

'Catch Up Funding' 2020-2021 Spend

School overview

Metric	Data
School name	Hayward's Primary School
Pupils in school	398
'Catch Up Funding' allocation 2020-2021	£31,680 (£80 per pupil)
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Nicola Frost – Governing Board Chairperson
Catch Up Funding Lead	Andy Smith

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>All children in EYFS to receive targeted, small group Forest School Provision</p> <p>Within the current EYFS cohort, the main gaps that we need to be able to close quickly lay within Personal Social and Emotional Development (PSED) and Communication and Language (C&L) specifically with listening and attention. Forest School in the early years is steeped in research for targeting exactly these areas in a small group and on a regular basis. The research surrounding forest school shows significant impact on children's learning and wellbeing. As well as providing focussed forest school support for half a class, the other half of the class will receive focussed support from their class teacher. The smaller group intervention will provide teachers with the time to target the required key skills.</p>
Priority 2	<p>All children to receive the fine motor skills provision – Dough Disco (5 morning per week intervention)</p> <p>The children's pencil grip is causing more of a concern this year with many children's fine motor development at a very immature level (77% of the cohort). Assessment has shown that the children have many different pencil grips – very few of which are appropriate for helping them develop the requisite writing skills.</p>
Priority 3	<p>RWI Catch Up</p> <p>Children in Y3 and Y4 would benefit from the RWI catch up programme, particularly those who have</p>

	<p>missed the catch-up intervention that would have been available to Y2 children in the summer term.</p> <p>RWI Catch up delivered by a trained RWI coach will be of benefit to the children.</p>
Priority 4	<p>Selected children in Key Stage Two, who are below attainment in Reading, will receive a regular Reading intervention.</p> <p>Without age-appropriate Reading skills, children will struggle to engage with the full curriculum provision. This will be a significant barrier which will hinder them in all aspects of their learning. Despite Quality First Guiding Reading sessions and Priority Reader support in the previous academic year, these children have not made the required level of progress. We are looking to establish a positive mindset towards reading which will take the children forward – supported by a daily level of support at home.</p>
Priority 5	<p>1:1/1:2 Tutoring Programme</p> <p>Writing is a whole-school improvement focus. We have a number of children, who in spite of quality first teaching, are not making the expected levels of progress. Children will benefit from close attention to their writing and focussed one-to-one support. Children benefit from the 1:1/small group conferencing sessions that teachers provide.</p>
Projected spending	

Priorities

Measure	Activity
Priority 1	All children in EYFS to receive targeted, small group Forest School Provision
Additional Detail	<p>AH (Forest School Lead) will be working with the children for two mornings per week. The EYFS classes will be split in to 4 groups of 15 children (working within their own bubbles).</p> <p>The class base will be split into 15 children enabling the teachers to effectively target areas of need contained within the prime areas of learning.</p>
Potential Barriers to the success of this priority	<p>Pupil absence.</p> <p>Staff absence.</p> <p>Adverse weather conditions.</p> <p>Lack of appropriate wet-weather/warm clothing for the children.</p> <p>COVID-19 lockdown scenario – individual pupil.</p> <p>COVID-19 lockdown scenario – cohort.</p> <p>COVID-19 lockdown scenario – whole school.</p>

Projected spending	£3252 For three mornings of forest school provision (6.75 hours p/w).
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Measure	Activity
Priority 2	All children to receive the fine motor skills provision – Dough Disco
Additional Detail	An EYFS TA will be released for 5 mornings per week to provide targeted 1:2 provision for children in need of the intervention (majority of Early Years based on initial assessments). The children will receive short sessions of appropriately 15 minutes with two to three sessions per week taking place. As it currently stands (October 2020), 46 children (77%) are yet to achieve an effective pencil grip. A range of techniques are evident and without an effective intervention, followed up by targeted support in Y1, the children are unlikely to develop the require technique needed to ensure fluency in their writing.
Potential Barriers to the success of this priority	Pupil absence. Staff absence. COVID-19 lockdown scenario – individual pupil. COVID-19 lockdown scenario – cohort. COVID-19 lockdown scenario – whole school.
Projected spending	Cost for morning release for TA. 2 hours per day. 10 hours p/week. £3,548

Measure	Activity
Priority 3	RWI Catch Up for Y3 and Y4 children
Additional Detail	JW (TA) will be deployed to provide 3 afternoons of RWI provision to key targeted children. These children will be those who have failed the Phonics Screening in the 2018-2019 academic year and those children who were in danger of failing the phonic screening in 2019-2020. This will be in addition to the 'Everyday Reading' provision that the children will be receiving.
Potential Barriers to the success of this priority	Pupil absence. Staff absence. COVID-19 lockdown scenario – individual pupil. COVID-19 lockdown scenario – cohort. COVID-19 lockdown scenario – whole school.
Projected spending	£3609 for three afternoons provision 7.5 hours p/w

Measure	Activity
Priority 4	Selected children in Key Stage Two, who are below attainment in Reading, will receive regular Ready, Steady, Read Provision
Additional Detail	<p>Each member of staff will be:</p> <ul style="list-style-type: none"> Committed to supporting 12 pupils, one to one, for 15 minutes per day for 5 consecutive days with their reading. Trained in line with our school reading policy by the English lead so as to understand, and then support the implementation of, how we develop readers at Hayward's Helping children understand their reading ability and reading preferences, supporting children with changing their book according to their ZPD Responding to the needs of a child within a session for them to become confident and fluent readers, with strategies for decoding when encountering new words Helping children develop key comprehension skills by asking relevant questions during reading. These skills should include: summarising, retrieval, clarifying vocabulary, inference, commenting on writer's techniques and sequencing events. Supporting children's motivation and reading habits by setting follow-up reading expectations at home each night and checking up with it daily Working in line with our school's Accelerated Reader program and support children with the quiz-ing process upon completion of a book Using Accelerated Reader data to compile a short report on the progress made by the pupils at the end of half term
Potential Barriers to the success of this priority	<p>Pupil absence. Staff absence. COVID-19 lockdown scenario – individual pupil. COVID-19 lockdown scenario – cohort. COVID-19 lockdown scenario – whole school.</p>
Projected spending	£5169 (15 hours per week) per person

Measure	Activity
Priority 5	1:1/1:2 Tutoring Programme
Additional Detail	School will be signing up to one of the National Tutoring Programme schemes for the academic year 2020-2021
Potential Barriers to the success of this priority	<p>Pupil absence. Staff absence. COVID-19 lockdown scenario – individual pupil.</p>

	COVID-19 lockdown scenario – cohort. COVID-19 lockdown scenario – whole school.
Projected spending	£9,033 left available (If children are working in 1:2 setting with a tutor, 64 children will benefit from 15 hours worth of writing provision).

Measure	Activity
Priority 6	Use of Nessy for 2020-2021 to support children with Specific Learning Needs and purchasing a small trolley of Chromebooks to support the regular use of the online facilities
Additional Detail	Nessy is an appropriate intervention for children with dyslexic tendencies who are struggling with their Reading and Writing.
Potential Barriers to the success of this priority	Pupil absence. Staff absence. COVID-19 lockdown scenario – individual pupil. COVID-19 lockdown scenario – cohort. COVID-19 lockdown scenario – whole school.
Projected spending	Cost of Nessy - £300 for 30 user licences. Cost of Chromebooks to be used by children to enable them to maximise the use of the software in school time. £1900 – supported by a £1100 from the SEND Budget for the School.

Monitoring and Implementation

Area	Details of Monitoring Arrangements
Priority One	Baseline assessment in the Autumn 2020 shows that the majority of EYFS children are in the 30-50E bracket for Personnel, Social and Emotional Development (PSED) and Communication and Language. RWI assessment will show that children are making expected progress,
Priority Two	Initial assessment of pencil grip indicates that a significant number of children in the EYFS cohort are holding their pencil correctly. Half termly assessments will be carried out to measure improvements in key areas. By the end of the academic year we would expect a significant improvement in the % of children who are

	able to achieve the baseline.
Priority Three	<p>Regular half-termly assessments will be undertaken which will track the progress of the lowest 20% - which will include all children in the agreed target group. These will be analysed by the RWI co-ordinator/literacy lead and HT and will impact on how the provision will be tailored for each individual child.</p> <p>We would expect to see progress in individual assessment profiles in Reading and Writing.</p>
Priority Four	<p>The Literacy lead and AR Library Lead will be involved in the monitoring of all children, with a particular focus on PP and children who are tagged to have this intervention. AR Reading Band and Reading age will be two of the tools which will be used to measure the impact of this intervention. We would expect there to be an impact seen in their PIRA scores – in particular between the autumn and summer term assessments. Hodder scores will be also be tracked, as an alternative way of measuring the impact.</p>
Priority Five	<p>The HT, literacy lead and class teachers will be involved in the monitoring of this through the impact observed in the child's individual writing (assessment sheet) and through their writing attainment.</p>
Priority Six	<p>Specific Needs Lead/SENDCo will monitor the progress of individual children in regular reports. They will also co-ordinate the amount of time it is used at home and will support families in raising this time when it is appearing low.</p>