phonics in years 1 & 2	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Targeted academic support for current academic year

Measure	Activity
Priority 1	• Programs and outside agencies brought in to support the learning; such as: Lexia, PiXL, Daily Supported Reading, Destination Reader, Mathletics, Beanstalk Volunteers, Lewisham's SALT & BLAM • We have also expanded our SPLD provision in our EYFS and in year 1. We have 2 speech & language therapists supporting in school: with children in groups, with training teachers & LSAs and with developing a whole class speech and language programme across year 1.

Priority 2	• Employment of extra LSA through agencies for support in classes & with interventions and payment for staff overtime in order to run interventions before & after school (e.g. PiXL and phonics interventions) See above
Barriers to learning these priorities address	• Children not having the technology to access any online learning at home; e.g. in the event of a lockdown or with home-learning packages such as Lexia
Projected spending	£4,400

Wider strategies for current academic year

Measure	Activity
Priority 1	• Providing IT devices for disadvantaged children to use at home including Dongles in order that they can access the internet from home
Barriers to learning these priorities address	• Children not being able to access the online learning/tutoring from home
Projected spending	£2,674.81

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development especially in terms of how to support children to make rapid progress	Use of INSET days and staff development meetings and additional cover being provided by senior leaders and cover team
Targeted support	Ensuring that all programs, interventions and support systems have the desired impact on the children & their learning	SLT to monitor the impact and to work with the necessary agencies to adapt or to stop the programs, interventions and support systems if they are not having the desired impact.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and Fairlawn Primary School for support

Review: Evaluation of aims and outcomes (Please note: the summer term data is subject to review following a staff meeting we have had this week, where we have asked teachers to look back over their data; as there appeared to be some anomalies in what had been submitted)

Aim	Spring Term 2021 The table below shows the progress and attainment data for the end of the Autumn Term 2020.	Summer Term 2021 The table below shows the progress and attainment data for the end of the Spring Term 2021

Progress in Reading	The reading data from the Autumn Term shows that although the attainment remains low in every year group, children in most year groups were making good progress. The progress appears to be slower in Yr5, and so this will be the year group that we will target with further interventions when they return to school. Targeted children in this year group have also benefitted from PiXL reading intervention online sessions during the lockdown period as well as the Lexia reading program. When we return to school, and have assessed the children further, we will know which year groups to invest the Catch Up funding for reading. Potentially, we will most likely need to invest in the EYFS in order for the gaps in the foundation years to be closed rapidly.	The reading data from the Spring Term showed that: • In Years 1, 3, 4 and 5, attainment has increased for all pupils in reading, since Autumn 2. Between 47% and 69% of pupils have been assessed as on track for their year group expectations. • In Year 6, attainment has increased for all groups in Reading, except disadvantaged and SEND. • In Years 1, 2 and 3, green progress has increased for all pupils since Autumn 2. • In Year 6, progress has increased since Autumn 2 for all groups, except non-dis and non-SEND.
Progress in Writing	The writing data shows that attainment remains low at the end of the Autumn Term but that children are making good progress – particularly in years 1, 3 & 6. During the lockdown period, the following interventions have been put into place to support writing especially: • SALT have been working remotely/online with a targeted group of SEND children in year 3 delivering speech & language therapy sessions. They have also targeted another group of SEND children, also in yr3 working with them in school once a week. • A group of SEND children across years 3 & 4, who are in school, have had targeted support delivered by a team of experienced LSAs. This support is very bespoke to the needs of the group. • The 'writer in residence' has been supporting the year 4 teachers to deliver the Grammar for Writing Program. She has tailored this to suit online teaching. The data shows that the year groups to target with catch up	The reading data from the Spring Term showed that: • In Years 3, 4 and 5, attainment has increased for all pupils in writing, since Autumn 2. Between 1/3 and 2/3 of pupils have been assessed as on track for their year groups expectations. • In Year 6, disadvantaged and SEND attainment has increased since Autumn 2. • In Years 1, 2 and 3, progress has increased for all pupils since Autumn 2.

	funding when we return to school will be: 2, 3 & 4 and the EYFS (for the reason stated above). We are also seeing gaps in attainment between boys and girls across the school, this could be attributed to time spent out of school – we will be looking at ways to engage boys into writing over the next terms.	
Progress in Mathematics	The Maths data shows that progress across the majority of year groups is good, especially in year 4. The year groups that need targeting in terms of attainment are 3, 5 & 6. Prior to, and during, the lockdown period in January 2021, targeted children have been accessing the PiXL interventions for Maths 3 times per week. We will extend these interventions to year 5 children when they return to school, in preparation for year 6 especially. We will continue to target the year 6 children through PiXL in order to prepare them for the demands of the year 7 curriculum. We will also be looking to invest in the EYFS to close any gaps there.	The maths data from the Spring term shows: • In Years 3, 4, 5 and 6, attainment has increased for all pupils in Maths since Autumn 2. Between 47% and 72% of pupils have been assessed as on track for their year group expectations. • In Years 3, 4, 5 and 6, progress has increased for all pupils in Maths since Autumn 2.
Phonics	Phonics data for year 1 at the end of the Autumn Term 2020 shows that 81% of all children are working in Phase 3 or above, 47% are in phase 4 or above. The phonics screening tests taken in December 2020 for Year 2 showed that 65% of the cohort passed, 61% of PP children passed the phonics. Worryingly the gaps between boys and girls passing is huge: 43% to 82%. We are looking into a Program called Football Phonics to address this. We are continuing to target year 2 children in phonics – intervention groups were supporting targeted groups before lockdown (and will continue when children return) and this has continued over Zoom sessions during the lockdown period. The SEND children in yr3 (see above) are also being targeted for further phonics support and for 4 children, where the need is highest, this support is delivered through the speech & language sessions	Despite the fact that we do not need to report results for phonics for year 1 this year, we will still be doing the testing for our year 1 pupils in June. Phonics data for year 1 at the end of the Spring Term 2021 shows that 92% of all children are working in Phase 3 or above, 73% are in phase 4 or above.

	either in school or online (whilst in lockdown).	
Other	During the lockdown period that started in January 2021, we have loaned out 96 laptops to children learning from home, so that they can access the online learning including the daily Zoom lessons. 53 of these were provided by the DfE and the rest were supplied by Haseltine. We haven't yet had to purchase these as we loaned existing stock, but we will most likely need to when children return to school for two reasons: 1. Laptops may not be returned in a condition fit for school purpose 2. We may allow children to keep these at home for a period of time in case of further large/small scale lockdowns We have purchased 20 dongles at £40 each, in order for our families without adequate internet to get online.	We have allowed children to keep their laptops and dongles this term for two reasons: 1) In case of another lockdown 2) To support children with home-learning in order to improve progress and raise attainment

End of Autumn Term 2020 End of Spring Term 2021 (data was collected 3 weeks after returning from lockdown)		Reading	Writing	Maths
Year 1	Progress	65% 83%	76% 67%	74% 73%
	Attainment	59% 69%	69% 67%	76% 71%
Year 2	Progress	71% 84%	69% 71%	79% 84%
	Attainment	56% 47%	40% 33%	60% 47%
Year 3	Progress	69% 70%	77% 85%	77% 72%
	Attainment	46% 52%	46% 48%	52% 54%
Year 4	Progress	70% 61%	70% 60%	96% 75%
	Attainment	53% 55%	51% 55%	70% 63%
Year 5	Progress	60% 58%	67% 60%	57% 55%

	Attainment	64% 65%	57% 60%	59% 60%
Year 6	Progress	77% 81%	84% 77%	79% 90%
	Attainment	62% 64%	60% 60%	51% 67%