



Hamsterley Primary School



Catch-up Premium Strategy 2020 - 2021

| School Overview | |
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| Number of pupils in school YR – Y6 | 37 |
| Proportion of disadvantaged | 5.4% |
| Catch-up Premium allocation (No. of pupils x £80) | £2,960 |
| Publish Date | 7.10.2020 |
| Review Dates | 7.1.2021, 13.4.2021 |
| Statement created by | S. Kitching |
| Governor Lead | H. Currie |

Context of the school and rationale for the strategy

Hamsterley Primary School have a low proportion of disadvantaged pupils (5.4%) compared to national. During the summer term, 74% of pupils engaged regularly with home learning with 45% regularly joining in with weekly online challenges and submitting evidence of work to be featured on the school website and a small proportion 26% engaging sporadically or not engaging at all with home learning. From 15th June 2020, 11.9% of pupils returned to school in Year 1 and Year 6 – there was 1 pupil attending regularly from another year group who was the child of a Key worker or who the school considered vulnerable. No disadvantaged pupils attended school during the summer term (proportion of disadvantaged pupils is particularly low). Across the summer term, access was given to all pupils across the school to home learning via links to suitable online resources and year group specific paper based work books which enabled children to continue to practise elements of the current year group curriculum both in English and maths and across foundation subjects including science, history and geography. Upon the whole school return in September, all pupils were assessed and results indicated that in the main pupil attainment had remained similar to that of March 2020 or had regressed – areas which had regressed in particular were arithmetic and grammar.

Barriers to future attainment

| | | Barrier | Desired outcome |
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| Teaching priorities | A | Staff require CPD to develop a greater understanding of children's mental health needs. | Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily/ weekly teaching in the autumn term. |
| | B | Paper based activities provided previously, limited teaching of specific skills. To develop use of online learning platform so that teaching materials that can be used in the classroom as well as for home learning via Seesaw app or website. | A strong remote learning offer is in place. A wider range of ways to access home learning activities enables all pupils to continue learning at home. Weekly homework activities are uploaded and feedback to pupils given accordingly. |

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| | | Home learning particularly for disadvantaged pupils is limited due to the lack of technology available and can be developed further to improve access to learning at home for all pupils. | |
| Targeted academic support | C | Mixed engagement with learning materials provided for Maths during the summer term. This has resulted in some pupils working below ARE particularly in arithmetic and basic number skills. | Pupils make accelerated progress in arithmetic from their starting points at the beginning of the autumn term. |
| | D | Some pupils had limited access to reading materials, teacher input due to some pupils not engaging with learning materials during the summer term and therefore, their phonological knowledge is lower than expected. | Reading skills are much improved and rapid progress in phonological awareness is demonstrated on a termly basis. |
| | E | Mixed engagement with learning materials provided for English during the summer term and exposure to grammatical terms and techniques. This has resulted in some pupils working below ARE particularly in grammar. | Pupils make accelerated progress in grammar from their starting points at the beginning of the autumn term. |
| Wider Strategies | A | Staff require CPD to develop a greater understanding of children's mental health needs. | Mental health champions/ first aiders in school are better informed and have greater clarity about how to identify and support children with mental health needs. |

| Teaching priorities for current academic year | | | | | | | |
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| Barrier | Action | Desired outcome | Evidence source | Cost | Baseline data | Person responsible | Impact/ evaluation (autumn, spring, summer) |
| A | All staff to receive CPD in relation to Covid well-being and recovery programme for schools. | All staff are equipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school and lessons are | Covid well-being and recovery programme shown to improve pupils' engagement. Social and Emotional Learning (EEF +4) | Staff meeting time | Determined from pupil surveys | SENDCO | Autumn term |

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| | | taking place on a daily/ weekly basis which support the mental health needs of all pupils. | | | | | |
| B | Purchase of Seesaw plus package. | The additional tools are in place enabling staff to assign home learning activities quickly and efficiently. | Seesaw as learning platform – Digital Technology (EEF +4). | Seesaw Plus - £176 | Parental/ staff questionnaire re technology and engagement with online learning platform. | HT | Autumn term |
| | Parents/carers are made aware of the platform and how it can support home learning. | Home learning (homework) and communication with parents is enhanced (parent/ pupil surveys) | Effective parental engagement supports learning (EEF +3) | | | | |
| | Purchase technology to enable identified pupils to access Seesaw app and other online learning materials at home. | All pupils have the ability to access the online learning platform and associated online resources at home. | Digital Technology (EEF +4) | 4 laptops @ £250 each - £1000 | Parental/ staff questionnaire re technology | | |
| | CPD for teaching staff – Using Seesaw app to provide remote learning opportunities | Staff are confident in the use of the app to provide daily remote learning opportunities. | Seesaw as learning platform – Digital Technology (EEF +4). | | Staff questionnaire re technology and remote learning | | |

| Targeted academic support | | | | | | | |
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| Barrier | Action | Desired outcome | Evidence source | Cost | Baseline data | Person responsible | Impact/ evaluation (autumn, spring, summer) |
| C | <p>Baseline data from maths assessment identify children in need of support.</p> <p>Daily small group interventions for all identified pupils – arithmetic and basic skills.</p> | <p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> | <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8) Teaching Assistants (+1)</p> | <p>To be determined.</p> <p>Autumn – £580.25</p> | <p>Determined from assessments made at the start of the autumn term.</p> | <p>Maths lead</p> | <p>Autumn 2020 Autumn term – KS1 – 30 minutes per day Teaching assistant - £4.10 x 5 x 11 weeks - £225.50</p> <p>KS2 – 60 minutes per day Teaching assistant - £6.45 x 5 x 11 weeks - £354.75</p> |
| D | <p>Baseline data from phonics and reading tests identify children in need of support.</p> <p>Daily 1:1 and small group interventions for all identified pupils – phonics.</p> | <p>Phonics check Results and proportion of pupils working at ARE at the end of the year to improve to be inline or better than that of previous years.</p> | <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Small Group Tuition (+4) Teaching Assistants (+1) Phonics (+4)</p> | <p>To be determined.</p> <p>Autumn – £291.50</p> | <p>Determined from assessments made at the start of the autumn term.</p> | <p>English lead</p> | <p>Autumn 2020 Autumn term – Year 1 – 15 minutes per day Teaching assistant - £2.05 x 5 x 11 weeks - £112.75</p> <p>KS2 1:1 reading – 30 minutes per day Teaching assistant - £3.25 x 5 x 11 weeks - £178.75</p> |
| E | <p>Baseline data from grammar assessment identify children in need of support.</p> | <p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p> | <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) 1:1 Tuition (+5)</p> | <p>To be determined.</p> <p>Autumn – £580.25</p> | <p>Determined from assessments made at the start of the autumn term.</p> | <p>English lead</p> | <p>Autumn 2020 Autumn term – KS1 – 30 minutes per day Teaching assistant - £4.10 x 5 x 11 weeks - £225.50</p> |

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| | Daily small group interventions for all identified pupils – basic skills. | | Feedback (+8) Teaching Assistants (+1) | | | | KS2 – 60 minutes per day Teaching assistant - £6.45 x 5 x 11 weeks - £354.75 |
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| Wider strategies | | | | | | | |
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| Barrier | Action | Desired outcome | Evidence source | Cost | Baseline data | Person responsible | Impact/ evaluation (autumn, spring, summer) |
| A | Place2Be Mental Health Champions Foundations Programme. | Positive impact on identified SEMH pupils' mental health and emotional wellbeing. | Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7) Place2Be CORC Report 2018 – Child Outcomes Research Consortium. | Place2Be free training for staff | Baseline activities with pupils upon return to school in September | SENDCO | <u>Autumn 2020</u> |