



## Hazeldene School – Catch-up Premium Strategy 2020 – 2021

Updated 7.12.2020

<b>School name:</b>	<b>Hazeldene School</b>
<b>Academic year:</b>	<b>2020-21</b>
<b>Total number of pupils on roll:</b>	<b>429</b>
<b>Proportion of disadvantaged</b>	<b>We have 9.68% of children who are PP (33% girls and 67% boys).</b>
<b>Total catch-up budget:</b>	<b>£32,340</b>
<b>Date of review:</b>	<b>January 2020</b>

### Aims

#### The broad aims for “catch up” at Hazeldene

Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.

By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.

The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

## **Funding allocation**

Our school allocation will be calculated on a per pupil basis, providing school with a total of £80 for each pupil in years reception through to 11.

## **Payments**

- This funding will be provided in 3 tranches. School will receive an initial part payment in autumn 2020, based on the latest available data on pupils. There will be a second grant payment in early 2021, based on updated pupil and place data This will be based on 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 school 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, we will use the money available 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, however we do not need to spend all the allocated funding this academic year we can roll it over. The costings we have allocated already do not fully utilise the funding. We will add other interventions as we identify need.

### **Overall 2020/2021: £ 32,320**

Autumn 2020:       £ 8,160

Spring 2021:       £ 10,770

Summer 2021:     £ 13,390

(These amounts are based upon £80 per child with 404 children on roll).

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

- Our proportion of disadvantaged pupils across the school is relatively low compared to the national picture at 9.68% or 43 children in total.
- The majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided.
- Upon re-opening on September 7<sup>th</sup> 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during summer 2020 due to Covid 19. Overall attendance for Week 1 was 98.51% (Excluding Reception who were not attending on first week of return). This is for Week Beginning 7<sup>th</sup> September 2020
- Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well being. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We have agreed that these baselines will be carried out by the end of half term 2020. At this point we will discuss as a SLT what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and then SLT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identifies children to catch up in their areas of identified need. Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:

## **Catch up at Hazeldene**

**(For all children)**

### **Working through well sequenced, purposeful lessons in the basic skills**

For example, our literacy schemes are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise the White Rose Maths Scheme as our spine of learning and we have been able to use catch up premium to purchase additional materials to help bridge the gaps in reading.

### **Focus on consolidation of basic skills.**

The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

### **Additional lesson time on core teaching.**

Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some other subject areas may be taught as blocked days rather than weekly lessons in the autumn term.

### **Particular focus on early reading and phonics.**

This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. We will use the Sounds write phonic scheme and have bought an additional individualised spelling programme called spellzone

### **Assessment of learning and of basic skills to identify major gaps.**

Teachers will work to identify gaps in learning and adapt teaching accordingly.

### **Time spent on mental health, wellbeing and social skills development.**

This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

**(For some children)**

**Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.

**Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

## Barriers to future attainment

		Barrier	Desired outcome
Whole school support	A	Home learning is quite limited due to the current platforms used and can be developed further during this academic year to improve access to learning at home for all pupils.	A strong remote learning offer to be in place. A new and improved platform is in place and all staff are trained in its use Teams training planned and being delivered during Autumn term 2020. Remote learning to be uploaded and feedback to pupils given as and when appropriate if children are off due to COVID 19
Targeted academic support	B	To use September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.	Pupils make accelerated progress in key areas from their starting points at the beginning of the autumn term 2020.
	C	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2020.	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021.
	D	Some pupils may have had limited experience of writing for a sustained period of time	Writing skills are much improved and accelerated progress in creative and in depth writing to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021.
	E	Some pupils may have fallen behind in their mental maths ability and have gaps in their key maths concepts	Autumn 2020 to Summer 2021 ongoing assessments will demonstrate that the children have reached the ready to progress criteria in different areas of maths
Wider Support	F	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.
	G	To focus upon strategies and support which develop greater resilience and self-confidence in our children.	To have an overall increase in children's resilience and self-confidence by the end of summer term 2021.

## Whole school support

Action	Intended outcome	Estimated impact	Cost	Staff lead	IMPACT/EVALUATION AUTUMN, SPRING, SUMMER
<p>Set up individual log ins for Spellzone to be used both in school and at home. Spellzone is an online English spelling resource used by students aged six to adult. It unlocks the mystery of British English spelling and is adaptable for all abilities including students learning English as a foreign language and those with <b>dyslexia</b>.</p>	<p>Children <b>will improve their spelling</b> as the Spellzone course teaches all the English spelling rules in a logical order, with clear explanations at each stage. This will enable children to work independently in school and in their own homes. Using Spellzone at home will reinforce learning and allow parents to support with learning spellings at home.</p> <p>An on-line spelling programme for Years 1-6 to improve spelling across the school and support spelling during lockdown periods allowing parents to support at home.</p>	<p>Spelling ages will increase and come in-line with children's reading ages. Children's writing will improve as confidence in spelling improves. Phonics will improve and be evident in written work.</p>	<p>£ 372</p>	<p>Jo Sumner</p> <p>(Training to take place Dec 2020, to be accessed by the children from Jan 2021)</p>	

<p>Online Learning Platform</p>	<p>Provide a fully blended learning platform via TEAMS from home for children who are not able to access learning at school due to COVID-19.</p> <p>Train all staff to feel confident in delivering online lessons and setting learning tasks via the online learning platform</p> <p>Parents/carers are made aware of the platform and how it can support and develop and extend home learning.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively by beginning of Autumn Term 2</p> <p>Children will have continued learning through closures due to COVID-19 and the loss of learning will be reduced</p>	<p>£ 1,339</p>	<p>Sarah Casling</p>	
<p><b>Total spend:</b></p>			<p><b>£ 1,711</b></p>		

## Targeted support academic support

Action	Intended outcome	Estimated impact	Cost	Staff lead	IMPACT/EVALUATION AUTUMN, SPRING, SUMMER
<p>Introduce <b>Nuffield Early Language Intervention</b>. A 20-week programme to help children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p>	<p>The intended outcome is that we will see an improvement in children's oral language skills as well as promoting longer-term progress in reading comprehension.</p>	<p>The estimated impact of NELI is that targeted children will make an average of 3 ADDITIONAL months' progress in language.</p> <p>8 children in Year 3(Autumn Term)</p> <p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>	<p>£3,066</p>	<p>Jo Sumner</p>	
<p>Rapid Read intervention</p>	<p>Identified children read independently and understand what they are reading.</p>	<p>Enable targeted children to make rapid progress in reading to close the gap between their peers</p> <p>9 children in Year 3 (Autumn Term)</p> <p>6 children in Year 4 (Autumn Term)</p> <p>6 children in Year 6(Autumn Term)</p>	<p>£2,086</p>	<p>Jo Riley with support from Vicky Norman</p>	<p>4 children in Year 5</p>

Action	Intended outcome	Estimated impact	Cost	Staff lead	IMPACT/EVALUATION AUTUMN, SPRING, SUMMER
		<p>Capacity to expand to up to 100 children over the course of the Year.</p> <p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>			
Year 3 Writing intervention	Identified children write in grammatically accurate sentences and begin to write with greater independence.	<p>Enable targeted children to be able to write with greater independence in their Literacy lessons having acquired the basic grammatical skills and stamina for writing.</p> <p>6 children in Year 3 (Autumn Term)</p> <p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or</p>	£1,285	Jo Thacker	

Action	Intended outcome	Estimated impact	Cost	Staff lead	IMPACT/EVALUATION AUTUMN, SPRING, SUMMER
		above age related expectations by end of Summer term 2021.			
Year 4 Writing Intervention	Identified children write in grammatically accurate sentences and begin to write with greater independence.	<p>Enable targeted children to be able to write with greater independence in their Literacy lessons</p> <p>6 children in Year 4(Autumn Term)</p> <p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>	£1,378	Alex Redford	
Year 5 one to one writing and wellbeing support	Identified child has improved wellbeing and the self belief that they can achieve success in their writing	<p>Enable targeted child to be able write grammatically accurate sentences and develop their stamina and resilience for writing.</p> <p>1 child in year 5 (Autumn Term)</p> <p>Progress is accelerated term by term to ensure pupils are able to access</p>	£1,033	Alex Redford	

Action	Intended outcome	Estimated impact	Cost	Staff lead	IMPACT/EVALUATION AUTUMN, SPRING, SUMMER
		age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.			
Third Space Learning		<p>Estimated impact is that the children will make an additional 3 months progress over the term .</p> <p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.</p>	£4,177	Victoria Kilroy	
Year 4 maths One to One Support		<p>Children to receive intervention following daily class teaching to ensure they are ready for new learning each day.</p> <p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning</p>	£878	Emma Mayles	

Action	Intended outcome	Estimated impact	Cost	Staff lead	IMPACT/EVALUATION AUTUMN, SPRING, SUMMER
		resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.			
Year 1 maths Intervention		Children will be able to represent numbers and breakdown numbers (0-10) with increased fluency.  Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.	£868	Stella Newell	
Year 1 Lift off to Language	Children will develop their spoken language as well as improve their listening skills. Children will increase their vocabulary.	Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.	£918	Jackie Taylor	

Action	Intended outcome	Estimated impact	Cost	Staff lead	IMPACT/EVALUATION AUTUMN, SPRING, SUMMER
Reception Lift off to Language	Children will develop their spoken language as well as improve their listening skills. Children will increase their vocabulary.	Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.	£1038	Wendy Carpenter	
Nursery Lift off to Language	Children will develop their spoken language as well as improve their listening skills. Children will increase their vocabulary.	Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age related expectations by end of Summer term 2021.	£1028	Nicky Ford	
<b>Total spend:</b>			<b>£ 17,757</b>		

## Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	IMPACT/EVALUATION AUTUMN, SPRING, SUMMER
<p>Mrs Tina Jeffers to continue her learning mentor role within school for any children who may be feeling vulnerable or have and worries or emotional issues which need support and intervention.</p> <p>Mrs Jeffers to complete a CBD course which will allow her to be able to deliver CBT to the children</p>	<p>Children to feel that they have a supportive and approachable point of contact if they are feeling any mental anxiety or are in need of emotional support. The resource is flexible and responsive to need. Wellbeing of children safety netted at time of need. Good relationships with families fostered and maintained.</p>	<p>Wellbeing of children safety netted in a timely manner, promoting good academic outcomes and attendance. Mental health and wellbeing is not a barrier to their achievement in school.</p>	<p>£2845</p>	<p>Tina Jeffers</p>	
<p>Mental Health and wellbeing</p>	<p>Whole school approach led by SLT including MHWB lead with</p>	<p>Wellbeing of children 'safety netted' in a timely manner, promoting good</p>	<p>None initially other than staff time for planning and</p>	<p>Vicky Norman</p>	

	<p>input from Wellbeing team on 9 aspects. Consideration incorporated in all decision making for the children. Implementation of SDP for planned graduated support but also a commitment to responding to needs as they arise.</p>	<p>attendance and academic outcomes, irrespective of their personal circumstances.</p> <p>Mental health and wellbeing needs circumstances should not be a barrier to their achievement in school.</p> <p>Children understand that it is okay not to be okay.</p> <p>Normalising that people experience a range of emotions and this is okay.</p> <p>Children equipped with life skill strategies that enable them to recognise and understand their own feelings/ those of others and know what to do when they feel that way.</p>	<p>implementation and ongoing CPD.</p> <p>Input from EP service as part of buyback service.</p>		
<p>To embed our tried and tested behavioural approaches with our children across all year</p>	<p>Much work was done by class teachers during the March2020-</p>	<p>To maintain the high / positive levels of behaviour that we expect from our</p>	<p>None Initially. Training and CPD costs to be determined</p>		

<p>groups in Autumn 2020 and beyond. To ensure that all children understand expectations and relationships between adults and children across school.</p> <p>To encourage all staff to access emotional well being / behaviour training as it becomes available during 2020/2021</p>	<p>July2020 Covid 19 school closure in order to maintain the Big Family ethos and approach that we strive for as a school - children still have that good relationship with staff in school and this should provide a really positive starting point for behaviour management during 2020/2021.</p>	<p>children</p>	<p>as and when required.</p>		
<p><b>Total spend:</b></p>			<p><b>£ 2,845</b></p>		

**Summary report**

<b>What is the overall impact of spending?</b>	
<b>How will changes be communicated to parents and stakeholders?</b>	
<b>Final comments</b>	
<b>Final spend:</b>	<b>£</b>