

Hazel Leys Academy – Catch-up strategy statement

Catch Up Strategy Statement

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Summary information			
School	Hazel Leys Academy		
Academic Year	2020/21	Total number of pupils on roll	221
Date of Strategy	21 st September 2020	Total Catch Up budget	£17,680 (£80 x 221)

School Characteristics					
	Number of Pupils identified for Catch up Targeted Support	Number of pupils eligible for PP and Catch Up Targeted Support		Number of Pupils identified for Catch up Targeted Support	Number of pupils eligible for PP and Catch Up Targeted Support
Y1			Y4		
Y2			Y5		
Y3			Y6		

In-school barriers to be addressed by Catch Up Funding (Tier 1 and 2)	
A.	Tier 1: To raise the standards of QFT through the provision of highly effective CPD.
B.	Tier 1: To increase the effectiveness of teaching through the provision of CPD in regards to curriculum planning.
C.	Tier 2: A widening attainment gap between disadvantaged pupils and their peers, exacerbated by planned interventions not delivered post March (due to Covid-19).
D.	Tier 2: Pupils with multiple vulnerabilities
E.	Tier 2: Poor Language Development on entry to school
F.	Tier 2: Misconceptions and Gaps in learning

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External barriers to be addressed by Catch Up Funding (Tier 3)	
G.	Tier 3: Attitudes and dispositions to learning of some Pupil Premium children needs developing.
H.	Tier 3: Attendance concerns regarding some of the Pupil Premium children (3/6)

Planned actions and expenditure				
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.				
Tier 1: Teaching and Whole School Strategies: To increase the effectiveness of teaching through the provision of quality CPD. (Addressing barriers <i>A and B</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Specific CPD designed and delivered internally to develop QFT skills for teachers and support staff.	<ul style="list-style-type: none"> MA (HOA) RR (AHT) 	<ul style="list-style-type: none"> Learning Walks conducted during the year by HOA and RR clearly demonstrate higher standards in QFT across the school. 	<ul style="list-style-type: none"> Ongoing CPD raises standards in teaching and learning for all pupils (including those on the Pupil Premium register). Standardised test scores of PP children demonstrate a 'closing of the gap' with their peers. 	£0
Subject-specific CPD, delivered by AHT and SLT, will develop the subject knowledge of staff through a series of sessions across the academic year and catering for the entire primary age group. This CPD will equip staff to deliver the vital procedural and declarative knowledge of a progression curriculum.	<ul style="list-style-type: none"> MA (HOA) 	<ul style="list-style-type: none"> Learning Walks in foundation subjects conducted during the academic year. Scrutiny of planning and books by SLT. 	Ongoing CPD raises standards in teaching and learning for all pupils, across the curriculum, including those on the Pupil Premium register.	£0
			Total budgeted cost	

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Tier 2: Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. (Addressing Barriers <i>C and D</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>Standardised assessments (PIXL) and their resulting gap analysis will continue to be used to inform planning and next steps during the year (September 2020 Baseline (Summer 2020 tests) then end of Autumn, Spring and Summer terms). Results will then be analysed to identify specific groups of pupils who have fallen behind or have misconceptions in specific areas (including those on the pupil premium register).</p> <p>Interventions will be delivered by an Intervention Tutor, to these small groups, during the normal school day to minimise impact on the rest of the school provision.</p>	<ul style="list-style-type: none"> English – <i>PIXL and GAPS</i> – MC/MA (HOA) Maths – <i>PIXL</i> – RR (AHT) 	<p>Review of termly assessment data will be completed by the SLT, which will drive Pupil Progress Meetings. These are usually held 3 times per year but this year will also include one during Autumn 1 to discuss the September baseline.</p> <p>Ongoing scrutiny of work and lesson visits, scheduled to include members of the SLT, our Senior Education Advisor and consultants from GAT (our Multi Academy Trust).</p> <p>Measurable targets to be evaluated to determine the success, or not, of the intervention.</p>	<p>Learning ‘gaps’ of groups are identified and steps taken to address these.</p> <p>These targeted pupils all make expected or better progress, closing the attainment gap with their peers.</p>	<p>Mon – Fri; 3 afternoons a week</p> <p>6 hours per week = £379</p>
<p>Where required, individual pupils will receive targeted support, either through in-class focus or an out-of-class intervention (in the afternoon – not to be confused by the above strategy).</p> <p>Work inside the classroom may include:</p> <ul style="list-style-type: none"> Additional adult support in lessons Directed Questioning Regular ‘checking in’ with disadvantaged pupils in lesson providing ongoing AfL <p>‘Out of class’ support will see individual pupils’ complete targeted Literacy or Maths activities in addition to their daily lessons based on the PIXL therapies- these targets will be based on gaps in learning. Timetabled by the SENCO or SLT in conjunction with the class teacher, and will be delivered by either the Class Teacher or Teaching Assistant.</p>	<ul style="list-style-type: none"> AK (SENCo) Individual Class Teachers 	<p>Ongoing scrutiny of work and lesson visits, scheduled to include members of the SLT, our Senior Education Advisor and consultants from GAT (our Multi Academy Trust).</p> <p>Measurable targets to be evaluated by SENCo to determine the success, or not, of the intervention.</p>	<p>Targeted pupils receive focussed support and interventions are recognised to be of high quality.</p> <p>Interventions are deemed successful when measured.</p> <p>Targeted pupils all make expected or better progress, closing the attainment gap with their peers.</p>	<p>Mon – Fri; 2 x hours each afternoon</p> <p>10 hours per week in each classroom=</p>

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Specifically, this year, we also need to consider that pupils may not have received all of the support/interventions that were planned for the last academic year (due to the school closures). The actions undertaken above, will, therefore, enable academic gaps to be identified.	<ul style="list-style-type: none"> Individual Class Teachers 	Measurable targets will allow for more analysis and closer monitoring	<p>High-impact interventions are delivered to targeted pupils to plug the misconceptions that exist from the last academic year and which are identified in the gap analysis work undertaken.</p> <p>Targeted pupils all make expected or better progress, closing the attainment gap with their peers</p>	£0
<p>Where children have multiple vulnerabilities, i.e.: SEND and identified for Catch Up support, or EAL and Catch Up, there is a greater need for support.</p> <p>Working alongside the SENCO, Class Teachers will first map the SEND needs of the child and put necessary support into the classroom and timetable additional interventions in to place to meet the needs of the child. The next level of action will then see the child join any other appropriate interventions.</p>	<ul style="list-style-type: none"> MA (HOA) AK (SENCo) 	<p>The above actions will be completed but then the specific needs of these pupils must be closely monitored through ongoing scrutiny of work and lesson visits, scheduled to include members of the SLT, our Senior Education Advisor and consultants from GAT.</p> <p>SENCO will monitor the impact of the SEND interventions on a half-termly basis.</p>	<p>High-impact interventions are delivered to pupils with multiple vulnerabilities. These Interventions can be deemed high-impact/successful when measurable targets show sustained increases.</p> <p>Pupil Premium pupils all make expected or better progress, closing the attainment gap with their peers.</p>	£0
NELI- Support for Early Literacy for EYFS	<ul style="list-style-type: none"> VR MC 	<ul style="list-style-type: none"> Learning Walks in EYFS classroom. <p>Scrutiny of plans and continuous provision.</p>	Ongoing CPD raises standards in teaching and learning for all pupils across the Early Years.	£ Part of the NELI project
Extra support in Early Years- F2	<ul style="list-style-type: none"> VR 	Measure impact from pupil data and gaps	Ongoing CPD raises standards in teaching and learning for all pupils across the Early Years.	£ cost of an Apprentice/ Teaching Assistant- £6000
			Total budgeted cost	

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Tier 3: Wider Strategies: To address non-academic barriers of attendance and attitudes (Addressing Barriers <i>E and F</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>Pupils with ‘concerning’ attendance will be identified by the HOA and FSW/School Office.</p> <p>Funding will be used in an attempt to improve the attendance of targeted pupils by offering the parents ‘free’ wrap-around care. This will also have the benefit of engaging the pupils in the wider aspects of school, including healthy lifestyles through sports activities offered/provided.</p>	<p>MA (HOA) PB (FSW) KS (School Office)</p>	<p>The AGC member responsible for Pupil Premium will support the HOA and FSW/School Office in reviewing the general attendance of these targeted pupils, along with the uptake of the wrap-around care.</p>	<p>The attendance of the targeted children is brought closer in line with the rest of the school cohort.</p> <p>The attitude of these targeted pupils towards school, measured through the pupil voice, has clearly improved.</p>	<p>Cost of daily before and after school care.</p>
<p>Pupils with ‘poor’ attitudes towards school will be identified by Class Teachers.</p> <p>School will use Catch Up funding to specifically target these pupils’ attitudes through the delivery of mentoring programme which targets social and emotional learning (SEL) program (in addition to the PSHE work and other work undertaken) seeking to improve pupils’ behaviours and attitudes.</p>	<p>Class Teachers MA (HOA)</p>	<p>The AGC member responsible for Pupil Premium will support the HOA and collect the Pupil Voice for these targeted pupils in regards to attitudes to school, before and after the sessions</p>	<p>Pupils’ attitudes towards school have improved (as displayed in Pupil Voice survey).</p> <p>Targeted pupils’ have a better understanding of social and emotional control.</p>	<p>Cost of coaching programme</p>
			Total budgeted cost	
			Overall Cost	

Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

This statement has been produced following the Trust guidance which, in turn, has been informed by:

- DfE guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- EEF: *Covid-19 Support Guide for Schools*