

Hampton Hill Junior School
Catch Up Funding (Covid 19)
2020/21 Plan

<p>The government has allocated approximately £80 per pupil to support catch up initiatives following the opening of schools. The information below provides information of where this money will be targeted and the intended impact.</p>			
Total number of pupils on roll (Autumn census)	357	Catch up allocation	Originally notified: £28640 Updated figure based on Oct Census: £28342.85 <ul style="list-style-type: none"> • Autumn £7160 • Spring £9467.85 • Summer £11715
Proportion of PPG pupils	47/ 357	Publish date	November 2020
Proportion of SEND pupils	56/357	Review date	Summer 2021
Lead	SLT	Governor Monitoring	A/F committee

Priority areas for catch up funding	
<p>Learning losses: to identify core curriculum knowledge and skills gaps- prioritising maths concepts and fluency/ reading fluency, confidence and comprehension/ writing stamina, vocabulary and grammar.</p>	<p>Learning losses: to identify and resolve foundation curriculum knowledge and skills gaps- impacted on by loss or postponement of (residential) trips/ visitors and a full range of curriculum experiences.</p>
<p>Pupil wellbeing: to ensure we fully support pupil wellbeing and confidence as they return to school, and address any attendance or engagement barriers.</p>	<p>Family engagement: to help to enable full accessibility to home/ remote learning and ensure clear and ongoing family communications and support and signposting are in place as required.</p>

Quality teaching, staffing and professional development				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
To identify learning gaps in knowledge and skills across the core and foundation curriculum.	<ul style="list-style-type: none"> Year groups, curriculum leaders and SLT to input into identification of learning gaps and lost learning across KS2. Lost learning gaps to be prioritised. 	<ul style="list-style-type: none"> Year group curriculum reviews and forecasting planning (termly) Subject action plans (termly) 	Release time for teaching teams and curriculum leaders	<ul style="list-style-type: none"> Gaps identified Plans put in place to address identified gaps
To amend curriculum content, planning, resourcing and delivery- in order to close identified gaps.	<ul style="list-style-type: none"> Amend curriculum content, resourcing and planning- in response to identified gap priorities. Respond to gaps in curriculum resourcing. Provide teacher and LSA CPD- to reiterate the importance of quality first teaching and how interventions will address identified priorities (e.g. bedrock vocabulary/ echo reading/ phonics). Review how we best deliver the content of our curriculum and 	<ul style="list-style-type: none"> Pupil progress meetings- termly Staff/ pupil/ parental feedback Core curriculum data (CRM) Foundation subject assessment data 	Chrome books x 30 (£8100) Nessie (£400) Bedrock vocabulary (£2500) Additional residential trip costs Additional teaching costs: £1100 LSA costs £3000	<ul style="list-style-type: none"> Pupils progressed towards KS2 end points (Y6 data). Additional teacher/ LSA inputs and resources delivered with a positive response. A range of additional pupil experiences and opportunities delivered. Positive year group feedback to groupings-



	<p>respond- e.g. deliver lower school core curriculum sessions in four groupings rather than three- by providing additional staffing.</p> <ul style="list-style-type: none">• Put supports in place for curriculum priorities e.g. reading (daily class book/ reading aloud/ Reading Challenge/ use of library).• Signpost online supportive resources (e.g. TTRS, Mathletics Read Theory...)• Promote pupil handwriting and presentation.• Prioritise the delivery of science and foundation curriculum content (knowledge and skills) to address potential learning gaps during this academic year.• Replace or reorganise postponed or cancelled residential trips and visits/ visitors/ community links (where possible).• Provide additional curriculum linked opportunities and visitors on-site (e.g. PE/ Team Mates sessions/ Orange Tree theatre).• Communicate curriculum adaptations to families.		<p>See sports premium</p>	<p>to feed into 2021/22 planning.</p> <ul style="list-style-type: none">• Reading promoted and prioritised across the school.• Resources that supported remote and onsite learning.• Year group teams amended their curriculum to ensure priorities were delivered (remote and onsite).• Y5 and Y6 trips took place- including one well received residential trip.• This enhanced our curriculum and lunchtime offer.• Positive response with concerns responded to.
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Targeted Intervention				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
Identify individual pupils with gaps in their learning (caused by lockdown/ CV19).	Respond to KS1 transition data (for Y3) and termly pupil progress data (including SEN/ EAL/ PPG info) (for Y3-6) to inform in regard to children who should be prioritised for additional interventions and support.	<ul style="list-style-type: none"> • Pupil progress meeting data (termly) • SEN review meetings • End of year and KS data (with an awareness of the implication of no SATs) 	See below	<ul style="list-style-type: none"> • Pupils were identified with interventions delivered (following spring term lock down).
Provide small group and 1:1 targeted interventions for identified individuals and groups- to close gaps.	Provide a termly schedule of targeted interventions and review impact- e.g.: <ul style="list-style-type: none"> • Echo Reading interventions (autumn) • Y6 Maths boosters (autumn) • Third Space learning (Spring-Summer) (NTP) • EAL interventions (termly) • Bedrock vocab (summer) • Nessie (Summer) 	<ul style="list-style-type: none"> • Termly review- staff and pupil response • Progress data 	Third Space learning (£3300) Additional EAL interventions (£1000)	<ul style="list-style-type: none"> • Positive engagement by pupils. • Identified progress for individual pupils who received interventions (see data).

Attendance, wellbeing and engaging with parents				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
<p>Identify attendance and wellbeing concerns and respond proactively.</p>	<ul style="list-style-type: none"> • Communicate CV19 Gov.UK attendance expectations to all families regularly. • Monitor and respond accordingly to individual or cohort attendance, punctuality, behaviour and wellbeing concerns. • Signpost to other agencies as required (P2B Trailblazer CAMHS...) • Provide nurture support to identified pupils (individual and group). • Provide additional resources that are supportive to families- e.g. ISS food packages/ AFC vouchers/ Brite boxes/additional curriculum and reading materials. 	<ul style="list-style-type: none"> • Attendance data • Behaviour data • Pupil, staff and family response • Review meetings and reports • External agency feedback 		<ul style="list-style-type: none"> • Positive cohort and individual attendance and engagement data (see KPIs). • School inputs and signposting were supportive to individual families. • Positive family, pupil, staff and agency responses to individual barriers. • A decrease in the number of behaviour resets- with support for a small number of pupils who struggled with the impacts of CV19.



<p>Ensure accessible home learning provision is fully in place for individuals and cohorts who are required to self-isolate (Google Classroom)</p>	<ul style="list-style-type: none">• Provide staff CPD and resourcing as required.• Ensure clear parental and pupil communications and expectations are in place.• Audit the need within our school community (for devices and additional support) and respond- e.g. arranging for the delivery of and circulating donated and DFE laptops (with Click input).	<ul style="list-style-type: none">• Staff response• Pupil and parental engagement and response	<p>DFE provision</p>	<ul style="list-style-type: none">• The period of school lock down created remote learning challenges for us in terms of resourcing, delivery, accessibility and pupil response which were challenging. Our delivery was fully in line with national expectations- with the school responding in a timely manner.
<p>Support transition arrangements for prospective families- who can't have on-site access</p>	<ul style="list-style-type: none">• Produce an autumn term virtual presentation/ tour- and circulate to all prospective Y3 families (and other new arrivals).• Develop a summer term transition schedule which is fully in line with CV risk assessments.	<ul style="list-style-type: none">• Monitor response and application numbers (spring 2021).	<p>£250</p>	<ul style="list-style-type: none">• Admission data- a full Y3 cohort for Sept 2021• Positive feedback and a well delivered transition schedule- linking in with KS1 and KS3 partners