

Catch up Premium Implementation and Impact Report

Impact report based on EEF COVID 19 guidance.

Catch UP Premium Summary

DATE	September 2020 – July 2021
Number of eligible pupils	624
Catch Up premium allocated	£49,124

Quality First Teaching eg. Professional development programme/ Supporting Early Career teachers/ Assessment/ Effective remote learning

Action	Evidence for approach	Staff Lead	Intended impact	Outcomes
MS Teams Bespoke Training	Agreed best platform based on school's infrastructure	LP	All children are able to access the curriculum regardless of pandemic status	School was able to respond to need re devices and connectivity; this enhanced engagement in remote learning with staff confidently delivering high quality remote learning
Digital Champion Training	Recommended good practice	LP	Blended learning remains a sustainable development in teaching and learning at Heathfield	LP provided regular CPD to staff using MS Teams which facilitated the delivery of Remote Learning Policy; aspects of technology continue to be used to support some homework tasks after wider re-opening
Cost: no cost; included within NST membership				

Targeted Academic Support e.g. Structured interventions/ Small group tuition/ One to one support/ Effective deployment of Teaching Assistants/ Reading interventions

Action	Evidence for approach	Staff Lead	Intended impact	Outcomes
One:Three Tuition	EEF One to one tuition +5	GF	Targeted pupils are supported to close gaps in learning	<p>Pupils targeted for this provision have made the following progress over the year:</p> <p>F2 Scotland Road: Accelerated progress in phonics from cusp to ARE 3 children at risk of not achieving Early Learning Goal have achieved this age-related expectation</p> <p>KS1 Kersall Drive, above expected progress: Reading 3.7 Writing 3.5 Maths 3.7</p>

				Y3 writing intervention: 100% made 4 above expected progress
Daily intervention programmes led by TAs using Shine materials in Y5/6	Effective intervention tailored to gaps analysis within test outcomes	L4 TAs	Gaps analysis results in swift intervention to support individual pupils in Y5/6	Y6 outcomes as follows: Reading ARE+ 79%; 3.6 progress Writing ARE+ 65%; 4.0 progress Maths ARE+ 72%; 3.9 progress Y5 outcomes as follows: Reading ARE+ 78%; 3.8 progress Writing ARE+ 49%; 3.7 progress Maths ARE+ 69%; 3.7 progress
Additional teacher in F1 to provide one:one and small group intervention	EEF Early Years Interventions +5	LD	To support a range of children in Speech and Language to make/accelerated progress	9 children made the following average steps progress: Listening + attention 1.4 Understanding 2 Speaking 1.3
Additional teacher in F1 to provide one:one and small group intervention	EEF Early Years Interventions +5	LD	To support a range of children in Literacy to accelerate progress to achieve expected outcomes	6 children made the following average steps progress: Reading 1.8 Writing 1.7
Additional teachers in F2 to provide one:one and small group intervention	Prime areas for learning identified as gaps to achieving GLD	JL NW	Targeted pupils (10 cusp at SR and 23 at KD) are able to demonstrate school readiness for Key Stage 1	Scotland Road: Reading: 60%; Writing: 50% attained a 2 in EYFSP 50% achieved GLD 2 or more steps progress since Spring: Reading: 60% Writing: 60% Kersall Drive: Reading: 83%; Writing: 57% attained a 2 in EYFSP 57% achieved GLD 2 or more steps progress since Spring: Reading: 43% Writing: 65%
Additional teacher in KS1 to provide	EEF Early Years Interventions +5	MW	Support pupils to pass the Phonics Screening Check (PSC) in Y1 in readiness for Y2.	93% of identified Y1 cusp children passed the PSC

<p>one:one and small group intervention</p>			<p>Support pupils in Y2 with their retake of the PSC to aid readiness for Y3</p> <p>Provide Shine Interventions in response to data analysis in order to close gaps</p>	<p>27% of the 11 Y2 children previously unsuccessful with the PSC passed. 50% of those who did not pass are now considered cusp as a result of accelerated progress</p> <p>60% of targeted Y1 children, and 84% of targeted Y2 children no longer require Shine Intervention in Reading</p> <p>92% of targeted cusp readers achieved ARE in SATs, with 16% achieving greater depth</p> <p>40% of targeted Y1 pupils, and 30% of targeted Y2 in Maths no longer require intervention</p>
<p>Additional teacher in LKS2 to provide one:one and small group intervention</p>	<p>EEF Reading Comprehension strategies +6 EEF One to one tuition +5</p>	<p>SW</p>	<p>Read, Write Inc group</p> <p>Blending intervention</p> <p>Reading comprehension</p> <p>Read, Write Inc writing group</p> <p>Spelling group:</p> <p>Maths Intervention:</p>	<p>78% made expected/above expected progress (2.9 average)</p> <p>67% increased their words per minute baseline (4.7 average)</p> <p>86% made expected/above expected progress (3.7 average)</p> <p>64% made expected/above expected progress (2.9 average)</p> <p>86% made expected/above expected progress (3.9 average)</p> <p>100% made expected/above expected progress (4.2 average)</p>
<p>Academic Mentor deployed in KS1 to provide one:one and small group intervention</p>	<p>EEF teaching toolkit</p>	<p>LP SJ</p>	<p>34 Y2 and 29 Y1 cusp children targeted with phonics and writing tuition in order to close the gap resulting from the 3 lockdowns and subsequent bubble closures</p>	<p>Y2 Writing, average steps progress for targeted children: 3.1 Y1 Writing, average steps progress for targeted children: 3.1</p>
<p>Cost: Tuition: £4,385; TA interventions: £21,212; Additional teachers £17,339; National Tutoring programme school contribution £2,127 TOTAL £45,063</p>				

Wider Strategies e.g Sustaining parental engagement/ Social and emotional learning/ Reinforcing behaviour routines/ Breakfast clubs

Action	Evidence for approach	Staff Lead	Intended impact	Outcomes
A range of support is provided to facilitate remote learning	80% of pupils currently required to stay at home and access teaching and learning remotely	GH JD LP	The impact of the pandemic on progress and attainment is mitigated by high quality home-learning	School successfully obtained 140 laptops through the DFE scheme and then added filtering services for 3 years. All laptops were successfully distributed on loan with service level agreements and this enhanced take-up re remote learning
Support teachers to have the hardware to provide recorded and live lessons demonstrating and modelling new learning	80% of pupils currently required to stay at home and access teaching and learning remotely	LP	The quality of remote learning is enhanced by removing barriers and providing each teacher with new generation iPads £6,306; Apple pencils £1,654 and protective cases £420	Quality of remote learning enhanced to a very high standard particularly in Lockdown 3, with more live and recorded sessions on offer each day Teachers were able to respond to weekly surveys issued to parents/carers
Cost: £8,380 + £7,751 = TOTAL = £16,131				

Additional Comments:

School acquired 90 laptops through the DFE scheme, however this resulted in additional costs to school:
 2 x laptop charging trolleys £3,591
 10 x dongles £440
 30 SIM data cards FOC
 Filter system for 140 devices £3,720

