



Hucknall National Primary School Catch-Up Funding Strategy



Philosophy:

“Growing together in learning, love and faith.”

At Hucknall National C of E Primary School we aspire to cultivate the gifts and talents of every child and equip them with the wisdom, hope, sense of community and dignity to live life in all its fullness. We are growing together in learning, love and faith.

Our curriculum has been created and personalised through a solid consensus of the staff knowledge of our children’s needs and experiences with a view to developing the values, knowledge and competencies that will enable them to live full and satisfying lives. Our expectation is to provide them with every opportunity to enable them to experience as much as they possibly can at primary school and to support children in becoming engaged with learning for life. Our vision is “Growing together in learning, love and faith”, where we support and nurture our student’s developments through Christian values. This relentless vision has not wavered during the pandemic as we have continued to personalise the curriculum to meet the individual needs of our pupils as they recover and catch up as a consequence of the Covid-19 pandemic.

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Hucknall National Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision. We are committed to ensuring this additional grant is spent to maximum effect by utilising it to enable pupils who are either falling behind, or at risk of falling behind, as a result of the COVID19 closures. Overcoming barriers to learning is at the heart of our use of the Catch Up Premium. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil. Instead, we identify the barrier to be addressed and the interventions required and allocate a support accordingly.

Context:

During the first lockdown due to Covid 19 in the Spring and Summer Term of 2020, initially 9% of the school population accessed on-site school provision, increasing to around 50% of the school population once YR, Y1 and Y6 were permitted to return fully. Every single child was invited into school for a couple of sessions during the Summer Term of 2020 to support mental health and wellbeing and to reset academic expectations. When the children returned in September 2020, our priority was again on mental health, wellbeing and recovery to ensure that pupils were firstly mentally strong enough to make accelerated academic progress. Pupils undertook a programme of review and consolidation in their main academic subjects, supported by a daily focus on our recovery curriculum. It was not until the end of Autumn 1 that we formally assessed pupils gaps to enable focused intervention and targeted teaching for the rest of the academic year. Since then, it has been vital to assess and address any gaps in children’s cognitive and academic development, which have arisen throughout the closure period, particularly for disadvantaged children. It is important to review the school’s definition of ‘disadvantaged children’ to encompass not only those in receipt of Pupil Premium funding, but also those with SEND and those who have been disengaged from learning throughout the closure period. Our aim is to ‘reset’ children’s flightpaths through careful, diagnostic assessment which will inform a range of measures to support any who have fallen behind to make accelerated progress and catch up before their next key stage assessment.

Throughout the last academic year, every year group (except Year 4) has experienced a bubble closure, with some classes undergoing more than one period of prolonged closure. This has had an impact on the capacity of the staff and school to deliver consistent and sustained levels of catch-up priorities. This was further hampered by the third national lockdown in January 2021. Remote education was able to start immediately, with a focus on staff-led, personalised live online sessions to enhance pupil engagement, supported by additional small group and one-to-one sessions. Our remote education offer online was accessed by 90% - 95% of the school population and any pupils who did not engage were provided with devices to enable them to participate or hand-delivered paper packs. All families were invited to collect paper packs to support the learning being provided through online learning platforms. Additional resources and materials were provided on the school website and all disadvantaged pupils, including SEND pupils, were closely tracked and supported throughout.

Staff well-being and support	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported is essential to achieving the best outcomes for pupils.	Protected time for planning and preparation. Workload reduction	Cover PPA in staff absence £1000 (5 days)	Great teaching will improve school outcomes. Allowing staff the time to plan and prepare lessons will impact on this. Accelerated progress for all learners. 80% of pupils on track to meet expected outcomes by the end of 2021. Staff absence due to stress/sickness is reduced. Continuity and sustained support for pupils will allow accelerated progress.	Autumn data analysis attached below. Learning is accelerating and gaps being closed but feel this may show more in Spring data. Staff absence reduced. Systems in place to support staff (days off, breakfast provision, reduced focus on reporting/monitoring). Staff supported in remote education provision through training, technical support and daily contact with SLT. Additional time allowed for planning and provision of remote education (allocation of staff meeting time, weekly shared good practice and problem resolution). 90 – 95% of pupils accessed remote education, staff well prepared for delivery and implementation. Staff absence due to stress has reduced over time (2018/2019 2019/2020 2020/2021)
Support staff professional development	Ensuring every teacher is supported and prepared is essential to achieving the best outcomes for pupils. Providing opportunities for professional development is likely to be valuable.	Hooked on books guided reading training and resources. Accelerated reader training Read, Write, Inc training for 5 staff Provision of high quality CPD texts, linked to professional development. Appraisal process to be more developmental and focus on developing excellence. Reading recovery training	£2500 £500 £640 £300 £200	Close the gap on reading attainment from Autumn baseline. 80% of pupils on track to meet expected outcomes by the end of 2021 in reading. Additional interventions and catch-up session in phonics in YR – Y3. Phonics attainment (Y1 and Y2) in line with national average (82%)	Y2 phonic assessment gap closed from 69% to 85% See autumn Data attached. RWInc training completed for 5 staff January 2021. Reading recovery training attended. Appraisal process in place. Hooked on books CPD to start this term. No impact yet due to Lockdown 3. Hooked on Books training will be finalised in Summer Term. Staff to start using in the Summer Term and staff to complete partner work to share good practice. Opportunities in staff meetings to feedback. All staff have access to CPD books, new CPD library set up in the staffroom. Summer term will provide chance for staff to feedback on what they have read and the impact it is having in the classroom.
Staff professional development	Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.	RQT development programme – timetable of support and training using staff expertise from across the school.	£1000 staff cover to plan and deliver	Improved teaching practice in a range of areas for RQTs (including using assessment to close the gap, effective intervention strategies, planning English, writing assessment, classroom environment, curriculum leadership).	This has been difficult to progress with staff self-isolating. Good development for one RQT who has not been impacted by Covid. Lots of support and development into SEND role. Intensive programme of support to start in the Summer Term, led by MS. One member of staff being supported in Year 5 by DHT and another RQT being supported by AG in writing.
Assessment for learning	Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.	Recovery curriculum. Autumn Term used to consolidate previous year's objectives before moving on. NFER tests and gap analysis Y2-6. Baseline assessments in Y1 and YR. O-Track – used effectively to identify pupils for intervention/support/catch-up. Intervention managers – track pupils, check correct pupils on intervention,	£1500 £600 2 days cover and additional TA. £900	Gaps in knowledge identified quickly and closed effectively through intervention and support. Assessment used to effectively identify pupil gaps. Intervention and support in place to accurately close gaps (correct pupils on intervention, intervention fit for purpose and having an impact, catch-up in place). Intervention managers to monitor and evaluate all of the above. O-Track to enable effective tracking and identification of pupils for intervention. Monitoring and evaluation from intervention managers will show	Recovery curriculum has had a good impact. Pupil voice very positive. Pupils making good progress from September from work sampling although not fully demonstrated in tests yet. Pupils have not fallen behind as much as we expected. NFER and baseline assessments completed in all year groups and pupils allocated for interventions for the spring term. O-Track training has taken place and staff are using this system now. We still need time to work out all the functions of this system. Limited testing for all pupils took place in the Spring Term to identify gaps and to inform teaching and intervention. Our ethos is not to test the children whilst they are in recovery. Full testing will not take place until the summer term. Pupils were tested on Autumn Term NFER tests. There has been some slippage in flightpaths but progress is now being accelerated for all pupils. Interventions are in place for the Summer Term. Interventions and progress of disadvantaged pupils, including SEND, is being closely monitored by intervention managers. OTrack is being used increasingly to inform teaching and learning.

		analyse closing the gap, assess effectiveness of interventions.	2 days per term £1200 pa.	impact and progress for identified pupils.	
One to one and small group tuition	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.	<p>EYFS – additional TA deployment for 3 days a week to support phonics and teacher intervention (JH). Some to cover CW to lead catch-up.</p> <p>Y1/Y2 – additional HLTA deployment, particularly to support phonics.</p> <p>Year 5, Year 6 and Year 1 National Tutoring programme – deployed for 4 afternoons per week.</p> <p>Academic mentoring programme – two mentors to work with Year 6 in small group sessions.</p> <p>Teacher-led one-to-one sessions (after school in English and Maths). Pupils identified as being behind ARE and PP. 12 pupils to access for 10 weeks.</p> <p>Y3 additional TA deployment, with KS1 experience, to support additional reading and phonics.</p> <p>Y5 Spring Term deployment of DHT to support with small groups and catch-up.</p> <p>Intervention managers to present and update impact of interventions in Summer Term 2.</p>	<p>£20,000</p> <p>£20,000</p> <p>£7500</p> <p>£10,000</p> <p>£3000</p> <p>£7000</p> <p>£20,000</p>	<p>EYFS pupils make rapid progress in phonic knowledge and language skills due to smaller group work and one-to-one sessions. Progress from baseline assessments will be accelerated. Pupils on track to achieve GLD, especially in literacy and language.</p> <p>Y1 half termly assessments show rapid progress. Y1 secure in set 1, 2 and 3 sounds by summer term. Evidence of impact of intervention and catch-up phonic sessions.</p> <p>Gap analysis demonstrates that pupils have closed gaps rapidly. Assessment data shows 80% of pupils are on track to achieve ARE by the end of the year. Pupils not on track receive additional tutoring.</p> <p>Gap analysis demonstrates that pupils have closed gaps rapidly. Assessment data shows 80% of pupils are on track to achieve ARE by the end of the year. Pupils not on track receive additional tutoring.</p> <p>Evidence of progress through work sampling and objective analysis if progress cannot be demonstrated through assessment data.</p> <p>Retake of phonics screening test. Accelerated progress in reading evident from work sampling and assessment data.</p> <p>Gap analysis demonstrates that pupils have closed gaps rapidly. Assessment data shows 80% of pupils are on track to achieve ARE by the end of the year. Pupils not on track receive additional tutoring.</p>	<p>TA being used to deliver the NELI project. This has only just started due to bubble closures</p> <p>Progress in phonic assessments from September in Y2 (69% to 85% pass rate)</p> <p>See Y1 phonics data.</p> <p>This has only started in Year 6 due to lockdown. Working well in Y6. Data shows that pupils have not fallen behind as much as we thought they would from not accessing school for so long. Where we are concerned, plans are in place to support this.</p> <p>See attached data.</p> <p>The impact in Year 3 has been delayed due to lockdown 3 and interventions.</p> <p>Where gaps are identified, then interventions are in place. See assessment data.</p> <p>NTP up and running in 3 year groups. Year 1 are having Maths interventions, Year 5 and 6 are having English and Maths interventions, including after school sessions. Some impact of NTP lost due to lockdown 3 and safeguarding issues with doing this remotely. The impact of NTP in Year 6 can already be seen as this started in November 2020:</p> <p>Y6 Maths NTP, started Nov, 18 pupils taking part (2 SEND, 6PP). 78% of pupils making progress.</p> <p>Y6 reading NTP, started Nov 2020, 18 pupils taking part (3 SEND, 7PP). 94% of pupils making progress.</p> <p>Y5 and Y1 data yet to show impact due to only starting in March/April.</p> <p>Academic mentoring has not started as they have been unable to provide us with tutors for our area.</p> <p>Teacher led one-to-one sessions in Y6 for English have taken place and continued throughout lockdown. These sessions took place after school. 12 pupils took part in total (9 SEND, 6PP). 92% made progress.</p> <p>Work sampling and pupil voice demonstrates a very positive impact of the DHT working in Y5.</p> <p>Phonics – Y1 70% on track for the end of the year. EYFS 69% on track to be at expected.</p>
Intervention Programmes	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on	<p>Nuffield Early Language Intervention (NELI) for EYFS.</p> <p>Lexplore reading intervention</p>	<p>Free</p> <p>Staff cost of £10,000</p> <p>£1500</p>	<p>Assessment data shows good development of language in EYFS from their starting points. Assessment created from intervention package as well.</p> <p>Assessment data shows increased progress in reading with identified</p>	<p>NELI in place and being used. No impact data until pupils complete the programme.</p> <p>Lexplore training has taken place. Was due to start with pupils in the spring term.</p> <p>Training completed January 2021.</p> <p>OTrack training completed. Starting to get to grips with all the reporting elements.</p>

	<p>literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>	<p>Fresh Start Read, Write, Inc training for KS2</p> <p>O-Track assessment system. This will support effective tracking and targeting of all pupils.</p> <p>Intervention managers role for each phase. Time allocated out of class to monitor closing the gap, effectiveness of interventions, accuracy of pupils accessing interventions, disadvantaged pupils and data tracking.</p>	<p>£320 + 3 days supply cover for 3 staff</p> <p>£900</p> <p>Half a day per half term for 4 members of staff £1000</p>	<p>pupils. Assessment data created from start and end points of Lexplore programme will show good progress.</p> <p>Y3 Phonics screening test re-take. Reading assessment data shows closing the gap.</p> <p>Monitoring and evaluation will show that the correct pupils are accessing the correct interventions and progress is being made (intervention managers data tracking).</p>	<p>Intervention managers completing monitoring to check pupil premium and interventions are appropriate and having impact. Lockdown 3 has delayed the impact of intervention programmes. Interventions are formally up and running in Summer 1. Prior to this, interventions were based on emerging needs and staff knowledge of the pupils and ongoing assessment in class and mental health. Some formal testing in Spring 2 has diagnosed more specific gaps and targeted interventions are in place for Summer 1. These are currently being analysed by intervention managers to demonstrate impact. LExplore has been slow to get up and running due to technical issues and lockdown but is not being used regularly. Impact data to follow. NELI – children have not finished the project yet so there is no impact/end data yet. Children are engaging well and the impact is evident through the language children are using. Children are working on a three sequence story, some of the children can relate this to their own life and talk about real life events. There is an improvement on sequencing the story.</p>
Behaviour and well-being	<p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p>	<p>Recovery curriculum in place for the Autumn Term and beyond.</p> <p>Heart Smart PHSE programme</p> <p>CFSW – personalised interventions based on pupil need, small group and one to one, including Happy To Be Me.</p> <p>CFSW – supported families with additional funding available for food and necessities.</p> <p>Support for pupils not attending school from CFSW.</p> <p>ELSA – training for one additional member of staff.</p>	<p>½ day INSET training.</p> <p>£400</p> <p>Daily, ongoing.</p> <p>3 days</p> <p>Ongoing, daily</p> <p>5 days of cover.</p>	<p>Identified pupils are able to access learning, the curriculum and make good progress in their learning.</p>	<p>Behaviour is good. School is calm and ordered. No incidents of bullying or racism. Mental health awareness week in the Spring Term. After Lockdown 3, recovery curriculum put back in place with a focus on getting children back into routines and a focus on reading. CFSW working with 4 families to support them coming into school. This is working with most pupils, although we do still have one persistent non-attender. Behaviour has been more challenging after returning from lockdown. Some pupils have missed developmental milestones are finding it hard to play age-appropriately and social skills have gaps. Additional support during free time, a focus on Christian values and support from all staff is helping with this. Parents are also increasingly concerned about their children and the impact of Covid. Once we can start inviting parents into school again, this will support communication and inclusion within school. ELSA training is still taking place. Take 5 training is yet to be completed.</p>
Parental engagement and attendance	<p>Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase</p>	<p>Individual support to identified families through regular contact of phone calls and home visits (CFSW)</p> <p>Attendance reviewed weekly. Sam Mason allocated role. Support in</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Families supported to engage positively with school, increase pupils attendance and engagement and secure good pupil progress.</p> <p>Families supported to ensure good attendance at school. Secure good pupil progress for all pupils.</p>	<p>Attendance has improved to an average of 97% in the autumn term. Only one family moved to home school. No one has refused to attend due to Covid. One two families persistent non-attenders. Lots of support and outside agency involvement. Lots of whole school videos and collective worship to keep sense of community. Four families receiving ongoing support from CFSW. This is improving attendance for 10/11 pupils being worked with.</p>

	attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.	place where necessary. External agency support involved if required. Increased communications in different formats, including texts, emails and videos. School collective worship and celebration assemblies shared with families at home.		Families feel a sense of belonging and community with the whole school. Increased engagement impacts positively on pupil progress.	All families supported through lockdown 3. Daily monitoring of engagement and referral to SLT. Any families not engaging received home visits, phone calls, paper packs of work and support. Letters for pupils who have low attendance and punctuality have been sent letter in Spring 2. This will be reviewed again in Summer 1. Attendance monitored daily by the school office and CFSW. We continue to share collective worship and celebrations with families at home. We hope this will increase in the Summer Term with sports day, church services and summer fayre.
Extended learning	Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.	Summer reading challenge. All pupils provided with a book over the summer holiday to read and then study when they returned to school in September. Destination September Google Classroom – remote provision of work.	£2000 Nil Nil	Reading is the key to all learning. Consistent reading at home will impact on positively on pupil progress. Links between home and school strengthened. Support home learning and continue provision at home. Staff communication and provision of work to all pupils can continue at home and during bubble closures and self-isolation periods. Breaks in education are minimised and pupil progress is maximised.	Google Classroom and remote education has a 90-95% uptake on average. PP 74% engagement with remote learning platforms but this was further supported through provision of paper packs and home visits. 95% of SEND pupils engaged with remote education. MyOn set up for all families so pupils can read online at home. Plan to complete the summer reading challenge again in Summer 2021. Plan to build an online library of books. Webinars on reading engagement from SNMAT.
Access to technology for all	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	Provision of chromebooks to identified pupils, particularly disadvantaged students. Also to be used for online learning from tutors and for one to one when this cannot be face to face. 4G SIM cards to support access to remote learning.	Nil	16 chromebooks provided for online access so far. NM analysing provision to PP and vulnerable pupils.	25 chromebooks distributed already. Working closely and monitoring all families to check access. Awaiting update.
Technology to facilitate learning	As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.	30 Chromebooks purchased – to be distributed across the school for use in class. This will provide additional access to Accelerated Reader, Times Tables RockStars and Purple Mash (multiplication practice).	£9000	There is a delay on delivery, expected March. Access to support materials and online learning resources will increase pupil engagement, reinforce key academic skills and impact positively on pupil progress. These are key tools used to support the education of pupils in school and increased access to them will allow pupils to access additional learning and practice their skills.	Not delivered yet. Awaiting update.

Expenditure	Cost
Additional adults	
Supply cover	£4000
30 Chromebooks	£9000
Lexplore	£1500
National Tutoring programme	£7500
Staff CPD/training	£4140
Transition	£2500
EYFS	£15500

Total:	£41,640
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Summary of actions:

- Whole school: Transition, summer reading challenge, mental health and wellbeing.
- EYFS – staff CPD, phonics training, improvement to the EYFS environment for enhanced play.
- Y1 – NTP tutor for maths, phonics training, additional transition, additional member of staff (TA).
- Y2 – additional member of staff, phonics training, additional transition.
- Y3 – additional member of staff, phonics expertise, chromebooks, L'Explore.
- Y4 – additional TA hours, chromebooks, L'Explore.
- Y5 – NTP tutor for maths and English, DHT support, chromebooks.
- Y6 – NTP tutor for maths and English, one to one tuition.