

# HEATHCOTE PRIMARY SCHOOL



## Catch up Funding 2020/2021

*This report outlines how our school has spent the Catch up funding allocation in 2020-2021 and how it plans to spend it in the forthcoming academic year.*

### Our Principles and Objectives

Since our return to school after the 2020 Covid 19 outbreak teachers have spent time assessing all children- this has been through many forms such as more formal baseline assessments in Maths and Phonics, to daily informal assessments across all subjects through talking with the children and supporting their learning (example Flashback 4).

These simple assessments have not just been academic but also daily assessments of our children's mental well-being. Through these assessments we have identified a number of areas of development such as gaps within maths and phonics. We have also established some areas in which children's mental well-being has been affected.

This report will outline how the catch up funding will be used following a 3 tiered approach:

- Teaching
- Targeted academic support
- Wider Strategies

### Our Catch up Funding 2020 - 21

Total number of pupils on role to date: 235  
Total number of pupils currently eligible for catch up funding (October census): 235  
Payment 2 pupils:  
Payment 3 pupils:  
Total amount of Catch up Grant per pupil: £80.00  
Total amount of Catch up Grant: £18,800

### The 3 tiers of support

***In order to improve the progress and outcomes for all pupils we aim to:***

- Close the gaps in mathematics learning for disadvantaged and pupils at risk of not achieving ARE in Key Stage 2.
- Close the gaps in Phonics learning for disadvantaged and pupils at risk of not achieving ARE in Key Stage 1.
- Prioritise mental well-being for all pupils.
- Provide high quality blended curriculum that is accessible for all.

### 1. Summary information

<b>School</b>	Heathcote Primary School				
<b>Academic Year</b>	2020-2021	<b>Total catch up budget</b>	£18,960	<b>Date report written</b>	October 2020
<b>Total number of pupils</b>	237	<b>Number of pupils eligible for PP</b>	42	<b>Date for next internal review of this strategy</b>	March 2020

**2. Current attainment – These figures are based on 2019 as all formal assessments were cancelled due to Covid 19.**

	<i>Pupils eligible for PP(our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% passing Year 1 Phonics screening test	<b>0% in Year 1 50% in Year 2 (retake)</b>	<b>87% (82% NA) 72%</b>
% achieving in reading, writing and maths in KS1	<b>57%</b>	<b>54% (65%)</b>
% reaching expected standard in reading KS1	<b>57%</b>	<b>76% (75%)</b>
% reaching expected standard in writing KS1	<b>57%</b>	<b>63% (69%)</b>
% reaching expected standard in maths KS1	<b>57%</b>	<b>72% (76%)</b>
<b>We do not have Year 5 or Year 6 therefore there is no Key Stage 2 data</b>		

### Teaching support

- Implementation of a new Maths curriculum- White Rose
- Ensure suitable technology is available to all pupils, particularly disadvantaged pupils.
- Teachers ensuring that home learning is available to all weekly/daily basis.

### Targeted academic support

- Providing high quality 1:1 or small group tuition in maths for Key Stage 2 pupils
- Provide high quality 1:1 or small group tuition in Phonics for Key stage 1 pupils
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### Wider Strategies

- Ensuring wellbeing is interwoven through our curriculum
- Use of high quality texts to promote positive well being
- Links with wider community to ensure support is available all
- Clear and effective communication with families

Nature of Planned Support 2020-2021				
Desired Outcome	Action	Costs	Measured outcome RAG rated	Impact Autumn/Spring/ Summer
<b>Tier 1- Teaching</b>				
Implementation of a new Maths curriculum- White Rose	<p>-White Rose to be introduce to whole school staff</p> <p>-Baseline assessments to identify maths gaps</p> <p>Consolidation time for practice and application of skills</p> <p>-Prioritise gaps with TAs if pupils are unable to read at home</p> <p>Maths events to help close gaps i.e Fraction Day</p> <p>Parents to be familiar with the scheme and their resources.</p> <p>-White Rose assessment tools to be used to track pupil progress</p>	£99 Yearly White Rose Resources	<p>Improved learning outcomes in Math (meeting end of year age-related objectives)</p> <p>Whole school consistency achieved</p> <p>Staff aware of gaps</p> <p>Parents can access home learning through White Rose</p>	<p>White Rose introduces to staff</p> <p>Action Plan and CPD programme designed</p> <p>Baselines assessments completed to show gaps</p> <p>Sharing good practice in staff meetings</p> <p>Joined Maths Hub- Developing Mastery Group</p> <p>Parents used White Rose during National Lockdown</p> <p>White Rose much more embedded across school</p> <p>Curriculum adapted based on NCTEM Ready to Progress key statements</p>
Ensure suitable technology is available to all pupils, particularly disadvantaged pupils.	<p>Survey Parents about devices</p> <p>Disadvantaged pupils to have access to school devices should they have to isolate</p> <p>Apply for Government issued devices</p>	No specific cost- will apply for further funding/grants if applicable	All pupils will be able to access home learning.	<p>Remote learning policy created</p> <p>Over the National Lockdown 37% of our PP children were in school.</p> <p>A further 22% had devices such as laptops issued to them.</p> <p>An additional 15 laptops were sources through</p>

	<p>Parents to be given help sheets for new websites/sources of learning</p> <p>Teachers to offer high quality alternatives to technology when no other options are available</p> <p>In the case of school closures teachers are to deliver at least one 'live' lesson daily.</p>			<p>charity donations and WCC.</p> <p>Website section on Remote Learning highlights some of the key ways in which we supported our families.</p>
Teachers ensuring that home learning is available to all weekly/daily basis	<p>Teachers to ensure home learning is as close to class based learning as possible</p> <p>EYFS and Year 1 to use Tapestry to deliver home learning</p> <p>Year 2-6 to use eschools platform</p> <p>Microsoft teams to be used across whole schools</p>	No specific cost will apply for further funding/grants if applicable	All pupils will be able to access home learning.	<p>Remote Learning uploaded weekly</p> <p>Spring saw another national lockdown- teachers provided all pupils with at least 1 live lesson per day.</p> <p>See our website 'Remote Learning' for further evidence of our educational package.</p>

### Tier 2: Targeted academic support

Providing high quality 1:1 or small group tuition in maths for Key Stage 2 pupils	<p>Baseline assessment to identify 'at risk' pupils and their specific gaps in learning</p> <p>A fully qualified and experienced teacher to be employed to delivery Maths tuition.</p> <p>Sessions to be mostly on a 1:1 basis with the occasional group work session.</p> <p>Teacher to regularly liaise with class teacher to ensure the pupils</p>	<p>Teacher costs: Approx. £8,500</p> <p>Maths resources: £500</p>	<p>- Regular assessments show the gaps closing</p> <p>- All pupils make progress from their individual starting points</p>	<p>Recruited fully qualified teacher to provide 'catch up' interventions.</p> <p>Staff identify children and their gaps</p> <p>Tracking/measurement systems designed and set up ready for interventions to start.</p> <p>Some interventions started with Key Worker children during lockdown</p> <p>Interventions formally started in Spring 2.</p>
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	get the right targeted support			
Provide high quality 1:1 or small group tuition in Phonics for Key stage 1 pupils	<p>Baseline assessment to identify 'at risk' pupils and their specific gaps in learning</p> <p>A fully qualified and experienced teacher to be employed to delivery Maths tuition.</p> <p>Sessions to be mostly on a 1:1 basis with the occasional group work session</p> <p>Teacher to regularly liaise with class teacher to ensure the pupils get the right targeted support</p>	<p>Teacher costs: Approx. £8,500</p> <p>Phonics resources £500</p>	<p>- Regular assessments show the gaps closing</p> <p>- All pupils make progress from their individual starting points</p>	<p>Recruited fully qualified teacher to provide 'catch up' interventions.</p> <p>Staff identify children and their gaps</p> <p>Tracking/measurement systems designed and set up ready for interventions to start.</p> <p>Some interventions started with Key Worker children during lockdown</p> <p>Interventions formally started in Spring 2.</p>

### Tier 3: Wider Strategies

Ensuring wellbeing is interwoven through our curriculum	<p>Long and medium term plans reflect how wellbeing is being targeted across the curriculum (not just in PSHE lessons)</p> <p>Mindfulness 10 mins to be a part of each day</p> <p>Wellbeing buddies to be established in school for disadvantaged pupils</p> <p>Extra provision of snacks throughout day</p> <p>Snack stations to be set up and monitored.</p>	<p>Extra snack costs: £600</p>	<p>All families have access to a blended curriculum via a range of channels</p> <p>Children display signs of a positive mental well being</p> <p>Children talk about their emotions</p> <p>Children do not go hungry throughout the school day.</p>	<p>Snack Table set up with local businesses donating vital supplies.</p> <p>Colour Monster embedded throughout school.</p> <p>Wellbeing a high priority during lockdown with calls being made to all families, this allowed us to ensure they were adequately supported.</p> <p>On school return- all teachers ensured that their curriculum was redesigned to make wellbeing a priority.</p>
Use of high quality texts to promote positive well being	<p>The Colour Monster text to be embedded across school</p> <p>Power of Reading Whole school text approach for the start of each term</p>	<p>Whole school texts : £200</p>	<p>Texts promote positive wellbeing</p> <p>Children feel connected through shared texts</p>	<p>English Lead introduced carefully chosen texts such as We are Here to ensure well-being is highlighted across the whole school.</p>

			Children make progress in reading and writing.	
Links with wider community to ensure support is available all	<p>Links with local church through regular assemblies/staff contact</p> <p>Local businesses to be approached to help disadvantaged families.</p> <p>Working alongside Warwickshire Family Service to provide additional support where needed such as Early help</p>	No specific cost-will apply for further funding/grants if applicable	<p>School established as a hub of the community</p> <p>Families supported through a strong network of help and interventions</p>	<p>Links made with:</p> <ul style="list-style-type: none"> <li>Parish Church</li> <li>L&amp;Q Estates</li> <li>Warwickshire Foodbank</li> </ul>
Clear and effective communication with families	<p>Regular contact with families who are self-isolating.</p> <p>Help sheets for new learning.</p> <p>Regular communication from Head teacher and PP champion</p> <p>Updates via media channels such as school website</p> <p>Keep communications jargon free</p>	No specific cost-will apply for further funding/grants if applicable	<p>Parents feel that communication is good</p> <p>Parents are well supported in helping their children at home</p>	<p>CS sends regular letters to families to ensure they are well informed. – Throughout Year</p> <p>HT regular updated with developments in PP and Catch up- Throughout Year</p> <p>Intervention Teacher communicates effectively with Class Teachers and CS to ensure good progress.</p>
Total costs:	£18800			