



Catch-Up Premium Plan Hilton Primary School

Summary information

School	Hilton Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£56,000	Number of pupils	732

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those most affected. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>As our Maths is taught in blocks and school closures have occurred at similar points in the school year, there are certain areas of Maths that have not been taught in school for two years. We have identified these as areas as gaps in children’s learning and our Maths lead has shared ‘ready to progress’ materials school-wide.</p> <p>Recall of basic skills in KS1 has suffered and there are a lot of learning gaps in Y3 too – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in the standardised tests taken by the children throughout the 2020-21 year.</p>
Writing	<p>Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. We have concluded that writing (which requires very specific pupil feedback) has suffered as parents weren’t able to support their children as effectively, in comparison to Maths and Reading.</p> <p>SPAG – particularly spelling - has been raised as an issue and this has led to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected. However, those who evidently didn’t engage with home learning regularly, are now having to improve and work on their writing stamina. Children are motivated to write and are engaged in their English lessons but a majority of children are writing at a lower standard than expected in each year group. This is particularly evident in our youngest children.</p>
Reading	<p>Children’s access to reading during lockdown was limited. EYFS and KS1 children had access to Oxford Owl but KS2 children did not have access to the school library and did not have an alternative to Oxford Owl. Our Reading Lead did find an alternative but this subscription was only secured at the end of lockdown so we did not benefit in the way that we had hoped.</p> <p>Decoding was poor in KS1 and initial phonics scores were lower than they had ever been. In the autumn term, we used our HLTA capacity within school to boost Y2 phonics before their statutory autumn screening and this was successful. This then had a knock-on effect on reading comprehension in KS1 as decoding had taken precedent.</p>
Non-core	<p>The gaps found within the core subjects have had an impact on our foundation subjects e.g. children are less able to read extracts in geography and history and are less able to fully engage in any associated writing tasks. However, this did present an opportunity to close the gaps in reading and writing as they could be taught in other subject areas.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Teachers have used their teacher assessments to identify children who are not on track to meet their targets due to lockdown. The children need focused support from their class teachers in order to achieve their school-based targets.</p>	<p>Mornings: Employ a HLTA to work in every year group in the summer term (apart from Y5, who have a different arrangement and used existing teaching capacity). Their role is to support whole class teaching whilst class teachers support focus children who have been identified as having significant gaps in their learning.</p> <p style="text-align: right;">(£23,790)</p>	<p>As this cost a significant proportion of the funding, an appendix has been attached detailing the impact.</p>	SW	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with HPS have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A comprehensive school tour video has been made available to all new starters.</p> <p style="text-align: right;">(£500)</p>	<p>All new starters have settled in, in the way we had hoped. The video played a role in achieving this.</p>	JH	July 21
Total budgeted cost				£ 24,290

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Small group tuition</u></p> <p>Teachers have prioritised groups of children who need additional support to meet their targets. Research has shown that class teachers (who know their children well) are best placed to deliver small group interventions. We want teachers to plan and deliver focused support to these children.</p>	<p>Afternoons: Employ a HLTA to work in every year group in the summer term (apart from Y5, who have a different arrangement and used existing teaching capacity). Their role is to cover whole classes whilst class teachers deliver small group interventions in the afternoons.</p> <p style="text-align: right;">(£23,790)</p>	<p>As this cost a significant proportion of the funding, an appendix has been attached detailing the impact.</p>	SW	July 21

<p><u>Y6 booster programme</u></p> <p>Our Y6 children missed a significant amount of the previous year and we want to best prepare them for their SATs with booster sessions (these were subsequently cancelled in January 2021).</p>	<p><i>Appropriate interventions and activities have been identified for a HLTA to deliver throughout the autumn term.</i></p> <p>(£7,000)</p>	<p>End of KS2 data was broadly similar to 2020 and 2019 and remains above national standards.</p> <p>Detailed end of KS2 data has been added as an appendix.</p>	<p>SW</p>	<p>Mar 21</p>
Total budgeted cost				£30,790

	Cost paid through Covid Catch-Up	£55,080
	Cost paid through charitable donations	£0
	Cost paid through school budget	£0

Year group: Reception	
Soft data	Hard data
<p>In EYFS we have used our Catch Up HLTA to support mainly in the Reception classes as the gaps in learning have been greater here. Our HLTA has been supporting mainly in Badgers and Hedgehogs as in these classes there was a greater proportion of children identified as not being on track to reach their GLD for many reasons (gaps in Maths, Reading, Phonics and Writing). Based on the data shown in the google drive our largest gap was in Writing so this was chosen as our focus. We started with boosting a group of 6 children (those whose gap wasn't as significant) and once progress was made we then took that child out of intervention and replaced with another child from our list. Our intervention groups changed weekly based on the progress and the needs of the children. Our HLTA has also been used to run our classes to enable us to spend more time in our Continuous provision to help the children further develop their phonics skills. We have been able to plan more specific activities which we have been able to successfully implement and encourage all children to attempt as we have been there to guide and support participation and the activity itself. Our TA's (when not in continuous provision) have also been able to spend 3 afternoons a week to hear 1:1 Readers in addition to their reading session each week. Those children requiring additional Reading support were read with 3 x a week. As a result, the gaps have closed for the majority of children (85% of children achieving a GLD). Most children have grown in confidence and have become more independent and resilient when it comes to having ago at their writing in particular. Phonics data has improved significantly with most children now secure at Phase 3. Those children who have not met their GLD target are those who are on initial concerns, have identified SEN needs and other individual reasons. Only a small proportion of children may need a recap and some intervention next year to ensure the progress remains.</p>	<p>79% of all children achieved GLD</p>

Year group: 1																			
Soft data	Hard data																		
<p>We used our HLTA support to allow the class teacher target '3' (not on track) children in maths and English lessons in the morning sessions. Each class received 3 sessions of support a week. We timetabled our HLTA to release each teacher every afternoon for 20 minutes. This time was used to target '3' (not on track) children in reading and phonics. The children received little and often, repetitive teaching of phonics from their class teacher which enabled retention for the phonics check. The children are applying this knowledge in their reading and writing which have both seen significant improvements from April.</p> <p>Phonics outcomes exceed those of 2019. Children have made accelerated progress from April due to targeted additional support by their class teacher. Our phonics videos to teaching at home have been well received and parents have reported they feel less intimidated and understand phonics better as a result of learning alongside their child. Children are reading and writing more</p>	<p>Reading</p> <table border="1"> <caption>Reading Performance Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>REA EXP</td> <td>75.56%</td> </tr> <tr> <td>REA EXP TARG</td> <td>75%</td> </tr> <tr> <td>REA GD</td> <td>36.67%</td> </tr> <tr> <td>REA GD TARG</td> <td>20%</td> </tr> <tr> <td>KS1 NAT EXP</td> <td>75%</td> </tr> <tr> <td>KS2 NAT EXP</td> <td>74%</td> </tr> <tr> <td>KS1 NAT GD</td> <td>25%</td> </tr> <tr> <td>KS2 NAT GD</td> <td>27%</td> </tr> </tbody> </table> <p>Phonics</p>	Category	Value	REA EXP	75.56%	REA EXP TARG	75%	REA GD	36.67%	REA GD TARG	20%	KS1 NAT EXP	75%	KS2 NAT EXP	74%	KS1 NAT GD	25%	KS2 NAT GD	27%
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confidently and independently as a result of their phonics knowledge.		July 2019	May 2021	July 2021
	% Year One children passed phonics check	82%	69.66%	85.4%

Year group: 2	
Soft data	Hard data
Teacher interventions have had a positive impact on children's confidence in core subjects.	<p>Reading 80% of those not on track to meet EXS, met their target 76% of those not on track to meet GDS, met their target</p> <p>Writing 68% of those not on track to meet EXS, met their target 57% of those not on track to meet GDS, met their target</p> <p>Maths 84% of those not on track to meet EXS, met their target 50% of those not on track to meet GDS, met their target</p>

Year group: 3	
Soft data	Hard data
Interventions delivered have had a positive impact on children's attitude towards school. Children are much more engaged with school life and have built up their resilience in 'having a go'. Some focus was therefore allotted to the children's emotional wellbeing and teachers were able to support their children in returning to a school routine. SPAG remains a focus for this year group moving forward as this area saw the least impact.	<p>Reading +2.25 average increase in standardised score</p> <p>SPAG +0.8 average increase in standardised score</p> <p>Maths +2.20 average increase in standardised score</p>

Year group: 4	
Soft data	Hard data
The greatest need across the whole year group was address the gap between the children's performance in writing following lockdown and their targeted level of attainment for the end of the year. Writing was the skill which had suffered the most and the one which the children had engaged with the least during home learning.	<p>MTC 39% achieved full marks Average score: 22/25 (nationally comparable data not yet available)</p> <p>Writing</p>

<p>The opportunity to work with targeted children was both welcomed and appreciated - by staff and children alike – many of the children were aware of their difficulties and were very receptive to small group work. In the main, the intervention was successful: we managed to boost 20 children from a 3 to a 2. We would have liked to been able to boost them further but the gaps in their knowledge and the disruption to being able to run the interventions were too great.</p> <p>Where possible, we also used our HLTA for a daily 20 minute intervention at lunchtime, targeting children who needed a boost with their rapid recall of times tables. We referred to this as a Times Table club so that it wasn't regarded as a punishment. It was well received and without doubt supported our healthy scores in the MTC.</p> <p>Some children were also targeted to develop their reading comprehension and worked with their class teacher. This was effective as well, as we worked through written comprehension questions together, developing their skills in answering questions. At least 9 children achieved their target.</p>	<p>20 children (who were not expected to meet their target) achieved their school-based target</p> <p>Reading 9 children (who were not expected to meet their target) achieved their school-based target</p>
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Year group: 5	
Soft data	Hard data
<p>Maths We prioritised 22 children who were identified as cusp children who had a target of EXS or WTS. All of these children previously scored less than 100 in their Spring PUMA test. We used much of the intervention time to practise calculation skills and building confidence with test practice.</p> <p>Reading We prioritised 24 children who were identified as cusp children who had a target of EXS. All of these children previously scored less than 100 in their Spring PIRA test. We used much of the intervention time to practise inference and retrieval skills as well as test technique.</p> <p>Grammar We prioritised 24 children who were identified as cusp children who had a target of EXS. All of these children previously scored less than 100 in their Spring GAPS</p>	<p>Maths</p> <ul style="list-style-type: none"> • 76% improved on their scaled score (in comparison to the Spring test) • 48% achieved a scaled score of 100 or higher • 71% achieved a scaled score of 94 or higher • 1 child made accelerated progress and achieved a scaled score of 116 • 30% of the children who were targeted WTS achieved a scaled score higher than 100 • 70% of the children who were targeted WTS achieved a scaled score higher than 90 • 78% of the children who were targeted EXS achieved a scaled score higher than 100 • 63% of the children who took part were assessed by their teachers as 1 or 2 (on track) for EXS when previously they had been assessed as a 3 or 4 (not on track). <p>Reading</p> <ul style="list-style-type: none"> • 92% improved on their scaled score (in comparison to the Spring test) • 67% achieved a scaled score of 100 or higher • 83% achieved a scaled score of 94 or higher • 5 children made accelerated progress and achieved a scaled scores of 110+ • 88% of the children who took part were assessed by their teachers as 1 or 2 (on track) for EXS when previously they had been assessed as a 3 or 4 (not on track). <p>Grammar</p> <ul style="list-style-type: none"> • 100% improved on their scaled score (in comparison to the Spring test) • 17% achieved a scaled score of 100 or higher

<p>test. We used much of the intervention time to practise word classes, punctuation and sentence types as well as test technique.</p>	<ul style="list-style-type: none"> • 71% achieved a scaled score of 94 or higher • 1 child made accelerated progress and achieved a scaled score of 109
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Year group: 6	
Soft data	Hard data
<p>Following Home Learning, the Spring 2020 assessment data was analysed to find that Writing and Maths were two areas that required focused intervention time within Year 6. Considering individual teacher’s expertise, we used our Higher-Level Teaching Assistant to release teachers in order for them to run tailored teacher-led interventions for children across the year group.</p> <p>As a result of this, teachers were able to build upon learning in the classroom and use their knowledge of the children to create engaging and focused interventions. Feedback was shared on a daily basis within the team so learning could be consolidated in the next lesson as well as discussions through PPA to ensure the year group planning included time to develop the skills that were focused on within the interventions.</p> <p>The children across the year group were able to take part in interventions that were tailored to them, allowing them to develop basic skills, gain confidence and work within a small group environment, where they were able to ask questions and work at a pace that suited them. This learning was further enhanced by quality-first teaching within the classroom to ensure progress was made across the year group.</p>	<p>Please see Appendix 2 – End of KS2 data</p>

Appendix 2 – End of KS2 data (based on 2019 SATs papers)

	READING – EXPECTED +				
	School 2021	School 2020	School 2019	School 2018	National 2019
All children (110)	92%	89%	76%	73%	73%
Boys (52)	90%				
Girls (58)	93%				
Pupil premium (11)	72%				
SEN (9)	67%				

	READING – GREATER DEPTH				
	School 2021	School 2020	School 2019	School 2018	National 2019
All children (110)	47%	42%	38%	29%	27%
Boys (52)	44%				
Girls (58)	50%				
Pupil premium (11)	36%				
SEN (9)	11%				

	WRITING – EXPECTED +				
	School 2021	School 2020	School 2019	School 2018	National 2019
All children (110)	81%	87%	85%	83%	78%
Boys (52)	71%				
Girls (58)	90%				
Pupil premium (11)	73%				
SEN (9)	33%				

	WRITING – GREATER DEPTH				
	School 2021	School 2020	School 2019	School 2018	National 2019
All children (110)	43%	32%	24%	21%	20%
Boys (52)	37%				
Girls (58)	48%				
Pupil premium (11)	28%				
SEN (9)	0				

	MATHS – EXPECTED +				
	School 2021	School 2020	School 2019	School 2018	National 2019
All children (110)	87%	90%	85%	81%	79%
Boys (52)	85%				
Girls (58)	90%				
Pupil premium (11)	73%				
SEN (9)	44%				

	MATHS - GREATER DEPTH				
	School 2021	School 2020	School 2019	School 2018	National 2019
All children (110)	34%	34%	41%	33%	27%
Boys (52)	37%				
Girls (58)	31%				
Pupil premium (11)	9%				
SEN (9)	0				

	COMBINED RWM – EXPECTED +				
	School 2021	School 2020	School 2019	School 2018	National 2019
All children (110)	75%	84%	70%	73%	65%
Boys (52)	65%				
Girls (58)	83%				
Pupil premium (11)	45%				
SEN (9)	22%				

	COMBINED – GREATER DEPTH				
	School 2021	School 2020	School 2019	School 2018	National 2019
All children (110)	20%	25%	19%	17%	11%
Boys (52)	17%				
Girls (58)	22%				
Pupil premium (11)	9%				
SEN (9)	0				

	SPAG – EXPECTED +				
	School 2021	School 2020	School 2019	School 2018	National 2019
All children (110)	86%	85%	83%	89%	78%
Boys (52)	83%				
Girls (58)	90%				
Pupil premium (11)	91%				
SEN (9)	44%				

	SPAG - GREATER DEPTH				
	School 2021	School 2020	School 2019	School 2018	National 2019
All children (110)	43%	43%	40%	33%	36%
Boys (52)	38%				
Girls (58)	47%				
Pupil premium (11)	27%				
SEN (9)	0				