HIGHWOOD PRIMARY SCHOOL'S CATCH UP PREMIUM STRATEGY – TO BE COSTED

This document contains an overview of the approaches and impact based on the findings in the EEF report: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

Highwood Primary School Catch Up Premium Strategy 2020 / 2021

Summary information					
School	Highwood Primary School				
Academic Year	2020 - 2021	**Total CUP budget**	£24,240		
Total number of pupils		**Number of pupils targeted for CUP**			
For reference: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf					

1. Planned approaches	
Academic year	**2020/2021**
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

i. Tier 1					
Chosen action / approach	**Desired outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
High quality teaching for all • Supporting teacher with planning. • NQT Support • Feedback on books **Allocation of funds:** • Planning meetings • Additional meetings to discuss learning with teachers • Cover for NQTs to spend time with mentors	Through supporting teachers at the planning stage, senior leaders can ensure that the appropriate components of high quality teaching are included (explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are included in lessons. As a result, there is a positive impact on learning.	EEF recent review of the evidence on Special Educational Needs in Mainstream Schools found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils.	• Planning sessions will be timetabled in school diary. • Each member of SLT will be allocated a Year group to support. • Notes on planning meetings shared in TEAMs Monitoring folder for all SLT to be aware.	SLT	Weekly in SLT meeting.

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Effective diagnostic assessment: • Children to complete AR star readers during week 1 – compare with previous year's Spring 2. • Cold tasks at the beginning of each new unit • Year 6 to complete PIRA and PUMA assessments from Year 5 Sum 2 – use data for Gap Analysis **Allocation of funds:** • Additional credits for Rising Stars Assessments • Additional meetings to discuss gap analysis with teachers	Children in most need of catch up support are identified early and provision is put in place. Diagnostic assessments identify children of concern and areas of concern in the curriculum.	Identifying key children and key areas of the curriculum will allow targeted intervention as well as supporting the planning phase to make sure the *prior* learning required for *new* learning has been achieved. This will be a key factor in supporting high quality teaching for all.	• SLT to oversee the gap analysis of any assessments completed. • SLT to work with class teachers to use the gap analysis to inform planning. • Class teachers to work with HoI to identify any additional provision that may be required for SEND children.	SLT	AHT to review in team meetings. All data to be analysed alongside Aut 1 Main assessments.
Supporting remote learning: • Teachers to carefully plan a 'blended learning' slide as part of their weekly planning. • Children in isolation can then be provided with the blended learning to support their access to the taught curriculum at Highwood. • Remote learning policy written and agreed with staff. • All children will be provided with a school email address in order for them to access MS Teams – currently being trialled in Year 4. **Allocation of funds:** • Additional server to host pupil email addresses	Through a blended learning approach, children can keep up to date with the learning that is taking place in school so that on their return, there is less likelihood that further gaps in their learning have been created. By adding the 'blended learning' slides, teachers do not have additional workload when providing the remote learning for their children. By having children access MS Teams, uploading and accessing information should be centralised for the teacher and child. Through the functionality of the software, there is also the capability for pupil to pupil	In April 2020, the EEF conducted a rapid evidence assessment that examined the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19. The following factors have all be highly informative to our remote learning policy: 1. Teaching quality is more important than how lessons are delivered 2. Ensuring access to technology is key, particularly for disadvantaged pupils	All staff to have an input into Remote Learning Policy, so that it is agreed and understood. Remote Learning to be monitored by AHTs and regular updates shared at SLT. Added to QE committee agenda for discussion. Feedback regularly gathered for parents through year group emails.	AHTs	Standing agenda item at SLT meeting

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• Training for teachers in using MS Teams • Use of funds for additional devices for vulnerable / disadvantaged families (in addition to government scheme)	interaction that will be key if a class goes into isolation.	3. Peer interactions can provide motivation and improve learning outcomes 4. Supporting pupils to work independently can improve learning outcomes. 5. Different approaches to remote learning suit different tasks and types of content			
Focussing on professional development	See, in part, above approaches for CPD aspects which focus on the following questions: 1. Is there a logical and well-sequenced plan to support and sustain high quality teaching? Yes 2. Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills? Yes. Where staff are new to teaching or new to the school, additional support sessions have been timetabled to ensure all school systems are understood. 3. Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)? All changes have been implemented with minimal impact on rooms or timetables. Should this be required, appropriate CPD will be put in place. 4. Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted? This has been implemented on the two INSET Days at the end of Summer and the two INSET at the start of this term. All curriculum adjustments have been discussed, planned for and shared with class teachers. (See Curriculum Adjustments document).				
	Total budgeted cost to date:	
	Total allocated:	
	Money to be allocated after AUT 1 PPMs	
	See Edukey cost report for breakdown of provision. (Appendix A)	

ii.	Targeted Academic Support					
Chosen action/approach	**Desired outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
High Quality one to one and small group tuition: Children to be identified by class teachers and high quality interventions put in place to support learning. **Allocation of funds:** • Interventions for targeted children • Staff CPD • Purchase of evidence based resource packs (plus 1 / power of 2 etc.)	Identified children have high quality, well structured interventions to support the learning in class and address and identified gaps. As a result, children keep up with the planned curriculum.	EEF document states: The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains as they return to school full time, so assessment needs to be monitored—in a manageable fashion—over time.	Children will be identified through diagnostic assessment. Teachers with support from Head of Inclusion will identify the needs of the child and prioritise them. Structured interventions, timetabled effectively across the week, will be delivered by trained staff. These staff members will be know to the children and be deployed in the classes so that they can monitor the impact of the intervention in relation to their classwork. Regular discussion will take place between support staff and teaching staff to refine the intervention content.	SLT HoI	HoI to meet with staff to discuss half termly (any more frequent if required). Targeted children discussed at half termly PPMs.
Teaching assistants and targeted support: Reduction in the 'out of class' based support and a greater emphasis on in class support.	Identified children have high quality support to allow them to access the learning in class. As a result, children keep up with the planned curriculum.	EEF: The overriding principle from the evidence is that teaching assistants (TAs) should be deployed in a way that	HoI will oversee the additional provision for pupils on the SEND register. Class teachers and AHTs to monitor to number of	HoI AHTs	Standing agenda item at SLT meeting

		supplements, not replaces, the teacher.	interventions any one child receives. TAs to be clear (by information shared on planning documents) as the their support role within each taught session.		
Academic tutoring: **Allocation of funds:** • If tutoring sessions are delivered in addition to the school hours, staff members to claim teaching hours on a time sheet.	Identify pupils who may benefit from individual tutoring. Assign HLTA / PPA teacher time, where appropriate for individual tutoring to take place. Class teachers to use gap analysis / class based data to inform tutors of what the sessions need to cover. If multiple children have similar needs, look to deliver tutoring in small groups. As a result, children keep up with the planned curriculum and any identified gaps are addressed.	EEF: 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. To this end, Highwood will look to provide any tutoring by staff members already employed by the school.	Appropriate adult chosen to deliver the tutoring. Class teacher involved in setting the content for Delivered over a sustained period of time. Regular meetings with tutor and class teacher to evaluate impact.	HoI AHTs	3 weekly based evaluation of expected impact.
Planning for pupils with SEND: **Allocation of funds:** • Additional support time for teachers.	Identify pupils on the SEND register whose learning has be adversely affected by lockdown.	EEF guidance on SEND in Mainstream Schools reminds us that, to a great extent, good teaching for children with SEND is good teaching for all. Teachers should	HoI will oversee the additional provision for pupils on the SEND register.	HoI	Half termly check ins with teaching staff. This may be increase depending on the gap analysis of individual children.

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• HoI time spent in classroom to support wave 1 teaching. • Planning time supported by members of SLT.	Planning identifies the needs of individuals and groups of children. As a result, children keep up with the planned curriculum and any identified gaps are addressed.	consider the repertoire of strategies cited earlier in this guide to use flexibly in response to the needs of all pupils but particularly those who have SEND.			

Total budgeted cost to date:

Total allocated:

Money to be allocated after AUT 1 PPMs

See Edukey cost report for breakdown of provision. (Appendix A)

iii. Wider Strategies

Chosen action/approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Supporting pupils' social, emotional and behavioural needs	Children's emotion and behavioural needs are met so they can access the learning in school.	Improving Social and Emotional Learning in Primary Schools	Children identified in VCM are supported to ensure their needs are met.	VCM	Standing agenda item at SLT
Planning carefully for adopting a Social and Emotional (SEL) curriculum	Children's emotion and behavioural needs are met so they can access the learning in school.		INSET day – staff CPD on how to support children returning to school attended by all school staff.	HoI	Standing agenda item at SLT
Communicating with and supporting parents	Parents are supported in understanding the schools approach to any new systems put in place.	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf	Communication will be frequent without becoming overwhelming. Specific items will be separated in communications, so that key messages are not lost.	HT	Teachers have been instructed to request feedback from parents when blended learning has been sent home. Standing agenda item at SLT
Supporting parents with pupils of different ages			See Remote Learning policy with our plans for blended learning.	HT	

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Successful implementation in challenging times	Learning is not adversely affected by Covd-19.		See curriculum adjustments document for school's approach.	HT	Standing agenda item at SLT

Total budgeted cost to date:	
Total allocated:	
Money to be allocated after AUT 1 PPMs	
See Edukey cost report for breakdown of provision. (Appendix A)	

Appendix A

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