



Heath Hayes Primary Academy: Summary of Catch-Up Strategy

| School information | | | |
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| School | Heath Hayes Academy | | |
| Academic Year | 2020 - 2021 | Catch-Up Funding Received 2020-21 | £15,440 (193) |
| Total number of pupils | 189 | % Disadvantaged Pupils | 25% (47/188) Current children on roll = 36/188 |

| Contextual Information (if any) |
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| <ul style="list-style-type: none">- Variable learning engagement across the community- Access to ICT and learning devices is limited- Parental educational experiences are variable which has an impact on their personal understanding and ability to support learning at home |

| Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning) |
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| A. Provide 1:1 and small group tuition in order to diminish differences between identified groups of children. |
| B. Ensure that all children who have lost learning due to Coronavirus are not at a disadvantage to that of their peers. |
| C. Continue to provide an effective curriculum in the event of isolation or lockdown. |

| Summary of Expected Outcomes |
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| A. Children who are disadvantaged will perform in line with or better than those who are not. |
| B. Children who have lost significant elements of learning due to Coronavirus will have this learning restored and will attain as well as predicted prior to COVID 19 school closure. |
| C. All children will have access to the relevant and appropriate curriculum and will continue to learn regardless of the circumstances (isolation/lockdown). |

Summary of Catch-up Strategy

| STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES | | | | | | | |
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| Element of Strand | Action/Strategy | Which pupils have been targeted for this strategy? Who will benefit? | Expected Impact | Staff lead | Monitoring: When and how will you evaluate impact? | Cost (School Budget) | Cost (National Funding) |
| Supporting Great Teaching | <p>Provide staff training on the components of high-quality teaching</p> <p>Explicit Teaching - Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction. One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.</p> <p>Scaffolding - 'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.</p> <p>Cognitive and Metacognitive strategies - Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive</p> | All children | Improve or maintain quality first teaching | LJ/KW | MAET cycle Follow up task (reading)- https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/ | £0 | £0 |



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| | <p>strategies are fundamental to learning and are the ‘bread and butter’ of effective teaching. Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control our cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p> | | | | | | |
| Pupil Assessment and Feedback | <p>Use ‘high level’ standardised assessments to determine the actual impact of COVID 19 and lack of face to face teaching has had on attainment.</p> <p>Use the previous year summer assessment to determine standardised scores based on Rising Stars expectations.</p> <p>Analyse the data and identify children for re-test at October half term, after a period of QFT.</p> | <p>All children in the first instance</p> <p>Selected children for strand 2: targeted support.</p> | <p>Effectively identify children who would benefit most from strand 2: targeted intervention.</p> | <p>AF/LJ to analyse data</p> <p>All staff to administer tests</p> | <p>REACH2 assessment cycle</p> | <p>£0</p> | <p>Cost of re-test papers 35 packs X £17.50 per pack = £612.50</p> |
| Pupil Assessment and Feedback | <p>Use effective diagnostic assessment</p> <p>Provide CPD for all staff on the use of integral assessment to support great teaching. Develop understanding of the role that assessment plays within all interactions within the classroom in order to develop the bigger picture for each child. Examples of this diagnostic assessment include:</p> <ul style="list-style-type: none">- Verbal questioning- Quizzes- Knowledge flashbacks- Rising Stars gap analysis <p>Low stakes – high impact assessment development across the school to continue to effectively identify gaps in learning to inform teaching.</p> | <p>All children</p> <p>Strand 2 identification for PiXL small groups intervention.</p> | <p>Staff are able to effectively identify and support the appropriate children for intervention in order to close gaps in learning.</p> | <p>LJ/KW</p> | <p>REACH2 assessment cycle</p> <p>Monitoring cycle - MAET</p> | <p>£0</p> | <p>£0</p> |



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| Transition Support | <p>Ensure that effective transitions are planned for.</p> <p>Develop Recovery Curriculum in line with identified missed learning opportunities and essential knowledge from one year to the next.</p> | All children | <p>Children are supported through the Hero's Journey Recovery Curriculum in order to transition to their new year group.</p> <p>There will be minimal lost learning as a result of a targeted Recovery Curriculum.</p> | LJ/KW | REACH2 assessment cycle Monitoring cycle - MAET | £0 | £0 |
| Cost - Sub-totals | | | | | | £0 | £612.50 |
| Total budgeted cost for Strand 1 | | | | | | | £612.50 |

| STRAND 2: TARGETED SUPPORT | | | | | | | |
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| Element of Strand | Action/Strategy | Which pupils have been targeted for this strategy? Who will benefit? | Expected Impact | Staff lead | Monitoring: When and how will you evaluate impact? | Cost (School Budget) | Cost (National Funding) |
| 1:1 and small group tuition | <p>Affordable Maths Tuition (Third Space Learning - What works for Children's Social Care)</p> <p>Heath Hayes Academy has been nominated through the Virtual School - funded</p> <ul style="list-style-type: none">- 1:1 tuition with selected pupils (1 hour sessions weekly, in school or at home with a laptop and PC)- Diagnostic assessment for individual knowledge gaps- Regular assessments throughout the term- Providing quality first teaching to identify and close gaps in learning | 4 children from Y6 who are eligible. | For the chosen children to improve their Maths skills from the baseline assessment to the final assessment over and above the control group who do not receive 1:1 tuition from TSL. | AF/LJ | <p>TSL will conduct their own monitoring.</p> <p>Heath Hayes will complete assessments through the monitoring and assessment cycle of REACH2</p> | £0 | £0 |



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| | - Online platform access to maths intervention | | | | | | | |
| | Implement PiXL across the school for key marginal children. https://www.pixl.org.uk/_site/ data/files/primary/46AF7A8D4 5FF9A1A2DB1A19D7EA07D01. pdf | Identified key marginal children from every classroom. | For the teachers to have a secure understanding of identified pupils' precise learning gaps in order to robustly secure these elements before moving on to other areas of the curriculum, as appropriate. | LJ/KW | REACH2 assessment cycle PiXL assessments calendar and question level analysis tools | £2700 | £0 | Ongoing as applicable for Remote Education |
| | Provide additional support to disadvantaged pupils across the school through appropriate identified intervention. TA - additional contracts for current staff. 3 x 5 hour contracts in order to increase the provision for children alongside and in addition to QFT. | 36 pupils who are currently on roll identified across the school (Disadvantaged pupils 2020-2021) | To diminish differences between disadvantaged and non disadvantaged pupils to ensure that they achieve at least in line. | AF/LJ/K W | REACH2 assessment cycle January 2021 Partial School Closure 3 x TAs supporting remote education online. Intervention groups on hold. | £0 | £8325 | 1 TA = £555 per half term Spr 1 on hold Not spent £1665 Spr 1 |
| | To provide additional intervention from the most qualified individuals (subject specialists) to do so to all identified pupils that have fallen behind due to COVID 19 . Specialist Physical Education provision from Progressive Sports to deliver Physical Education curriculum whilst specialist teachers deliver high quality interventions. 2 x classes every week (one afternoon) @ £99 per afternoon | Identified pupils from assessments (Oct 2020) | To ensure that the identified children catch up and are at least in line with predicted expectations before COVID 19. | AF/LJ/K W | REACH2 assessment cycle | £0 | £3762 | On hold Not spent £3762 |

| | Lexia Learning | All disadvantaged pupils in school (36) | | | | £1880 | £36 per additional license = £1512 | Ongoing during Remote Education |
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| | Nuffield Early Language Intervention (NELI) - applied for. NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. | Children within the Reception classroom who are not at the expected developmental stage in this area. | A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group. https://educationendowmentfoundation.org.uk/covid-19-resources/neli/ | SH ET/RS | Participating schools will receive resources and will be able to access online training from the start of the spring term 2021. | £0 | £0 | On hold |
| Intervention programmes | RWI intervention programmes Phonics - 1:1 intervention handbook Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching phonics. Fresh Start - Super Easy Buy Pack Read Write Inc. Fresh Start is a catch-up and intervention programme with proven results, for 9 to 13-year-olds still learning to read. It teaches pupils to read accurately and fluently with good comprehension, to spell | Children from key stage 1 who are not meeting the expected level of development in phonics for the current age. Children from key stage 2 who are working below their chronological year group for reading. | To secure the phonics skills in order to develop reading. To increase reading age, ability, skills, knowledge and understanding to their current chronological year group. | JA KW | Phonics assessment cycle REACH2 assessment cycle | £0 £0 | £59 £1205.50 | Ongoing |



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| | correctly and compose their ideas for writing step-by-step. | | | | | | | |
| | Precision Teaching Training from the Education Psychology Service completed. https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response/Cognition-and-learning/SEN-support-in-school/Plando.aspx | Precision Teaching probes will identify selected children across the school who are performing significantly behind their peers. | To target specific areas of learning on a 1:1 basis for both word and number probes. | CL/SH | PT cycles APDR for SEND | £2775 | £0 | 2 x weekly virtual intervention sessions |
| Extended school time (before and after school interventions) | To implement strategies above based upon suitability and appropriateness of the intervention. | As identified above | As identified above | LJ/KW | REArch2 assessment cycle | As above | £0 | On hold - reduced school day - online timetables |
| MyMaths online learning subscription | To provide targeted learning and assessment for children accessing learning from home. | All children. | To target specific learning areas, and provide virtual modelling and support for Maths. To provide instant feedback for children. | KW | Upon returning to full school opening | | £460 | Introduced Spr1 |
| Oxford Reading Library & reading Buddy | To provide a wealth of online reading materials to support children reading books at their appropriate reading level. | All children. | To support reading at home. | KW | Summer 1 | | £600 | Introduced Spr1 |
| RWI Phonics online | To provide children with the appropriate phonics book matched to their phonics learning. | Rec, KS1 and year 3. | To support phonics at home. | JA | Summer 1 | | £276 | Introduced Spr1 |
| Cost - Sub-totals | | | | | | £7355 | £14,863.50 | £10,772 |
| Total budgeted cost for Strand 2 | | | | | | £22,218.50 | | |

| STRAND 3: WIDER STRATEGIES | | | | | | | |
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| Element of Strand | Action/Strategy | Which pupils have been targeted for this strategy? Who will benefit? | Expected Impact | Staff lead | Monitoring: When and how will you evaluate impact? | Cost (School Budget) | Cost (National Funding) |
| Supporting parents and carers | <p>Ensure that all parents are able to utilise the remote education policy and plan in order to provide learning or additional learning as appropriate.</p> <p>Develop Remote Education Policy</p> <p>Use Microsoft Teams as the preferred learning platform.</p> <p>Create a 'Parents Guide' to enable non users to access the resources available.</p> <p>Conduct virtual sessions with parents to develop usage.</p> <p>Conduct virtual Parents' Evenings to share attainment and progress</p> <p>Provide staff with clear expectations to best support parents in case of isolation or lockdown</p> | All pupils | <p>Parents will be more knowledge and able to support their child's learning at home.</p> <p>Children will be better supported.</p> | AF/LJ | <p>REACH2 assessment cycle</p> <p>Regular daily learning documented in home/school diaries</p> | £0 | £0 |
| Access to technology | <p>Use loan laptops where necessary</p> <p>Provide usage of x2 loan laptops if absolutely necessary</p> <p>Utilise user friendly platforms to deliver the remote education policy.</p> | Selected pupils | Access to the remote education offer | LJ | In the event of isolation or lockdown | £0 | £0 |



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| Holiday support | Utilise holiday periods for additional learning where possible Easter school provision for year 6 | Identified Y6 pupils | Sustained progress over a period of absence | KW/HC | REACH2 assessment cycle | £0 | £0 |
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| Cost - Sub-totals | | | | | | £0 | £0 |
| Total budgeted cost for Strand 3 | | | | | | £0 | |

Financial Summary

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| Cumulative Sub-total for all strands | £7335 | £15,476 |
| Total budgeted cost for all strands | £22,811 | |

Additional Information (if any)

Baseline data will be re-visited before the Autumn 1 data input to ensure that the most appropriate intervention is utilised to have the greatest impact on pupil progress.

*Previous year group PiRA and PUMA used at baseline. This will be completed again for selected children who are identified on the data.