



Summary information					
School	Henry Hinde Junior School				
Total number of pupils	241	Amount of Catch-up funding per pupil	£80	Overall amount of Catch-up funding	£19, 280
Rationale Statement for Henry Hinde Junior’s catch-up strategy					
<p>Leaders are committed in ensuring catch up funding is used effectively to make the greatest difference to children’s outcomes after the Covid 19 lock down. Leaders recognise that inevitably there will have been an impact on all of our pupils regardless of age, academic ability or social background. During the 1<sup>st</sup> national closure all pupils had access to learning through the ‘Robin Hood Multi Academy Trust’ project based learning loaded onto the ‘Google Classroom’ platform. In addition, some of our families who had no access to technology received paper packs of lessons and activities suitable for their age group.</p> <p>We accommodated 96 children who were either Key worker or vulnerable in school and Year 6 children were brought back for one day a week for 7 weeks to ease the transition process since physical visits to their secondary schools were not possible during Summer 2020 due to Covid 19.</p> <p>Despite the hard work from staff, there were varying levels of engagement from pupils throughout this time and it is important to recognise that our pupils will not have received the same quality of education, consistently and as thoroughly, as if they had been taught in school during this time. Hence, the main aim of the catch up strategy at Henry Hinde Junior is to raise the attainment of all pupils to close the gap created by COVID 19 school closure.</p> <p>Since the re-opening in September significant barriers to learning have been identified across the school, as well as in specific year groups, some of which are identified below. The school’s curriculum contingency planning will ensure all pupils are taught any missed content from previous units of work from the last academic year. However, staff will continue to deliver age related content and make provisions for missed learning naturally through current units of work wherever possible. Primarily, using the catch up funding available, school will be providing a third teacher, for reading, writing and maths, in year 6, an extra teacher and LSAs to support identified children of SEND or SEMH and small group tuition to targeted identified children across all year groups. This will be enhanced through additional programs being delivered with planned CPD for staff to ensure a sustained response and making a difference long term. Some money will also be used for developing children’s resilience and well-being so that they can be successful learners’ long term.</p> <p>Leaders have considered many factors carefully in deciding how to allocate and spend the Catch-Up Premium. We have also used the government recommended ‘Covid-19 Support Guide for Schools’, published by the Education Endowment Foundation (EEF), to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils.</p>					



Barriers to future attainment	
Academic barriers	
<b>A.</b>	Children's limited language and levels of oracy
<b>B.</b>	Securing basic skills in writing particularly with grammar, sentence composition, handwriting and spelling
<b>C.</b>	Gaps in early reading, phonics, writing and maths
<b>D.</b>	Poor social and emotional development
Additional barriers <i>(issues which also require action outside school)</i>	
<b>E.</b>	Lack of devices or shared devices in the home setting
<b>F.</b>	Parental expectations are varied leading to lack of support to access remote learning
<b>G.</b>	Health and well-being of children and their families
Intended outcomes	
<b>A.</b>	At the end of Key Stage 2, proportions of disadvantaged pupils meeting ARE in writing, reading and maths, to continue to be at least in line with national data.
<b>B.</b>	Ensure curriculum adaptations in all subjects and in all year groups lead to improved outcomes for all pupils and good progress from starting points, with a particular focus on low prior attaining pupils, SEND and disadvantaged pupils.
<b>C.</b>	Maintain the high standards achieved in reading and maths at the end of KS2 and increase the proportions of pupils achieving GDS in writing.

Success Criteria				
Criteria	Evidence	Autumn evaluation	Spring Evaluation	Summer Evaluation
All teachers continue to deliver the school's intent for reading, writing and maths and implement relevant interventions to support disadvantaged and SEND pupils to meet ARE in reading, writing and maths.	Internal data Pupil progress meetings 2019 IDSR/ASP/SPS			
All teachers to use termly assessment data from Classroom Monitor to target children for intervention to ensure % of pupils achieving higher standards in reading, writing and maths across school is	Internal data Pupil progress meetings			



<p>maintained. Increase the proportions of children achieving higher standard in writing across KS2.</p>	<p>2019 IDSR/ASP/SPS</p>			
<p>All staff to receive ongoing CPD in relation to the Therapeutic Behaviour Strategies. Information on strategies and approaches to be rolled out and disseminated with all staff during Autumn 2020 and Spring 2021.</p>	<p>The profile of PSHE is raised throughout school and lessons are taking place on a regular basis which support the mental health and emotional and social needs.</p>			
<p>CPD provided for staff on the effective use of the new online learning platform (Google Classroom). Children are trained in its use after this initial The new platform is in place and staff, pupils and parents are able to use it effectively by beginning of To use Google Classroom as an effective learning platform – initial training for staff in October 2020. Before and after surveys to be used with teaching and support staff to assess the impact on knowledge. HT to provide project overview. Parents/carers are made aware of the platform and how it can support and develop and extend home learning.</p>	<p>Learning walks- Observations of teaching- Work scrutiny- Learning environment checks- Planning/ assessment checks- Subject leader action plans - PM meetings - Pupil Voice discussions - Parental views - Staff views</p>			



Planned expenditure			Total budgeted cost:		£1,465
Action	Intended 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?
Class teachers to deliver interventions to groups of pupils across all year groups. Pupil progress meetings after autumn term assessment to evaluate children not on track based on PAG.	Attainment for pupils in line with national for reading, writing and maths.	Small group tuition can give up to 4 months impact. (EEF Toolkit)		HT/Phase Leads	8.3.21 21.6.21
Classroom monitor tracking tool to analyse percentage of children on track to be ARE in foundation subjects. Interventions delivered to ensure all children have the essential knowledge and skills for foundation topics taught, including vocabulary acquisition.	Attainment in foundation subjects in line with reading, writing and maths.	Small group tuition can give up to 4 months impact. (EEF Toolkit)		Curriculum and subject leads	8.3.21 21.6.21
Purchase of 'Learning by Questions' resource for Yr3 -Yr6 to address any gaps in reading, writing, maths and science. Immediate feedback available for pupils.	Quality first teach to address gaps in learning in reading, writing, maths and science using LBQ resource.	Feedback given to children can give up to 8 months impact (EEF Toolkit)		Curriculum lead and core subject leads	8.3.21 21.6.21
Staff to deliver additional phonic teaching for children working at KS1 to enable pupils to catch up quickly.	Phonic screen checks to be completed.	Phonic teaching can give up to 4 months impact (EEF Toolkit)		SD	8.3.21 21.6.21

Quality of teaching for all



	Invest in a range of CPD opportunities, including ECM's online and live courses for all staff to give all leaders and teachers to respond to pupils' needs across year groups and in individual classes.	Teachers have the necessary skills and knowledge to respond to children's needs.			HT	8.3.21 21.6.21
	Develop CPD plan for TA's and deliver training in house for areas such as marking and feedback of online learning, metacognition and self-regulation. Develop subject knowledge for teaching of writing.	TA's to continue to develop skills and subject knowledge to support the class teacher and deliver interventions.			SENDCo	8.3.21 21.6.21

Planned expenditure		Total budgeted cost: £62,742				
Action	Intended 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?	
Targeted Academic Support	Introduce an additional classroom where identified children can access a small group of children working at similar levels to deliver precise teaching with a qualified teacher supported by two Learning Assistants to raise outcomes in Mathematic and English.  The children then join their registration class for their afternoon learning.	All Secure understanding of phonics, early reading and number.	Small group tuition can give up to 4 months impact. (EEF Toolkit)		SENDCo	8.3.21 21.6.21
	Year 6 has been split into 3 classes in the mornings, to 'Catch Up' the learning gaps.		Gains from smaller class sizes come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. (EEF Toolkit)		UKS 2 Phase Leader	8.3.21 21.6.21



	Class teachers will deliver an hour's tuition in reading, writing and mathematics, weekly, for targeted children in their year group.		Small group tuition can give up to 4 months impact. (EEF Toolkit)		Phase Leaders	8.3.21 21.6.21
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Planned expenditure			Total budgeted cost:		£23,168.84	
Wider Strategies	Action	Intended 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?
	Computing lead to lead on online learning for all pupils across the school. Ensure engagement with school from all children isolating is high. Staff to contact pupils and their families more regularly for non-access to the online learning platform.	All children are able to access education remotely when isolating so that outcomes for pupils are comparable to national.	Studies consistently find that digital technology is associated with moderate learning gains with 4 months progress (EEF Toolkit).		Computing Lead	8.3.21 21.6.21
	To develop a health and well-being policy and action plan for the school. Deliver CPD for staff on emotional literacy. Timetable well-being initiatives in school, e.g., well-being SLD day.	Mental Health and Well Being policy and action plan in place. Social and emotional needs of all children are met so that outcomes at KS2 are in line with national averages.	Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).		SENDCo	8.3.21 21.6.21

## Covid-19 Catch up Premium Strategy



	<p>Learning mentor to run 1: 1 SEMH sessions in the afternoon for targeted children.</p>	<p>Social and emotional needs of all children are met so that outcomes at KS2 are in line with national averages.</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school with 4 months progress (EEF Toolkit).</p>		<p>SENDCo</p>	<p>8.3.21 21.6.21</p>
	<p>Trained LSA to deliver sensory circuits, mental health and well being check in, time in the sensory room</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils 'interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school with 4 months progress (EEF Toolkit).</p>		<p>Sendco</p>	<p>8.3.21 21.6.21</p>