



CATCH UP PREMIUM STRATEGY 2020 2021

CONTEXT

The catch-up premium is funded on a per pupil basis at £80 per pupil. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each child in years Reception through to Year 6. At Heathfield, we will receive £16,240. This is based on 203 children.

This funding will be provided in 3 tranches. In the Autumn term we will receive £4060. In the Spring term we will receive £5,420 and in the Summer term £6760

OBJECTIVES OF THE CATCH UP FUND

At Heathfield, this money will be used in order to provide:

- Curriculum resources and materials that support the "Keep up" of all children
- Curriculum resources and materials to support the mental health and well-being of children
- Additional support to allow staff to provide 1-1/small group targeted support

As a result of this additional funding at Heathfield,

- All children will be working in line with prior attainment data
- All children that had made accelerated progress as of March 2020, will be working in line with this prior attainment
- The wellbeing and mental health of children will be supported by school

KEEP UP, NOT CATCH UP AT HEATHFIELD PRIMARY

- **Address regression and sensibly and simply fill gaps**
- **'keep up, not catch up'** recognises that we as teachers have extremely high expectations and understand that children need to be working in line with their year group expectations
- For children to 'keep up' it requires **high quality, effective** quality first teaching (Links to SDP)
- We acknowledge and recognise that despite not being in school, some learning will have taken place for all children.
- **Formative assessment** is at the heart of our approach to address regression and sensibly fill gaps. Staff identify **forensically** and **efficiently** what areas are a concern, which children have the gaps, teach and then revisit to ensure the gaps have been addressed. In summary: **Diagnose, Teach, Test, Revisit**
- **Activation of prior knowledge**

What 'Keep up, not catch' up is not:

- Cramming missed lessons
- Pressuring children into rapid learning
- Teachers time spent ticking off assessment points

MAIN BARRIES TO EDUCATION ACHIEVEMENT AS A RESULT OF SCHOOL CLOSURE

- A) Gaps in learning as a result of missed education* See below for further elaboration
- B) Limited reading opportunities, including application of phonic knowledge
- C) Impact on children's wellbeing and mental health
- D) Low attendance

TO BE REVIEWED DECEMBER 2020 AND THEN APRIL 2020

QUALITY FIRST TEACHING

BARRIER	ACTION	SUCCESS CRITERIA	EVIDENCE/ RATIONALE	COST	IMPACT																																																
A/B	<p>Purchase of PiXL resources to allow staff to identify forensically and efficiently what areas are a concern, which children have the gaps, teach and then revisit to ensure the gaps have been addressed.</p> <p>In summary, Diagnose, Teach, Test, Revisit</p> <p>(Assessment for learning through pre assessments' quality first teaching)</p>	<p>Teachers understand regression and sensibly fill gaps to ensure children keep up with age related expectations</p> <p>All children will be working in line with prior attainment data</p> <p>All children that had made accelerated progress as of March 2020, will be working in line with this prior attainment</p> <p>Lowest 25% of the class make accelerated progress</p>	<p>Evidence from EEF: Targeted diagnostic assessment</p> <p>Flexible grouping</p>	£2700 (Autumn tranche)	<table border="1"> <thead> <tr> <th colspan="3">READING</th> </tr> <tr> <th>CLASS</th> <th>Working in line with prior</th> <th>Accelerated progress</th> </tr> </thead> <tbody> <tr><td>1</td><td>89%</td><td>7%</td></tr> <tr><td>2</td><td>67%</td><td>15%</td></tr> <tr><td>3</td><td>62%</td><td>14%</td></tr> <tr><td>4</td><td>67%</td><td>21%</td></tr> <tr><td>5</td><td>63%</td><td>8%</td></tr> <tr><td>6</td><td>75%</td><td>17%</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">WRITING</th> </tr> <tr> <th>CLASS</th> <th>Working in line with prior</th> <th>Accelerated progress</th> </tr> </thead> <tbody> <tr><td>1</td><td>75%</td><td>11%</td></tr> <tr><td>2</td><td>85%</td><td>0%</td></tr> <tr><td>3</td><td>72%</td><td>3%</td></tr> <tr><td>4</td><td>71%</td><td>4%</td></tr> <tr><td>5</td><td>58%</td><td>0%</td></tr> <tr><td>6</td><td>66%</td><td>25%</td></tr> </tbody> </table>	READING			CLASS	Working in line with prior	Accelerated progress	1	89%	7%	2	67%	15%	3	62%	14%	4	67%	21%	5	63%	8%	6	75%	17%	WRITING			CLASS	Working in line with prior	Accelerated progress	1	75%	11%	2	85%	0%	3	72%	3%	4	71%	4%	5	58%	0%	6	66%	25%
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					MATHS		
					CLASS	Working in line with prior	Accelerated progress
					1	79%	18%
					2	78%	7%
					3	69%	21%
					4	71%	29%
					5	42%	0%
					6	75%	21%
A/B	<p>Activation of prior knowledge</p> <p>(Changes of yearly overview to include additional subject specific days and pause weeks</p> <p>Improve teachers pedagogical approaches to enhance retrieval practice strategies)</p>	<p>Subject leaders ensure the sequence of learning is modified so that missed learning is addressed and new knowledge and skills build on what has been taught before</p> <p>Teachers use retrieval practice strategies effectively to support recall and connections within and across curriculum</p> <p>Gaps addressed resulting improving data outcomes as illustrated above</p>	Evidence from EEF: A tiered approach	<p>No financial cost</p> <p>Time cost : In house CPD</p>	<p>Priority learning was identified and focused on across all subjects.</p> <p>Prior learning links explicit on subject leader documents and Knowledge organisers</p> <p>Retrial practice CPD delivered to teachers to implement Heathfield Retrieval Practice strategy (Time, coverage, strategy)</p> <p>Pupil voice development in History:</p> <p>Geography:</p> <p>Maths:</p>		
	<p>Improve teachers' pedagogical approaches to enhance metacognitive strategies.</p> <p>(External CPD from ECM)</p>	<p>Children monitor and purposefully direct their thinking and learning</p> <p>Teachers provide effective feedback to develop children's metacognitive strategies</p> <p>Gaps addressed resulting improving data outcomes as illustrated above</p>	Evidence EEF: Metacognition +7 months additional progress	£570 (Autumn Tranche)	<p>Edited and implemented feedback policy following on from CPD.</p> <p>Development work carried out and feedback policy is now being implemented consistently.</p>		
A	Additional teachers in Year 2 (Autumn) and Year 5 and Year 6	<p>Flexible grouping</p> <p>Teach to identified gaps</p> <p>Gaps addressed resulting improving data</p>	Evidence from EEF: A tiered approach	Funded through PPG	<p>Year 2 75% passed the phonic screener</p> <p>At the end of the year, we would expect 7 steps progress.</p>		

		outcomes as illustrated above			<p>Year 2 Average progress: R 5.4 steps W 4.7 steps M 5.6 steps</p> <p>Attainment ARE (GDS) R 50% (17%) W 47% (0%) M 53% (3%) Combined 43% (0%)</p> <p>Year 6 Average progress: R 5.2 steps W 7steps M 5.7 steps</p> <p>Attainment ARE (GDS) R 63% (17%) W 63% (17%) M 67% (30%) Combined 53% (10%)</p> <p>The above data was in line or exceeded other PiXL schools.</p> <p>Year 5 Average progress: R 4 steps W 4.3 steps M 4.1 steps</p> <p>Attainment ARE (GDS) R 55% (10%) W 45% (0%) M 48% (0%) Combined 31% (0%)</p>
A	Additional adults in Early Years to provide Communication and Language interventions	Data shows accelerated progress in children's communication and language	EEF Early Years +6 months additional progress	Funded through PPG	<p>Revised EY curriculum – C and L at the heart (Quality texts)</p> <p>Listening and Attention: 53% Understanding: 60% Speaking: 60%</p> <p>Starting NELI (Oct 21)</p>
A	School provides effective remote learning for individual children that are absent (blended offer) and who class/bubble closure	Remote learning ensures children receive: Clear explanations Scaffold practice Apply new knowledge Receive feedback	-	Funded laptops from DFE x 14	<p>Heathfield remote learning policy at least in line with DfE expectations.</p> <p>SIP visit deemed Heathfield offer effective</p>

	(See Remote Learning Policy)	<p>Motivation and peer interactions</p> <p>Reading and phonics is prioritised</p> <p>Remote learning is a continuation of the Heathfield sequence</p> <p>Monitoring shows excellent participation</p>			<p>The average weekly engagement was 84%, with 91% of PPG children and 86% of SEN children engaging consistently</p> <p>Parent and staff feedback was positive and actions taken to address concerns</p> <p>Development monitoring showed good implementation of Heathfield policy and CPD identified for identified improvements</p>
A	Purchase of quality webcams to ensure quality first teaching can continue by staff member the is CEV	Quality first teaching by class teacher	-	£300	When required, teachers taught their classes from home using quality webcams
B	Purchase class sets of books/novels	<p>The revised Heathfield approach to the teaching of reading comprehension through quality texts results in gaps addressed resulting improving data outcomes as illustrated above</p> <p>For the lowest 25% identify forensically and efficiently what areas are a concern, which children have the gaps, teach and then revisit to ensure the gaps have been addressed.</p>	EEF Teaching of Reading Ks1 and KS2	£440 (Autumn tranche)	Books purchased.

TARGETTED SUPPORT

A/B	<p>Additional teachers in Year 2 and Year 5 (Autumn) and Year 6</p> <p>Carefully timetabled for consistent delivery</p>	<p>Flexible grouping</p> <p>Teach to identified gaps</p> <p>Gaps addressed resulting improving data outcomes as illustrated above</p>	Evidence from EEF: A tiered approach	Funded through PPG	<p>Year 2 75% passed the phonic screener</p> <p>At the end of the year, we would expect 7 steps progress.</p> <p>Year 2 Average progress: R 5.4 steps W 4.7 steps M 5.6 steps</p> <p>Attainment ARE (GDS) R 50% (17%) W 47% (0%) M 53% (3%) Combined 43% (0%)</p> <p>Year 6 Average progress: R 5.2 steps W 7steps M 5.7 steps</p>
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A/B	Class based TAs	Improved outcomes outlined above as a result of targeted teaching, pre teach, one to one reading etc.	Evidence from EEF: A tiered approach	-	See data summary
A	Purchase of the Springwood premier package to provide specific targeted support to children with SEN	<p>Targeted, measurable interventions x 5 for specific children e.g. working memory, dyscalculia etc.</p> <p>CPD for Teachers and TAs</p>	Evidence from EEF: A tiered approach	£3200 (School budget)	
A/B	<p>Recruitment of an additional teacher to allow class teachers to provide targeted support</p> <p>(Hire a teacher for spring and summer term to release class based teachers in the PM to provide targeted support)</p>	Gaps identified at the end of Autumn will be addressed using the DTTR approach by class based teacher resulting in accelerated progress	Evidence from EEF: A tiered approach	£4304 (3 month contract up to T3) (Spring Tranche)	<p>Example impact:</p> <p>Year 2: 100% of the group made progress; in March 0% of children were working at age related + and by July 50% ARE and 10% working at greater depth standard.</p>

WIDER STRATEGIES

<p>C</p>	<p>Implementation of Heathfield Heart curriculum: PSHE (Jigsaw) Daily Mental health Check in Mental Wellbeing and mindfulness days – Yoga and mindfulness</p>	<p>Effective implementation of the Jigsaw curriculum, including links to Commando Joe and whole school assemblies</p> <p>Case studies demonstrate effective use of mental health check in</p> <p>Children independently apply strategies from the mental wellbeing and mindfulness days. Behaviour analysis demonstrates impact</p>	<p>Evidence from EEF: A tiered approach</p>	<p>£1950 (School budget)</p> <p>£50 Wellbeing video (Autumn Tranche)</p> <p>£145 Wellbeing day (Spring Tranche)</p>	<p>SIP VIST June 2021: <i>The intent for PSHE has been agreed and published. Long- and medium-term planning helps to support the delivery of the curriculums in a logical progression. Knowledge organisers outline key information and useful vocabulary to be learned</i></p> <p><i>PSHE is well delivered in KS2, sequentially across the year groups and in line with the agreed curriculum plans.</i></p> <p>Internal Development work demonstrated effective teaching of PSHE. See development file</p> <p>Children’s wellbeing has been prioritised – daily mental health check in and mindfulness, Yoga well-being days, nurture sessions. We have achieved ‘Bronze Mental Health Award’ (September 21) <i>We did not achieve silver because we couldn’t do outreach work with other schools due to COVID)</i></p> <p>Pupil surveys demonstrate that children know how to seek support to express their concerns and demonstrate that pupils have developed strategies and know where to seek support to manage their emotional awareness</p>
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Gaps in learning*

- Children in Nursery & Reception have missed out on many aspects of the key building blocks of learning, particularly in Personal & Social Education (PSE); Communication & Language (CL) and Physical Development(PD)
- Children in Y1 have missed key learning in early reading & phonics; writing and mathematics
- Children in EYFS & Years 1 and 2 have missed six months of phonics teaching; all phases of Letters and Sounds were not taught, practised or learned. Gaps in knowledge have had an impact on reading ability and writing standards
- Individual, group and class reading opportunities have been missed by many children throughout the lockdown. For some children, fluency has decreased; for others, comprehension skills have regressed.
- Children’s vocabulary development and understanding of unfamiliar words have regressed either through lack of regular practice or because little English has been spoken at home during the lockdown period (49% of our pupils have English as an Additional Language)
- Children with Special Educational Needs did not have the specialist teaching and interventions whilst being home educated and may have fallen behind with academic, emotional and social skills, depending on their particular needs
- Children across school have fallen behind with their writing as they have not been exposed to quality first teaching of the different genres of writing; they have lost their stamina when writing for extended periods
- For many children, presentation is not at the expected standard; this is because most learning was done online
- There are significant gaps in knowledge and understanding of grammar, punctuation and spelling
- Progression in times tables has been halted due to the lockdown so that almost all pupils are not working on the expected tables for their current year group
- Children new to the school (including those in Nursery; those new to Reception; those arriving through in-year transfers or International New Arrivals) have not had the usual package of transition (visits; meetings with parents)