



Hook Infant School Catch-up Funding Strategy Statement 2020/21

School Vision and Values

'Every child, Every day, Every Future'

At Hook Infant School we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to achieve their full potential.

Respect

Kindness

Perseverance

Teamwork

Courage

Catch-up Funding

The government announced £1 billion of funding to support children and young people to catch up lost time after the COVID-19 school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. Mainstream school will get £80 for each pupil in from reception to year 11 inclusive. Schools are able to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for this academic year as detailed in [actions for schools during the coronavirus outbreak](#). While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

Schools will get funding in 3 tranches:

- 1) Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.
- 2) Early 2021 – based on updated pupil and place data. This 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 or £140 per place across the first 2 payment rounds.
- 3) Summer 2021 term - a further £33.33 per pupil or £100 per place.

Our total allocation for this academic year is therefore £27,120

Catch-up Funding Strategic Principles

Our building blocks for tackling *all* educational disadvantage; these aspects are monitored and reviewed by the Catch-up Premium and Pupil Premium strategy team.

Whole-school ethos of attainment for *all*

There is a culture of high expectations for **all**.

There is a belief that **all** pupils are capable of overcoming their personal barriers to succeed.

All pupils and their families are held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for *all*

The school places a strong emphasis on ensuring **all** pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with **all** pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that **all** pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for **all** pupils are carefully planned and implemented.

Data-driven

The progress of **all** pupils is discussed at pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice. Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of **all** pupils. Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Catch-up Funding Strategy Group – reviewed January 2021, April 2021 and July 2021

Team member	Role
Melanie Walker	Headteacher
Louise Hannan	Deputy Headteacher
Lisa Ross	SENDCO
Dawn Walters	EYFS Leader
Jo Smith	Year 1 and maths leader
Ashleigh Spencer	Year 2 leader
Caroline Tocher	English Leader
Chris Mullholland	Inclusion governor

Current Profile for 2020.21 academic year

NoR	344	Total Catch-up Premium	£27,120
Date of Statement	November 2020	Review Date(s)	January 2021 April 2021 July 2021

Rationale and key barriers to learning for Catch-up Funding priorities:

Summer term 2020 partial return to school

From June 1st when schools partially reopened, we were able to open to Year R only (being an Infant school) along with key worker bubbles. Our Year R attendance was 73% and we operated three full key worker bubbles. Our main teaching focus for Summer term 2 was personal, social and emotional development (PSHE), phonics and reading, and maths. We continued to provide remote learning for the children who did not return and this mirrored what was happening in school for Year R. Remote learning continued for all year 1 and 2 children through a weekly topic-based curriculum focussing on aspects of the curriculum which would have been covered in school.

September 2020 full return to school

KS1

From September 2020 when schools fully reopened, all children were assessed on entry in order to review and amend our catch-up curriculum based on the needs of the children. We quickly identified that not all children had undertaken the same amount of learning due to individual family circumstances during lockdown, and also identified that the children who did not return in Year R during the summer

term were further behind their peers. For the children starting in Year 2, we identified that writing stamina and fluency was an area/skill that had regressed for a number of children along with reading fluency. Therefore, the catch-up curriculum for the Autumn term in Year 2 has been re-planned to focus on Year 1 summer term learning objectives, with a more rigorous focus on PSHE, phonics, reading and maths, whilst still providing our creative, broad and balanced curriculum. The KS1 curriculum is continually being reviewed and revised to ensure that the children are now achieving as they should be with relevant and specific interventions in place to ensure **all** children catch-up.

EYFS

Year R children have been assessed on entry to school using the Early Adopter Baseline assessment. Assessment data shows that the children who returned to their pre-school setting during the summer term entered school confidently and were achieving no differently to previous years cohorts. However, we identified that the children who did not return to pre-school were underachieving and in particular in the personal, social and emotional development aspects of the curriculum, along with fine and gross motor skills. This is therefore our focus for the catch-up funding in Year R.

School Improvement Catch-up Plan 2020/21 priorities for <i>all</i> pupils						
KS1						
Area of focus	Barrier to learning	Objectives	Success criteria	Actions	Cost	Monitoring
Academic	Phonic knowledge	To improve acquisition of phonic knowledge To blend/segment successfully when reading and writing	Pupils will be able to access the curriculum, make at least expected progress and achieve in line with their peers	<ul style="list-style-type: none"> Assess children at start and end of Phonics intervention Implement small group and 1:1 Phonics interventions x 3 per week Ensure additional relevant resources are provided for use in class for individual or groups of children Make ongoing necessary adjustments to the wider curriculum based on individual need 	£6310	Catch-up Funding Strategy Group
Academic	Reading and spelling of high frequency words	To use phonic knowledge to decode words	Pupils will be able to access the curriculum, make at least expected progress and	<ul style="list-style-type: none"> Undertake booster sessions x 3 per week Ensure children are read with every day 	£2541	Catch-up Funding Strategy Group

		To improve sight vocabulary To spell using phonic knowledge	achieve in line with their peers Reading and writing fluency will increase	<ul style="list-style-type: none"> • Ensure additional relevant resources are provided for use in class for individual or groups of children • Make ongoing necessary adjustments to the wider curriculum based on individual need 		
Academic	Fine motor/handwriting	To form letters using correct starting point and direction	Handwriting will improve Writing stamina and fluency will improve	<ul style="list-style-type: none"> • Undertake booster sessions x3 per week for fine motor/handwriting • Ensure additional relevant resources are provided for use in class for individual or groups of children 	£1211	Catch-up Funding Strategy Group
Academic	Sentence Structure	To structure sentences with correct use of GPS (Grammar, punctuation and spelling)	Pupils will be able to access the curriculum, make at least expected progress and achieve in line with their peers Writing fluency will increase	<ul style="list-style-type: none"> • Undertake small group sessions x3 per week • Ensure additional relevant resources are provided for use in class for individual or groups of children • Make ongoing necessary adjustments to the wider curriculum based on individual need 	£2170	Catch-up Funding Strategy Group
Academic	Mathematic skills	To improve understanding of mathematical concepts and fluency of recall	Pupils will be able to access the curriculum, make at least expected progress and achieve in line with their peers	<ul style="list-style-type: none"> • Undertake booster sessions x3 per week • Ensure additional relevant resources are provided for use in class for individual or groups of children • Make ongoing necessary adjustments to the wider curriculum based on individual need 	£2340	Catch-up Funding Strategy Group
SEMH	Recognising and responding to	To improve social, emotional skills	Pupils will have improved self-	<ul style="list-style-type: none"> • Provide ELSA for individual children 	£4075	Catch-up funding

(Social, emotional and mental health)	their own feelings/emotions	To improve mental health and well-being	confidence, self-esteem, resilience and motivation, and will make at least expected progress and achieve in line with their peers Pupils will have equality of opportunity	<ul style="list-style-type: none"> • Provide regular release time for our ELSA to attend ELSA Supervision sessions • Continue to develop the wider curriculum based on 'The 6 Strands' 		Strategy Group
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School Improvement Catch-up Plan 2020/21 priorities for *all* pupils

EYFS

Area of focus	Barrier to learning	Objectives	Success criteria	Actions	Cost	Monitoring
Academic / Physical Development	Fine and gross motor skills	To develop fine and gross motor skills in readiness for writing	Children will be able to hold a pencil correctly and form recognisable letters	<ul style="list-style-type: none"> • Undertake additional hand gym sessions • Provide additional opportunities to develop gross motor skills 	£1614.00	Catch-up Funding Strategy Group
Personal, Social and Emotional Development Behaviour and attitudes	Recognise and responding to their own feelings/emotions	To improve social, and emotional skills To improve mental health and well-being To understand others emotions and respond appropriately to these	Pupils will have improved self-confidence, self-esteem, resilience and motivation, and will make at least expected progress and achieve in line with their peers Pupils will have equality of opportunity	<ul style="list-style-type: none"> • Undertake small group social and emotional interventions both inside and outside of the classroom with the use of an additional learning support assistant across Year R 	£7098.00	Catch-up funding Strategy Group