



Hackbridge Primary School – Catch-up Premium Strategy 2020-2021

Last updated 21/07/2021

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Year 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use 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 schools 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, schools should use the sum available to them 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. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

(DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

| | |
|--|---|
| Number of pupils in school YR – Y6 | 659 (as of 13/11/2020) |
| Proportion of disadvantaged pupils | 23% (150 pupils as of 13/11/2020) |
| Predicted Catch-up Premium allocation (No. of pupils x £80) | £52,720 (based on NOR as of 13/11/2020) |
| Catch-up Premium Funding received to date | £12,380 (Autumn 2020) |
| Additional Catch-up Premium Funding received | £18,375 (March 2021) |
| Additional Catch-up Premium Funding received | £21,960 (June 2021) |
| TOTAL FUNDING RECEIVED IN 2020/2021 | £52,715 |
| Publish Date | 19/10/2020 |
| Review Dates | January 2021 April 2021 July 2021 |
| Statement created by | E Walford |
| Governor Committees/Groups | Learning & Attainment Committee Inclusion Advisory Group |

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 equal to national (based on national for 2019 being 23% and our school percentage as of 13/11/2020 being 23%).
- The vast majority of children from Reception to Year 6 in 2019-2020 engaged with the detailed online learning that the school provided, as evidenced through regular telephone calls home from teachers to families.
- Upon re-opening on 3rd September 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 1 week to ease the transition process in line with our usual starting school procedures.
- As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics through the use of formative assessments recorded on Pupil Asset. The teachers from the previous year (2019-2020) also made transition notes about pupils and the curriculum which was covered for the receiving year group teachers in 2020-2021.
- Senior Leaders held Pupil Progress Meetings early in September with each teacher to discuss what their early assessments of their pupils were telling them about the gaps in learning and where support needed to be targeted this term.
- The Headteacher, Deputy Headteacher and Assistant Headteachers then used the outcomes of the Pupil Premium Meetings to determine the additional expenditure from the Catch-up Premium, which is in addition to the usual support available to year groups through the notional SEND budget and Pupil Premium expenditure.

Reviews in January 2021 & April 2021

The use of the funding in terms of the type of intervention and who it was being delivered by was reviewed in January 2021 and April 2021 and discussed with senior leaders during Pupil Progress Meetings to ensure continued best use of funding.

Action plan to improve future attainment

| Teaching priorities | Identified Barrier | Actions | Desired outcome | Review and Impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|---|--|--|--|-------------|---------------------------|---------------------------------|------------|-------|-------|-------|-------|-------|------|-------|-------|---------------|-------|-------|-------------------|-------|-------|---------------|-------|-------|-------------------|-------|-------|-----|-------|-------|---------|-----|-----|---------|-----|-----|-------------|-------|-------|------------------------|-------|-------|------------------------|-----|-----|------------------------|-------|-------|-----|-------|-------|---------|-------|-------|-----|-------|-------|---------|-------|-------|----------------|-----|-----|--------------------|-------|-------|------|-------|-----------|-----------|---------|------------|---|-----|----|-----|----|-----|---|----|----|-----|----|-----|---|----|----|-----|----|-----|---|----|----|-----|----|-----|---|----|----|-----|----|-----|---|----|----|-----|----|-----|
| | <p>BARRIER IDENTIFIED IN AUTUMN 2020 AND REVIEWED IN JANUARY, APRIL AND JULY 2021: Loss of in-school education from 23rd March 2020 until 21st July 2020.</p> <p>Additional loss of in-school education for approximately two thirds of our pupils from 5th January 2021 to 5th March 2021.</p> | <ul style="list-style-type: none"> Recovery curriculum delivered for English and Maths in each year group. Objectives identified as not taught in previous year group or not fully embedded (use of Pupil Asset data) are being taught alongside a broad and ambitious curriculum (autumn 2020). Fast feedback used to make next steps explicit to children. Self-reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need? Whole staff CPD to develop high quality teaching e.g. Jane Considine 'The Write Stuff'. Prioritisation of objectives to be taught using NCETM and PiXL materials. Teachers completed Horsforth quadrants (effort/progress) to identify strategies. For end of year assessments Teachers have provided an assessment based on the objectives which had been taught. | <ul style="list-style-type: none"> Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn term 2020. Analysis will show that whole class gaps have been narrowed. | <ul style="list-style-type: none"> Teachers have delivered a Recovery Curriculum and prioritised the objectives they have taught. This has focused on key building blocks for a successful year. Fast feedback continues to make next steps clear to children and to maximise their progress. Pupil Voice has shown that pupils are confident talking about their progress in all curriculum subject areas and what their next steps are. Children take more ownership of their own learning and have developed their metacognition skills – thinking about their thinking. Children are more reflective. Implementation of <i>The Write Stuff</i> has improved the teaching and learning of writing. The quality of writing across the school has improved. More assessment opportunities will be developed next year to gather additional evidence of writing. Horsforth quadrants supported year teams to identify groups of children who needed support with effort or progress. <p>Reception attainment</p> <table border="1"> <thead> <tr> <th>Pupil Group</th> <th>Early Learning Goal (ELG)</th> <th>Good Level of Development (GLD)</th> </tr> </thead> <tbody> <tr><td>All Pupils</td><td>57.6%</td><td>57.6%</td></tr> <tr><td>Girls</td><td>68.3%</td><td>68.3%</td></tr> <tr><td>Boys</td><td>46.6%</td><td>46.6%</td></tr> <tr><td>Disadvantaged</td><td>41.2%</td><td>41.2%</td></tr> <tr><td>Not Disadvantaged</td><td>64.3%</td><td>64.3%</td></tr> <tr><td>Pupil Premium</td><td>41.2%</td><td>41.2%</td></tr> <tr><td>Not Pupil Premium</td><td>64.3%</td><td>64.3%</td></tr> <tr><td>FSM</td><td>57.6%</td><td>57.6%</td></tr> <tr><td>Not FSM</td><td>#NA</td><td>#NA</td></tr> <tr><td>In Care</td><td>#NA</td><td>#NA</td></tr> <tr><td>Not In Care</td><td>57.6%</td><td>57.6%</td></tr> <tr><td>Term Of Birth (Autumn)</td><td>61.8%</td><td>61.8%</td></tr> <tr><td>Term of Birth (Spring)</td><td>69%</td><td>69%</td></tr> <tr><td>Term of Birth (Summer)</td><td>49.1%</td><td>49.1%</td></tr> <tr><td>EAL</td><td>54.3%</td><td>54.3%</td></tr> <tr><td>Not EAL</td><td>59.7%</td><td>59.7%</td></tr> <tr><td>SEN</td><td>22.2%</td><td>22.2%</td></tr> <tr><td>Not SEN</td><td>60.6%</td><td>60.6%</td></tr> <tr><td>Services Child</td><td>#NA</td><td>#NA</td></tr> <tr><td>Not Services Child</td><td>57.6%</td><td>57.6%</td></tr> </tbody> </table> <p>KS1 & KS2 attainment Following a prioritised curriculum Y1 to Y6:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Group</th> <th>Reading %</th> <th>Writing %</th> <th>Maths %</th> <th>Combined %</th> </tr> </thead> <tbody> <tr><td>1</td><td>117</td><td>85</td><td>73%</td><td>71</td><td>61%</td></tr> <tr><td>2</td><td>89</td><td>62</td><td>70%</td><td>50</td><td>56%</td></tr> <tr><td>3</td><td>85</td><td>51</td><td>62%</td><td>48</td><td>59%</td></tr> <tr><td>4</td><td>89</td><td>64</td><td>72%</td><td>62</td><td>70%</td></tr> <tr><td>5</td><td>89</td><td>63</td><td>71%</td><td>55</td><td>62%</td></tr> <tr><td>6</td><td>79</td><td>67</td><td>85%</td><td>60</td><td>76%</td></tr> </tbody> </table> | Pupil Group | Early Learning Goal (ELG) | Good Level of Development (GLD) | All Pupils | 57.6% | 57.6% | Girls | 68.3% | 68.3% | Boys | 46.6% | 46.6% | Disadvantaged | 41.2% | 41.2% | Not Disadvantaged | 64.3% | 64.3% | Pupil Premium | 41.2% | 41.2% | Not Pupil Premium | 64.3% | 64.3% | FSM | 57.6% | 57.6% | Not FSM | #NA | #NA | In Care | #NA | #NA | Not In Care | 57.6% | 57.6% | Term Of Birth (Autumn) | 61.8% | 61.8% | Term of Birth (Spring) | 69% | 69% | Term of Birth (Summer) | 49.1% | 49.1% | EAL | 54.3% | 54.3% | Not EAL | 59.7% | 59.7% | SEN | 22.2% | 22.2% | Not SEN | 60.6% | 60.6% | Services Child | #NA | #NA | Not Services Child | 57.6% | 57.6% | Year | Group | Reading % | Writing % | Maths % | Combined % | 1 | 117 | 85 | 73% | 71 | 61% | 2 | 89 | 62 | 70% | 50 | 56% | 3 | 85 | 51 | 62% | 48 | 59% | 4 | 89 | 64 | 72% | 62 | 70% | 5 | 89 | 63 | 71% | 55 | 62% | 6 | 79 | 67 | 85% | 60 | 76% |
| Pupil Group | Early Learning Goal (ELG) | Good Level of Development (GLD) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Pupils | 57.6% | 57.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Girls | 68.3% | 68.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys | 46.6% | 46.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged | 41.2% | 41.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Disadvantaged | 64.3% | 64.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium | 41.2% | 41.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Pupil Premium | 64.3% | 64.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FSM | 57.6% | 57.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not FSM | #NA | #NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| In Care | #NA | #NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not In Care | 57.6% | 57.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Term Of Birth (Autumn) | 61.8% | 61.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Term of Birth (Spring) | 69% | 69% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Term of Birth (Summer) | 49.1% | 49.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EAL | 54.3% | 54.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not EAL | 59.7% | 59.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEN | 22.2% | 22.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not SEN | 60.6% | 60.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Services Child | #NA | #NA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Services Child | 57.6% | 57.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Group | Reading % | Writing % | Maths % | Combined % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 117 | 85 | 73% | 71 | 61% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 89 | 62 | 70% | 50 | 56% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 85 | 51 | 62% | 48 | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 89 | 64 | 72% | 62 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 89 | 63 | 71% | 55 | 62% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 79 | 67 | 85% | 60 | 76% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | Identified Barrier | Actions | Desired outcome | Review and Impact |
|---------------------------|---|---|---|--|
| | <p>BARRIER IDENTIFIED IN AUTUMN 2020: End of year assessment judgements for 2019-2020 were unable to be made due to enforced school closures.</p> | <ul style="list-style-type: none"> Baseline assessments in early September 2020 to identify gaps in learning. | <ul style="list-style-type: none"> Teachers know where pupils are in the learning early in the autumn 2020 term and have planned according to accelerate progress so that children can meet the end of year expectations for the current year group in 2020-2021. Analysis of individual data (assessments, pupil asset, tests, book scans, year group moderation) will show that gaps have been filled and progress is being made. | <ul style="list-style-type: none"> Teachers have used assessment software 'Pupil Asset' multi-ticks to monitor gaps in learning and plan for the cohorts next steps based on the prioritisation of the objectives for each subject. At the end of 2020-2021 teachers have given teacher assessments based on the objectives taught. Analysis of the data was discussed with Governors at Learning and Attainment committee meeting on 19/07/21. A Quality of Education report was shared at this meeting and highlighted monitoring and evaluation activities which have taken place and next steps. |
| | <p>BARRIER IDENTIFIED IN AUTUMN 2020: Further developments needed to our remote learning platforms e.g. expanding use of Google Classroom to the whole school.</p> | <ul style="list-style-type: none"> CPD provided for staff on the effective use of the new online learning platform (Google Classroom). Parents/carers made aware of the platform and how it can support and develop and extend home learning and remote learning. | <ul style="list-style-type: none"> A strong remote learning offer to be in place. A new and improved online learning platform is in place and all staff are trained in its use Weekly homework activities are uploaded and feedback to pupils given as and when appropriate. Remote learning can be accessed via Google Classroom in the event of self-isolation and/or quarantine or school closure following a positive test result. | <ul style="list-style-type: none"> Google Classroom training delivered during autumn '1' and autumn '2' half-terms. All classes were set up on Google Classrooms and login details shared with YR to Y6 pupils by second week of September 2020. Teachers have been uploading daily lessons to Google Classrooms since 21/09/2020. Enhanced remote learning provision was available to all pupils during the partial school closure and bubble closures. Remote learning provision was reviewed when all pupils returned to school so as to identify strengths and any future changes needed. July 2021 - Google Classroom use is now embedded across the school and we intend to continue to use this platform for our usual home learning as well as for any pupil needing to self-isolate in 2021/2022. |
| | <p>NEW BARRIER IDENTIFIED IN JANUARY 2021: Enforced school closure from 5th January 2021 resulted in teachers needing to plan for teaching and learning in a hybrid way with a significantly larger number of pupils (a third of the school population) attending school in lockdown (as the children of critical workers or as 'vulnerable' children) along with two thirds learning remotely from home.</p> | <ul style="list-style-type: none"> Teachers to plan a timetable to ensure quality first teaching experiences for both the two in-school bubbles in their year group plus the two thirds of the pupils in their year group who were learning remotely at home. SLT to set shared expectations for the frequency of live and recorded lessons for each year group from Nursery to Year 6. Remote learning policy updated and published on the school website, so that all stakeholders knew and understood our expectations for pupil engagement with remote learning during this enforced closure period. Teachers to revise Cornerstones planning and consider any limitations to the intended National Curriculum (NC) objectives that had intended to cover this term due to teaching the majority of pupils in the year group remotely (e.g. D&T, Art or Science where pupils may not have the resources, tools or equipment required for an intended learning outcome). | <ul style="list-style-type: none"> Year groups clear about the learning that will take place during the spring 2021 enforced school closure period. Parents and pupils know what is expected of them, and what the school will provide, in relation to our remote learning offer for this period. There is parity between year groups in terms of the number of live, recorded and other lesson materials planned and delivered. Teachers have considered and made a note of any NC objectives that cannot be taught in the same way as they would in-school and prioritise those for coverage later in the year when all pupils return to face to face learning. | <ul style="list-style-type: none"> Teachers revised planning and NC objective coverage for remote teaching during the enforced closure period. Our remote learning policy with an additional FAQs document for parents/carers, was updated in January 2021, shared with our school community by email and published on the school website so that all stakeholders knew and understood our expectations for pupil engagement with remote learning during this enforced closure period. SLT shared information in a memo to staff about the expected number and frequency of live, recorded and other types of remote lesson for pupils in each year group across the school. This ensured a continuity of the pace of teaching and learning for all year groups during this closure period. English and Maths was prioritised for live and recorded lessons, with Foundation Subjects also covered according to year group Cornerstones projects. Additional support was provided from the Sutton Music Service who provided online music lessons for Year 4. We were also able to upload PE participation videos. After the return to face to face teaching for all pupils from 8th March 2021, teachers in all year groups have kept a close track on the NC objectives that they have covered for their year group to ensure that it is clear where classes/year groups have gaps in teaching and learning due to lost face-to-face time in school. Information has been shared at July 2021 Pupil Progress Meetings with the year group teacher for the 2021/2022 academic year to ensure teaching and learning priorities for the autumn 2021 term are already known by the receiving year group. |
| Targeted academic support | <p>BARRIER IDENTIFIED IN AUTUMN 2020: Some children may have large gaps in learning due to not being able to access work set as easily during the nationally enforced lockdown period where schools were closed to the majority of pupils (March to July 2020).</p> | <ul style="list-style-type: none"> Early assessment in September 2020 leading to swift identification of those pupils for whom there are wider than expected gaps. Use of usually available resources (notional SEND budget expenditure and PPG) to plan interventions for identified pupils – teachers within each year group to plan and record details of this support. Use of Catch-up Premium to provide additional resources to accelerate closing gaps for identified pupils (e.g. additional hours for LSAs to run interventions or supply cover to release class teachers to deliver interventions/misconception/pre teaching groups). Parents informed about their child's next steps and how to support at home. | <ul style="list-style-type: none"> All pupils are back on track (in line with their previous attainment) and making expected or accelerated progress in all areas of learning, but particularly in reading, writing and mathematics. Parents/carers know how to support their child with their learning. Majority of children to be attaining at, or above, age related expectations by end of summer 2021 term. | <ul style="list-style-type: none"> Year group action plans in place by September 2020 and reviewed regularly throughout the year. Catch-up Premium autumn expenditure plan in place by start of autumn '2'. Virtual parent/teacher consultations carried out in November 2020 and April 2021 where parents were informed of how well the children have progressed across the year and support that has been given both face to face and remotely. LSAs and teachers have continued to run catch up interventions across all 3 terms even during the period of enforced partial school closure. A variety of means was used to support the children e.g. Google Meet, Google Classroom, <i>School Cloud</i> software and telephone calls for those learning remotely as well as face to face sessions for those in school. Children's engagement was mostly good greatly aided by the devices the school were able to allocate to PPG children in Years 1-6. |

| Identified Barrier | Actions | Desired outcome | Review and Impact |
|--|---|---|---|
| <p>NEW BARRIER IDENTIFIED IN JANUARY 2021: The government announced another period of enforced school closures from 5th January 2021. Whilst initially suggested that this would be for 2 weeks, it was extended until 8th March 2021. Again, some children were at risk of not being able to access remote learning due to not having a device to work on at home.</p> | <ul style="list-style-type: none"> School to seek to obtain their allocation of devices from the DfE. School to prioritise loan distribution of devices to disadvantaged pupils in KS2 (as per the government guidance) to ensure they can access remote learning during the spring 2021 enforced school closure. School to arrange mobile data extensions or Wi-Fi routers through the DfE arrangements for any pupil in KS2 who does not have this access and needs it. Teachers and support staff to consider how they can continue to engage pupils with catch-up intervention throughout the enforced closure period. | <ul style="list-style-type: none"> Disadvantaged pupils in KS2 able to access remote learning and are engaging with the lessons provided. Access to a device is not an identified barrier to learning for any KS2 pupil during the spring 2021 enforced school closure. Targeted pupils have continued to receive high quality catch-up intervention throughout the enforced closure period, whether they are attending in-school provision or learning remotely at home during this period. | <ul style="list-style-type: none"> We initially received 66 Chromebooks at the end of December 2020. We were able to gain further devices later in the spring term and in the end have received 88 devices in total. Class Teachers informed SLT which children in their classes did not have access to a device on which to engage with remote learning. The school were able to loan all disadvantaged pupils/families in KS2 and in KS1 with a Chromebook where they did not have a device or had previously been working on a mobile phone. The school were also able to support pupils who are not considered 'disadvantaged', but who did not have a device to work on with the loan of a Chromebook during the spring 2021 enforced school closure. We also arranged mobile data extensions and/or a Wi-Fi router for eligible families who requested this. There was no pupil from Y1-6 who did not have access to a device for remote learning in the spring 2021 enforced closure period as a result of the loaned out devices. July 2021 – We have continued to be able to offer devices during bubble closures in June/July to ensure that children were able to continue to engage with live and recorded lessons delivered by their teachers. Teachers and support staff were innovative in finding ways to continue to engage identified pupils with the planned catch-up interventions throughout the enforced closure period. They embraced using G Suite for Education tools such as Google Meet, Google Classroom and <i>School Cloud</i> to deliver interventions both in live, recorded and slideshow format to deliver reading sessions, face to face and remote one to one and/or group sessions, pre-teaching and misconception sessions. April 2021 - Teachers kept a close track of pupil engagement with remote learning during the spring 2021 enforced closure and have tackled pupil non-engagement through additional telephone calls home and bespoke remote learning offers where needed. Further review of use of catch-up funding carried out at April Pupil Progress Meetings to refocus the interventions and the targeted pupils for the summer 2021 term. |
| <p>BARRIER IDENTIFIED IN AUTUMN 2020: Some children may have large gaps in their phonics understanding due to not being able to access work set as easily during the nationally enforced lockdown period where schools were closed to the majority of pupils (March to July 2020).</p> | <ul style="list-style-type: none"> Early assessment in October 2020 leading to swift identification of those pupils for whom there are wider than expected gaps in. Use of Catch-up Premium to provide additional resources to accelerate closing gaps for identified pupils in years 1 and 2 (e.g. additional hours for LSAs to run interventions or supply cover to release class teachers to deliver interventions/misconception/pre teaching groups). | <ul style="list-style-type: none"> All pupils are back on track (in line with their previous attainment) and making expected or accelerated progress in all areas of learning, but particularly in phonics. Parents/carers know how to support their child with their learning. Majority of children to be attaining at, or above, age related expectations by end of summer 2021 term. | <ul style="list-style-type: none"> Year group action plans in place by September 2020 and reviewed regularly throughout the year. Catch-up Premium autumn expenditure plan in place by start of autumn '2'. Virtual parent/teacher consultations carried out in November 2020 and April 2021 where parents were informed of how well the children have progressed across the year and support that has been given both face to face and remotely. LSAs and teachers have continued to run catch up interventions across all 3 terms even during the period of enforced partial school closure. A variety of means was used to support the children e.g. Google Meet, Google Classroom, <i>School Cloud</i> software and telephone calls for those learning remotely as well as face to face sessions for those in school. Children's engagement was mostly good greatly aided by the devices the school were able to allocate to PPG children in Years 1-6. |
| <p>BARRIER IDENTIFIED IN AUTUMN 2020: Some children may have language and communication needs in the EYFS due to lack of social interaction and not being able to access work set as easily during the nationally enforced lockdown period where schools were closed to the majority of pupils (March to July 2020).</p> | <ul style="list-style-type: none"> Autumn 2020 term - school to register to participate in the government funded Nuffield Early Language Intervention (NELI) project for Reception children. Reception teachers to undertake training to gain understanding of the NELI programme. Reception TAs to undertake training to gain understanding of how to deliver the NELI programme. Pre-intervention assessment to be carried out to ensure correct identification of those pupils for whom there are wider than expected gaps in language and communication. Groupings are established and the Reception TAs deliver the intervention. | <ul style="list-style-type: none"> All pupils have the foundations needed for good language and social and emotional development as well as later literacy and numeracy skills. Majority of children to be attaining at, or above, age related expectations by end of summer 2021 term. There has been documented accelerated progress in the area of language and communication for the pupils who have received NELI sessions. | <ul style="list-style-type: none"> Year group action plans in place by October 2020 and reviewed regularly throughout the year. All Reception teachers and TAs undertook the necessary training. Some delay to undertaking the intervention (nationally) as a result of the second enforced school closures in the spring 2021. YR team meetings took place to decide how this would be carried out. Spring/summer terms – YR team review and measure impact of the provision. Adaptions were made to ensure the programme reached the desired impact. Children's engagement was mostly good. TAs and teachers have both reported noticeable improvements in the language development of targeted children who have participated in the NELI sessions. |

| | Identified Barrier | Actions | Desired outcome | Review and Impact |
|------------------|--|---|--|---|
| Wider strategies | <p>BARRIER IDENTIFIED IN AUTUMN 2020: Some pupils may struggle to settle back into school and to follow class routines. Concentration levels and learning stamina may have been negatively affected as a result of the extended school closure period in 2019-2020 and the lack of usual in-school structured learning experiences.</p> | <ul style="list-style-type: none"> • 'Recovery curriculum' planned for Maths and English for each year group for early autumn '1' half-term. • Teachers to build mindfulness activities and daily relaxation activities into their planning and recovery curriculum. • Implementation of new Behaviour policy and PSHE curriculum to improve children's behavior for learning and improve learning attitudes and resilience. | <ul style="list-style-type: none"> • All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020-2021. | <ul style="list-style-type: none"> • Teachers planned and followed a well thought out Recovery Curriculum for our children, taking into consideration discussions with families and what they have been through this year, and building in mindfulness and daily relaxation time. • Teachers were mindful of their children's resilience levels and tailored activities. • The new Behaviour policy and PSHE curriculum has been implemented with a focus on deliberate calm and restorative practice. |
| | <p>BARRIER IDENTIFIED IN AUTUMN 2020: Possibility of poor attendance as a result of families needing to self-isolate repeatedly throughout the 2020-2021 academic year, or as a result of partial school closure due to a positive coronavirus case affecting the school community or as a result of any further enforced school closure locally or nationally.</p> | <ul style="list-style-type: none"> • Headteacher and DSL to continue to closely monitor pupil attendance on a weekly basis. • School Attendance Officer and DSL to support parents with attendance issues. • School to be fully prepared with remote learning offer in place in the eventuality of pupils needing to self-isolate or the event of partial or full school closure. | <ul style="list-style-type: none"> • For overall school attendance to be as close to 96% as achievable in 2020-2021. • Any pupils where persistent absenteeism is identified to be supported by the Headteacher, School Attendance Officer and DSL through meetings with parents. • Daily remote learning offer to be made available to pupils from 1st October 2020 for any pupils who cannot attend school due to having to follow coronavirus guidelines. | <ul style="list-style-type: none"> • Overall school attendance reported to Governors at summer meeting on 21.06.21 was 96.3% (excluding Covid-19 related absences). • Attendance meetings held with Attendance Officers and PA children's parents written to, to highlight concerns and how the school will be monitoring next academic year. • Teachers have been uploading daily lessons to Google Classrooms since 21/09/2020. • Extensive remote learning provision was available during partial school closures/bubble closures with a mixture of live lessons, recorded lessons, live interventions and differentiated tasks made available for all whilst at home. • July 2021 - Attendance has continued to be monitored closely as we would have done before the pandemic began. We have sent out letters to parents to advise them of attendance concerns (excluding any time off for self-isolation or due to being unwell with coronavirus) so that any persistent absentees or those whose attendance has fallen below 96% for any other reason are still regularly reviewed and parents spoken to by our Designated Safeguarding Lead. |
| | <p>BARRIER IDENTIFIED IN AUTUMN 2020: Staff need to develop a greater understanding of children's mental health needs in relation to the effects of lockdown in order to be able to help and support children who may have been affected adversely by closures and Covid-19.</p> | <ul style="list-style-type: none"> • Train teachers in how to manage children's stress. • Identify additional training for teachers e.g. Trauma training from Virtual School, in relation to supporting children. • Individual SEMH support for pupils who require it through use of ELSA support or work with the Child & Family Support Worker. • Implement KIND project across the school. | <ul style="list-style-type: none"> • Children will feel supported, calm and safe in school. • The profile of PSHE is raised throughout school and lessons are taking place on a regular basis which support the mental health and emotional and social needs of all of our children. • Staff are better informed and have greater clarity of understanding about how to support children with mental health needs as a result of the national lockdown. Teachers will feel equipped to identify and support children's mental/physical health and stress. • Our new Behaviour policy and restorative practice is embedded across the school. • KIND project successfully run across the school. • Mindfulness activities embedded in planning. • Children's individual levels of resilience and self-confidence have been regained/improved by the end of the summer 2021 term. • An improvement in learning behavior is evident across the school through lesson observations/learning walks and staff/pupil surveys. | <ul style="list-style-type: none"> • Strong PSHE focus daily, and then weekly, during all the terms with a focus on mental health, wellbeing and promoting the schools values 'KIND.' These lessons have been delivered both face to face and remotely across the year. • CPD for teachers on managing children's stress (02/11/2020). • All teaching staff received Trauma training this year. • School has actively promoted mental health weeks for both children and adults this year and regularly shared resources and web links with families. • Identified families and children have received SEMH support through ELSA sessions, working with the Family Support Worker (Jigsaw4U) and attendance at Family group. • Learning walks in the summer 2021 term evidenced a positive behavior for learning across the school with children engaged in their lessons and confident to talk about their next steps. This was echoed in an external moderation visit from a NLE and their colleague. |

| Identified Barrier | Actions | Desired outcome | Review and Impact |
|---|--|---|--|
| <p>NEW BARRIER IDENTIFIED IN FEBRUARY 2021: The impact of a second period of enforced school closure is likely to have had a further negative impact on the mental health and wellbeing of some of our pupils. Concentration levels and learning stamina may have again been negatively affected as a result of the spring 20201 enforced school closure period.</p> | <ul style="list-style-type: none"> • A new 'recovery curriculum' to be planned for the return of all children to face to face education from 8th March 2021. • Lead for Behaviour, Safety and Wellbeing (also the PSHE Lead) to speak with staff about supporting children on their return to school. • Teachers to look at how in-school lessons can be 'chunked' into smaller parts and gradually built up in length to reintroduce children to in-school learning expectations and re-establish their stamina for learning. | <ul style="list-style-type: none"> • Children to successfully be supported to settle back into the day to day routines of school life – learning and peer relationships – to be observed through their happiness in school, attitudes to learning, behaviour for learning and relationships with others. • Children to regain previous levels of concentration and learning stamina by the end of the spring 2021 term. | <ul style="list-style-type: none"> • A new 'recovery curriculum' was written for the return of all children to face to face education from 8th March 2021. This had a strong, daily PSHE focus for the first two weeks of the return, to re-engage pupils with each other and as a group. • Children who had been learning remotely during the enforced closure period were, on the whole, very happy to return to school and quickly settled back into the expectations and routines. • Of those pupils who had attended school throughout the enforced closure period (the children of critical workers or those classed as 'vulnerable' children), a small minority found the return of all pupils to the classroom more difficult to accept as they had become used to working in smaller bubble sizes and required additional social and emotional support from their class teachers and other adults in school to deal with this transition back to everyone being back at school. |

| Planned and actual expenditure 2020-2021 | |
|---|--|
| Autumn '2' Half-term | |
| Year 1 | Additional 10 hours of LSA support per week for additional Phonics interventions. |
| Year 2 | Additional 7.5 hours of LSA support per week for additional Phonics interventions. |
| Year 3 | 1 day supply cover for class teacher release to enable them to run interventions, misconceptions groups or pre teaching. |
| Year 4 | 1 day supply cover for senior leader release to enable them to run interventions, misconceptions groups or pre teaching. |
| Year 5 | Additional 10 hours of TA support per week for additional interventions or to cover year group leader to run interventions, misconceptions groups or pre teaching. |
| Year 6 | Additional 10 hours of LSA support per week for additional interventions. |
| All year groups | Additional resources e.g. manipulatives for maths, resources for The Write Stuff. |
| ACTUAL EXPENDITURE AUTUMN 2020: | £7229.00 |

| Planned and actual expenditure 2020-2021 | |
|--|---|
| Spring term (interventions continued to be delivered remotely throughout the enforced lockdown) | |
| Year 1 | Additional 10 hours of LSA support per week for additional Phonics interventions. |
| Year 2 | Additional 7.5 hours of LSA support per week for additional Phonics interventions. |
| Year 3 | 1 day supply cover for class teacher release to enable them to run interventions, misconceptions groups or pre teaching. |
| Year 4 | 1 day supply cover for senior leader release to enable them to run interventions, misconceptions groups or pre teaching. |
| Year 5 | Additional 10 hours of TA support per week for additional interventions or to cover year group leader to run interventions, misconceptions groups or pre teaching plus ½ day supply cover for class teacher release to enable class teachers to deliver misconceptions groups teaching. |
| Year 6 | Additional 10 hours of LSA support per week for additional interventions. |
| All year groups | Additional Chromebooks to ensure pupils had access to devices for remote learning and to give pupils enhanced access to online platforms and subscriptions following the return to face-to-face learning from 8 th March 2021. |
| All year groups | Software/Online Platform licenses to enable continuation of quality first teaching via live lessons and recorded lessons and additional support interventions during spring 2021 enforced lockdown e.g. Loom, Zoom. |
| ACTUAL EXPENDITURE SPRING 2021: | £32,461 |

| Planned and actual expenditure 2020-2021 | |
|---|---|
| Summer term | |
| Year 1 | Additional 10 hours of LSA support per week for additional Phonics interventions. |
| Year 2 | Additional 7.5 hours of LSA support per week for additional Phonics interventions. |
| Year 3 | Additional 10 hours of LSA support per week for targeted English and Maths interventions. |
| Year 4 | 1 day supply cover for senior leader release to enable them to run interventions, misconceptions groups or pre teaching. |
| Year 5 | Additional 10 hours of TA support per week for additional interventions or to cover year group leader to run interventions, misconceptions groups or pre teaching plus ½ day supply cover for class teacher release to enable class teachers to deliver misconceptions groups teaching. |
| Year 6 | Additional 10 hours of LSA support per week for additional interventions. |
| ACTUAL EXPENDITURE SUMMER 2021: | £13,607 |

| | |
|-------------------------------------|----------------|
| TOTAL EXPENDITURE 2020/2021: | £53,297 |
|-------------------------------------|----------------|

Written: November 2020

1st Review: January 2021

Last reviewed: 21/07/2021

2nd Review: April 2021