



## Hill View Primary Academy

### Summary of Catch-Up Strategy

School information			
School	Hill View		
Academic Year	20-21	Catch-Up Funding Received 2020-21	£36744
Total number of pupils	87	% Disadvantaged Pupils	14%

Contextual Information (if any)
<p>Parents have been extremely positive with their children coming back to school. Only 8 families have chosen to home educate their children. Attendance is above 96% at present for this term. The main factor affecting attendance to date is the difficulty obtaining a Covid-19 test in a timely manner once symptoms are evident. The child can only return to school once a negative result has been proven or if no access to a test then a 10-day isolation period is required. One family had to travel to the Isle of Wight last week as there were no tests available closer to home.</p> <p>Although we have 14% of pupils who are disadvantaged, we fully recognise that there are many families who are just above the threshold for qualifying for public assistance. With this in mind our catch up strategy will support both the PPG children and all others who require extra support to catch-up.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
1	Whole school focus on well-being and building relationships – removing barriers to learning
2	In depth analysis of baseline assessments to plan effective programme of intervention
3	Development of 'virtual' schooling to ensure progress is maintained for all pupils in event of bubble closure, self-isolation etc.
4	Support staff CPD –interventions based on age and stage

5	CPD – Teachers – Core subjects of reading, writing and maths to ensure planning enables progress for all learners and closes gaps
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**Summary of Expected Outcomes** (*what you are hoping to achieve*)

1	Pupils are settled and enjoy being in school. They are ready to learn and learning behaviours are at least good. They are able to access the learning.
2	Baseline assessments enable a focused recovery curriculum with targeted interventions and teaching to enable gaps to be filled impacting on progress and outcomes for all.
3	All pupils will continue to make progress ensuring that they continue to access high quality learning so that gaps do not widen and progress is maintained. Their well-being is supported ensuring that no new barriers to learning occur.
4	TAs will have sound knowledge of delivering targeted interventions that close the gap and accelerate progress which are age and stage appropriate. All pupils are enabled to access the learning in the classroom.
5	Development of pedagogy for teachers will enable quality first teaching to be embedded across the school, with questioning and discussion that continually enables progress for all and impacts on outcomes

**Strand 1: Teaching and whole-school strategies** (Supporting great teaching, pupil assessment and feedback, transition support)

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Power Maths CPD - virtual	All Pupils	Pedagogy improves leading to improved learning opportunities for all	JS	Half termly drop in observations – feedback check and verify Book scrutinies – half termly	£850	
Power Maths subscription fee	All pupils	Resources support planning and implementation leading to better progress and attainment			£1169	
PPA support – Power Maths	All pupils	Effective learning activities are planned which enable all to	JS			

		access learning and make progress from their individual starting points and provide challenge for all				
Implementation of Power maths across school which has specific links to both White Rose Recovery programme and the governments Ready to Progress criteria	All pupils	Gaps of vital knowledge missed from previous year's missed learning will be filled	<b>JS + Yr Leads</b>	Half termly drop in observations – feedback check and verify Book scrutinies – half termly		
Use of PUMA– gap analysis to ensure planning meets needs of all		Clear picture of gaps in children's knowledge and planning that is targeted to fill these gaps in maths	<b>Yr Leads</b>		£1771	
Release of Maths, English subject leads to develop CPD for INSET to support catch up priorities						£620
RWInc refresh training – EYFS, KS1 teachers	Pupils from EYFS - Yr3	Pedagogy improves leading to improved learning opportunities for all	LK		£3975	
RWInc training Yr3 teachers and new to KS1/EYFS	Targeted Yr3 pupils All pupils EYFS-2	Pedagogy improves leading to improved learning opportunities for all	LK			



Use of PIRA– gap analysis to ensure planning meets needs of all	All pupils	Clear picture of gaps in children’s knowledge and planning (intervention and whole class) that is targeted to fill these gaps in reading	LK Yr Leads	Half termly drop in observations – feedback check and verify Book scrutinies – half termly	£1771	
Use of SPaG assessment to enable gap analysis (GAPs)	All pupils	Clear picture of gaps in children’s knowledge and planning (intervention and whole class) that is targeted to fill these gaps in reading		Half termly drop in observations – feedback check and verify Book scrutinies – half termly	£1417	
CPD Talk for writing	All pupils		LK		£810	
Reading Reconsidered - CPD	All pupils	High quality reading sessions enable all pupils to make progress from their starting point	EB/PS			
Five point scale and PACE - CPD	All pupils	All staff manage behaviour consistently and have a range of strategies to support identified children who have difficulty self-regulating etc.	LK	Monitoring of behaviour logs ABC monitoring for identified pupils		
Cut away teaching to enable progress for all	AfL enables targeted pupils in all lessons	All pupils make progress within lesson from their starting points	Yr leads	Half termly drop in observations – feedback check and verify		

Release IT Teacher to train all teachers in filming live lessons in the classroom (8 days)	All teachers able to film as they work to ensure self –isolating pupils can access all learning to enable progress to be	Distance learning offer is high quality and enables progress for all pupils	KW	Distancing learning monitored by KW attending a sample of live lessons each year grp		£1040
Half termly book swaps across the school – each child brings a book in and after quarantined time they are placed in the year group locality to encourage all children to take a new book home – extra books supplied to enable disadvantaged pupils who might not have books to take one	Disadvantaged (primarily) and all pupils	Enable all disadvantaged pupils to have access to reading material at home	Reading leads	CTs record that all have taken a book home		
					<b>Cost</b>	1660

<b>Strand 2: Targeted support (1:1 and small group tuition, intervention programmes, extended school time (before and after school interventions))</b>						
Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
CPD targeted interventions – TAs Lifeboat (KS2) RWInc catch up	<b>Targeted – identified individuals from baseline across school</b>	Identified pupils make accelerated progress closing gap with peers	LK	Data analysis		
SENDCo Assistant delivering group interventions -	Targeted – identified individuals from baseline across school	Identified pupils make accelerated progress closing gap with peers	LW	Data analysis	10555.18 (=0.2 time)	
Social skills groups weekly – 1 year group per day	Targeted – individuals identified as having difficulties with relationships	Vulnerable identified pupils are able to access learning in the classroom as barriers are removed	LK	Pupil feedback CT feedback		

1-1 phonics intervention	Targeted – identified individuals from baseline across school	Identified pupils make accelerated progress closing gap with peers	LK	Data analysis Phonics assessments		
ELSA support	Individuals identified as having emotional needs	Vulnerable identified pupils are able to access learning in the classroom as barriers are removed	LK	Half termly meeting - notes		
Counselling	Individuals identified as having emotional needs	Barriers removed – pupils able to self-regulate	LK	Termly reports		
Maths precision teaching – SENDCo Ass	Targeted – identified individuals from baseline across school	Identified pupils make accelerated progress closing gap with peers	LW	Data analysis	10555.18 (=0.2 time)	
Pre Teaching –Weekly – CTs using AfL from learning	Pupils Identified on weekly basis	Identified pupils able to access the lessons with knowledge base enabling success	Yr Leads	Half termly drop in observations – feedback check and verify – planning annotations, data		
Behaviour mentor check ins	Disadvantaged pupils who have been identified as a concern first then non dis	Barriers removed – pupils able to self-regulate	LW	Pupil feedback CT feedback	4645.97 (=0.2 time)	
Assistant Head check ins		Barriers removed – pupils able to self-regulate	LK	Pupil feedback CT feedback		
1-1 tuition – employment of teacher for two terms Use Mat cover Teacher for Yr3/4 (two terms) SENDCo Assistant Yr 5/6 (40%)	PPG pupils as a first priority group then non PPG	Identified pupils make accelerated progress closing gap with peers	KW	Analysis data - PPRs	33149.50 21110.36	33149.50

Learning Mentor – 1-1 or small group interventions	PPG and SEND pupils as a first priority group then non PPG	Identified pupils make accelerated progress closing gap with peers	LK	Data analysis	13937.91 (=0.6 time)	
CPD Early Language Intervention training – registered with Nuffield Early language	Reception pupils whose baseline assessment in CLL is below expected	Pupils able to access the curriculum – impact on CLL outcomes	LK	Feedback from pupils Analysis of data EYFS observations		
Extra accessibility to school library	PPG and SEND pupils	Identified pupils have same opportunities as peers to engage in the enjoyment of reading at home	Reading leads	Monitoring -LK		
<b>Cost</b>						33149.50

<b>Strand 3: Wider Strategies</b> (Supporting parents and carers, access to technology, holiday support)						
Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
EYFS – home learning focus on speaking & listening – using tapestry for how to recordings	All pupils	Parents able to support their children with phonics and RWInc home learning	EB	Survey to check if parents feel confident and supported		
Access to online learning – We use Microsoft Teams as an online platform in the event of a child or bubble self-isolating	All	All children able to access the distance learning opportunities from home	KW	Attendance records		

Whole school letter sent out to determine where a technology deficit is evident. – letter to go out, collate and centrally store to enable a technology lending service to be implemented. E-safety user agreement to be put in place	Those with no access to technology	Able to supply equipment to vulnerable families to enable their child to access all learning if self-isolating	VB	Records of hardware distributed		£1934.50
SENDCo implementation of Risk Assessment proforma to identify additional resources needed for specific children to access home learning	SEND & Vulnerable pupils	Resources are accessible by all SEND and vulnerable children when self-isolating	LK	RA and subsequent actions Data analysis		
					<b>Cost</b>	1934.50

**Additional Information** *(if required)*

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**Impact Assessment** *(Describe the impact of your strategies) use this form for informing LGB*

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Impact




**Summary of impact & next steps**