

# Catch-Up Premium Plan

## Hall Green Primary School



Summary Information					
<b>School</b>	Hall Green Primary School				
<b>Academic Year</b>	2020-2021	<b>Number of Pupils</b> (YR-Y6 Oct 2020)	417	<b>Catch-up Premium</b> (£80 per pupil)	£33,360

Guidance
<p>What catch-up funding is for?</p> <p>The government announced £1 billion of funding to support children and young people in catching up the learning lost as a result of school closure during the summer term of 2020. The government understand that school closures impacted on all children in many different ways but that the impact of lost learning has been most significant for vulnerable children and those from disadvantaged backgrounds.</p> <p>The school's allocation of funds is calculated on a per pupil basis; mainstream schools will get £80 for each pupil on roll from reception to Y11 inclusive.</p>

Use of Funds and EEF Recommendations
<p>Schools have been directed to use their allocated funding for specific activities that support their pupils in catching-up for learning lost teaching during the previous months, in line with the guidance on curriculum expectations for the current academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their children and their circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support-guide for schools that identifies evidence-based approaches to implementing such catch up for all students. Schools are advised to use this document to help them direct their additional funding in the most effective way.</p> <p>The EEF advises support strategies which fall into 3 categories:</p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>High quality teaching for all</li> <li>Effective diagnostic assessment</li> <li>Supporting remote learning</li> <li>Focusing on professional development</li> </ul>

## **Catch-Up Premium Plan**

### **Hall Green Primary School**

#### **Targeted academic support**

High-quality one to one and small group tuition  
Teaching Assistants and targeted support  
Academic tutoring  
Planning for pupils with Special Educational Needs and Disabilities (SEND)

#### **Wider strategies**

Supporting pupils' social, emotional and behavioural needs  
Planning carefully for adopting a SEL curriculum  
Communicating with and supporting parents  
Supporting parents with pupils of different ages  
Successful implementation in challenging times



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**Identified impact of lockdown**

Reading

March 2020					September 2020					Deficit				
% Pupils working at or above expectations					% Pupils working at or above expectations					% Pupils working at or above expectations				
READING					READING					READING				
	Cohort	Boys	Girls	Disadv		Cohort	Boys	Girls	Disadv		Cohort	Boys	Girls	Disadv
<b>Rec</b>	17.8	10	24	33.3	<b>Y1</b>	0	0	0	0	<b>Y1</b>	-17.8	-10	-24	-33.3
<b>Y1</b>	64.4	46.4	80.7	47.8	<b>Y2</b>	28.3	14.3	40.6	4.5	<b>Y2</b>	-36.1	-32.1	-40.1	-43.3
<b>Y2</b>	69.5	61.5	75.7	64	<b>Y3</b>	25	18.5	30.3	24	<b>Y3</b>	-44.5	-43	-45.4	-40
<b>Y3</b>	71.7	64.5	79.3	66.7	<b>Y4</b>	0	0	0	0	<b>Y4</b>	-71.7	-64.5	-79.3	-66.7
<b>Y4</b>	77.9	69.3	85.7	64.3	<b>Y5</b>	1.8	3.9	0	0	<b>Y5</b>	-76.1	-65.4	-85.7	-64.3
<b>Y5</b>	72.9	66.7	82.6	71.4	<b>Y6</b>	0	0	0	0	<b>Y6</b>	-72.9	-66.7	-82.6	-71.4

Baseline assessments undertaken when all children returned in September provided data measuring the percentage of children judged to be “on track” in terms of attaining age-related expectations. Comparison with assessment data from when the school shut for lockdown in March provides the extent of the deficit for each significant group of children within each cohort.

Lockdown resulted in a third of the curriculum not being taught directly to the greatest majority of children and with support at home for remote learning unsustainable for many, it was inevitable that children would struggle to attain age-related expectations given the consequent gaps in their learning.

Whilst the impact is significant across all groups within the school, coverage of the curriculum in readiness for Y2 SATs has reduced the impact for children entering Y3 as has the early return to school in June of Y1 children entering Y2 in September.

Phonics

Y1 mock screening March 2020: 50% of pupils assessed to be working at the expected level

Assessments in September indicated that at least half of the children (i.e. 25% of the cohort) were struggling to use phonic knowledge of the level expected at the end of Y2, consistently within their reading and writing.

Specific phonic knowledge not taught during lockdown, as well as the absence of expected impact of consistent application throughout the normal curriculum, has impacted significantly on attainment in phonics in all EYFS and KS1 cohorts. Given the importance of phonic acquisition in the development of reading and writing, the significance of this particular loss of learning will be substantial.

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Writing

March 2020				
% Pupils working at or above expectations				
WRITING				
	Cohort	Boys	Girls	Disadv
<b>Rec</b>	40	15	60	50
<b>Y1</b>	64.4	46.4	80.7	47.6
<b>Y2</b>	67.8	53.9	78.8	60
<b>Y3</b>	63.3	51.6	75.9	57.6
<b>Y4</b>	70.4	65.4	75	50
<b>Y5</b>	71.2	66.7	78.3	65.7

September 2020				
% Pupils working at or above expectations				
WRITING				
	Cohort	Boys	Girls	Disadv
<b>Y1</b>	0	0	0	0
<b>Y2</b>	15	3.6	25	4.5
<b>Y3</b>	0	0	0	0
<b>Y4</b>	0	0	0	0
<b>Y5</b>	0	0	0	0
<b>Y6</b>	0	0	0	0

Deficit				
% Pupils working at or above expectations				
WRITING				
	Cohort	Boys	Girls	Disadv
<b>Y1</b>	-40	-15	-60	-50
<b>Y2</b>	-49.4	-42.8	-55.7	-43.1
<b>Y3</b>	-67.8	-53.9	-78.8	-60
<b>Y4</b>	-63.3	-51.6	-75.9	-57.6
<b>Y5</b>	-70.4	-65.4	-75	-50
<b>Y6</b>	-71.2	-66.7	-78.3	-65.7

Baseline assessments undertaken when all children returned in September provided data measuring the percentage of children judged to be “on track” in terms of attaining age-related expectations. Comparison with assessment data from when the school shut for lockdown in March provides the extent of the deficit for each significant group of children within each cohort.

Lockdown resulted in a third of the curriculum not being taught directly to the greatest majority of children and with support at home for remote learning unsustainable for many, it was inevitable that children would struggle to attain age-related expectations given the consequent gaps in their learning.

Whilst the impact is significant across all groups within the school, the early return to school in June of Y1 has marginally reduced the impact for children entering Y2 in September.

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Maths	<table border="1"> <thead> <tr> <th colspan="4">March 2020</th> </tr> <tr> <th colspan="4">% Pupils working at or above expectations</th> </tr> <tr> <th colspan="4">MATHS</th> </tr> <tr> <th>Cohort</th> <th>Boys</th> <th>Girls</th> <th>Disadv</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>6.7</td> <td>10</td> <td>4</td> <td>8.3</td> </tr> <tr> <td>Y1</td> <td>67.8</td> <td>64.3</td> <td>71</td> <td>57.1</td> </tr> <tr> <td>Y2</td> <td>67.8</td> <td>57.7</td> <td>75.8</td> <td>52</td> </tr> <tr> <td>Y3</td> <td>80</td> <td>77.4</td> <td>82.8</td> <td>72.7</td> </tr> <tr> <td>Y4</td> <td>70.4</td> <td>65.4</td> <td>75</td> <td>53.6</td> </tr> <tr> <td>Y5</td> <td>76.3</td> <td>77.8</td> <td>73.9</td> <td>71.4</td> </tr> </tbody> </table>				March 2020				% Pupils working at or above expectations				MATHS				Cohort	Boys	Girls	Disadv	Rec	6.7	10	4	8.3	Y1	67.8	64.3	71	57.1	Y2	67.8	57.7	75.8	52	Y3	80	77.4	82.8	72.7	Y4	70.4	65.4	75	53.6	Y5	76.3	77.8	73.9	71.4	<table border="1"> <thead> <tr> <th colspan="4">September 2020</th> </tr> <tr> <th colspan="4">% Pupils working at or above expectations</th> </tr> <tr> <th colspan="4">MATHS</th> </tr> <tr> <th>Cohort</th> <th>Boys</th> <th>Girls</th> <th>Disadv</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>3.4</td> <td>3.5</td> <td>3.3</td> <td>0</td> </tr> <tr> <td>Y2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Y3</td> <td>30</td> <td>25.9</td> <td>33.3</td> <td>20</td> </tr> <tr> <td>Y4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Y5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Y6</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>				September 2020				% Pupils working at or above expectations				MATHS				Cohort	Boys	Girls	Disadv	Y1	3.4	3.5	3.3	0	Y2	0	0	0	0	Y3	30	25.9	33.3	20	Y4	0	0	0	0	Y5	0	0	0	0	Y6	0	0	0	0	<table border="1"> <thead> <tr> <th colspan="4">Deficit</th> </tr> <tr> <th colspan="4">% Pupils working at or above expectations</th> </tr> <tr> <th colspan="4">MATHS</th> </tr> <tr> <th>Cohort</th> <th>Boys</th> <th>Girls</th> <th>Disadv</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>-3.3</td> <td>-6.5</td> <td>-0.7</td> <td>-8.3</td> </tr> <tr> <td>Y2</td> <td>-67.8</td> <td>-64.3</td> <td>-71</td> <td>-57.1</td> </tr> <tr> <td>Y3</td> <td>-37.8</td> <td>-31.8</td> <td>-42.5</td> <td>-32</td> </tr> <tr> <td>Y4</td> <td>-80</td> <td>-77.4</td> <td>-82.8</td> <td>-72.7</td> </tr> <tr> <td>Y5</td> <td>-70.4</td> <td>-65.4</td> <td>-75</td> <td>-53.6</td> </tr> <tr> <td>Y6</td> <td>-76.3</td> <td>-77.8</td> <td>-73.9</td> <td>-71.4</td> </tr> </tbody> </table>				Deficit				% Pupils working at or above expectations				MATHS				Cohort	Boys	Girls	Disadv	Y1	-3.3	-6.5	-0.7	-8.3	Y2	-67.8	-64.3	-71	-57.1	Y3	-37.8	-31.8	-42.5	-32	Y4	-80	-77.4	-82.8	-72.7	Y5	-70.4	-65.4	-75	-53.6	Y6	-76.3	-77.8	-73.9	-71.4
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Non-core	<p>Audits of all curriculum subjects have identified units of work which, as a result of the lockdown, were not delivered, For children in all year groups there are therefore significant gaps in knowledge. Additionally, given this missed learning, children will be limited in their access to knowledge which is necessary to make meaningful connections between concepts and themes.</p> <p>Lack of opportunity to access experiences (e.g. visitors, off-site experiences) which engage children, enhancing the relevance of curriculum areas, will continue to impact on the provision we are able to offer to all children.</p>																																																																																																																																																					



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Planned Expenditure																																																																																										
<p>Strategies to address the gaps in learning and need to bring children from across the school back “on-track”, in terms of the EEF’s categorisation of strategies, will be based on teaching and targeted academic support.</p> <p>Wider strategies will be implemented according to need, but be facilitated using school funding other than Catch-up funding. Given that this initial plan does not account for the entire allocation of funding, it may be that wider strategies are prioritised following planned reviews (see below).</p>																																																																																										
Action	Costings			Impact	Review date(s)																																																																																					
<p><b>Teaching strategies</b></p> <p>1. Effective diagnostic assessment to identify:</p> <p>(a) Scope of deficit within each cohort for each area of the curriculum</p> <p>(b) Specific gaps in learning</p> <p>(c) Extent of deficit for individual children</p> <p>⇒ Identification of learning gaps common to the majority of pupils within a cohort</p> <p>⇒ Identification of priority groups, priority individuals and specific learning to be addressed with these children</p> <p>2. High quality teaching for all, delivered according to pupil need</p> <p><b>Targeted academic support</b></p> <p>High-quality one to one and small group tuition to address pupil needs, including for pupils with Special Educational Needs and Disabilities (SEND).</p> <p>This targeted support will be delivered by a qualified teacher assigned to each year group for a minimum of 2 afternoons each week for 3 half terms,</p>	<table border="1"> <thead> <tr> <th colspan="3">Costs for x2 days per week</th> </tr> <tr> <th>Aut 1</th> <th>Aut 2</th> <th>Spr 1</th> </tr> <tr> <th>7 wks</th> <th>7 wks</th> <th>6 wks</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>AT</td> <td>£1,957</td> <td>£1,957</td> <td>£1,678</td> </tr> <tr> <td>Y2</td> <td>LD</td> <td>£1,987</td> <td>£1,987</td> <td>£1,703</td> </tr> <tr> <td>Y3</td> <td>KW</td> <td>£1,731</td> <td>£1,731</td> <td>£1,484</td> </tr> <tr> <td>Y4</td> <td>SM</td> <td>£1,760</td> <td>£1,760</td> <td>£1,509</td> </tr> <tr> <td>Y5</td> <td>FC</td> <td>£1,760</td> <td>£1,760</td> <td>£1,509</td> </tr> <tr> <td>Y6</td> <td>AS</td> <td>£1,946</td> <td>£1,946</td> <td>£1,668</td> </tr> <tr> <td colspan="2"></td> <td>£11,142</td> <td>£11,142</td> <td>£9,551</td> </tr> <tr> <td colspan="2"></td> <td><b>Total</b></td> <td colspan="2"><b>£31,836</b></td> </tr> </tbody> </table> <p>The remaining £1,524 of funding allocated to the school will not be earmarked for any specific strategy until reviews have enabled the school to prioritise need.</p>			Costs for x2 days per week			Aut 1	Aut 2	Spr 1	7 wks	7 wks	6 wks	Y1	AT	£1,957	£1,957	£1,678	Y2	LD	£1,987	£1,987	£1,703	Y3	KW	£1,731	£1,731	£1,484	Y4	SM	£1,760	£1,760	£1,509	Y5	FC	£1,760	£1,760	£1,509	Y6	AS	£1,946	£1,946	£1,668			£11,142	£11,142	£9,551			<b>Total</b>	<b>£31,836</b>		<ul style="list-style-type: none"> <li>- % Y2 working at expected level in phonics: 80% by end of Autumn term</li> <li>- % Y1 working at expected level in phonics: 70% by end of Spring 1 half term/on track for 85% by end of summer 1 half term</li> <li>- By the end of Spring 2 half term significant gains in the proportions of children working at age-related expectations and those “on-track” to achieve this by the end of summer, provides confidence that the following end of year targets are achievable</li> </ul> <table border="1"> <thead> <tr> <th colspan="4">End of year targets</th> </tr> <tr> <th colspan="4">% Pupils working at or above expectations</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>60</td> <td>55</td> <td>60</td> </tr> <tr> <td>Y2</td> <td>60</td> <td>55</td> <td>60</td> </tr> <tr> <td>Y3</td> <td>65</td> <td>58</td> <td>60</td> </tr> <tr> <td>Y4</td> <td>70</td> <td>60</td> <td>70</td> </tr> <tr> <td>Y5</td> <td>72</td> <td>60</td> <td>62</td> </tr> <tr> <td>Y6</td> <td>68</td> <td>68</td> <td>76</td> </tr> </tbody> </table>	End of year targets				% Pupils working at or above expectations					Reading	Writing	Maths	Y1	60	55	60	Y2	60	55	60	Y3	65	58	60	Y4	70	60	70	Y5	72	60	62	Y6	68	68	76	<p>Dec 2020</p> <p>Feb 2021</p>
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