

## Catch up funding: Hampton Infant School and Nursery

Summary information							
School	Hampton Infant School and Nursery						
			No.	% of sch.		No.	% of sch.
Academic Year	2020-21	Total Catch Up budget	£30,320		Total Number of EHC plans		2%
Total number of pupils	397	Total Number of PPG	31	8%	Total Number of SEN Support		8%

1. Barriers to future attainment	
In-school barriers	
A.	Children's communication, interaction and listening and attention skills are reduced compared to our observations with previous year groups.
B.	Children self-regulation and emotional needs are heightened at this time; this is making it hard for some children to transition back into school successfully.
C.	Children's phonic knowledge and reading for meaning is lower than expected
D.	Year 2 pupil's writing is below the expected level - children developing the ability to construct sentences using correct punctuation and spelling of common expectation words.
E.	Assessment of learning remotely is dependent on the adult support within the home environment, which we know can be varied.
2. Desired outcomes	
	<i>Success criteria</i>
A.	To support children's communication, interaction as well as listening and attention skills so that 80% of the year group achieve the expected outcome for PSED and CL
B.	To ensure that staff are provided with the appropriate strategies to support children's self-regulation and de-escalation, with specific intervention available if necessary.
C.	To support children to make good progress (2 steps) in reading despite the periods of school closures that they have been exposed to.
D.	80% of pupils tutored show good progress (2 steps) in writing
E.	90% of children engaging in home learning regularly

Planned expenditure
TEACHING AND WHOLE-SCHOOL STRATEGIES

Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Allocated assessment analysis time for each teacher	£923 (x 2) = £1846 Autumn term and Summer term	<p>EEF endowment fund:</p> <p>'It is vital that time is set aside to enable teachers to assess pupils' wellbeing and learning needs which in turn will allow teachers to plan more effective support.</p> <p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.'</p>	<ul style="list-style-type: none"> <li>• Additional time provided for staff to identify key barriers to learning and gaps in knowledge.</li> <li>• Senior Leaders to provide staff with a clear framework to review learning and identify key priority learning requirements</li> <li>• Pupil progress meetings will focus on specific children and developing catch up plans for these children.</li> </ul>
De-escalation and positive handling for primary aged children	£299.00	<p>EEF endowment fund:</p> <p>'Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <p>-approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;          -universal programmes which seek to improve behaviour and generally take place in the classroom</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.'</p> <ul style="list-style-type: none"> <li>• Behaviour approach to developing a whole-class/year group approach to behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will receive high-quality targeted training to support the needs of vulnerable children returning to school after long periods of closure</li> <li>• Staff will be asked to reflect on 5 key changes we need to make as a whole-school post training</li> <li>• These will be reviewed during subsequent staff meeting to ensure that the training is sustained</li> </ul>

Communication in print	£1099	EEF endowment fund:  'An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.'	<ul style="list-style-type: none"> <li>● Staff meeting to look at using Communication in Print</li> <li>● Staff using the same consistent visuals from N – Yr2</li> <li>● Visuals shared across key stages</li> <li>● Visuals used to support HQFT</li> <li>● Visuals used to support SEND pupils and extend their communication</li> </ul>
			<ul style="list-style-type: none"> <li>●</li> </ul>
<b>Targeted academic support</b>			
Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Additional SALT	£9000 (for the year)	EEF endowment fund:  'The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children appears to be more promising.' <ul style="list-style-type: none"> <li>● Training staff to improve support</li> <li>● Early years intervention has an impact</li> </ul>	<ul style="list-style-type: none"> <li>● Baseline assessments completed and appropriate children are targeted for small group support.</li> <li>● Intervention observed by LSAs to that we are developing a systemic approach to this support.</li> <li>● SALT used to provide in-class support to teachers and consultation sessions to ensure support is as wide-reaching and systemic as possible</li> <li>● Parent training offered to support language development at home</li> <li>● Staff training offered to support in-school development</li> </ul>
Nuffield Early Language Intervention	£195 £375	EEF endowment fund:  'The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.	<ul style="list-style-type: none"> <li>● LSA provides feedback from training and this is shared with Early Year Lead, this will ensure that the</li> </ul>

		Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision.'	
Tuition through a company (PPG covering 25% of the cost of tuition)	25% of total cost = £1837.50	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch up strategy.</p> <p>To be most effective, creating a 3-way relationship between the tutor, teacher and pupils is essential, ensuring that the tuition is guided by the school, linked to the curriculum and focused on the areas where the pupils would most benefit from additional practise. Tuition delivered by a teacher will have the most impact. Focus will likely be English and Maths</p>	<p>Pupils identified following analysis of baselines assessments and ongoing AfL.</p> <p>Clearly identified targets provided for tutors</p> <p>Frequent communication between teachers and tutors.</p> <p>groups of 3 or less</p> <p>15 sessions are the standard.</p> <p>Connex</p> <p>Cost per pupil £61.25 per 15 hours (1:3 face to face)</p> <p>30 pupils</p> <p>30 x 61.25 = £1837.50</p>
Additional teacher	x1day a week for a term and half - £255 per day. £255 x 17 = £4,335	Releasing class teacher to work with focus pupils	<p>Middle prior attainers in KS1 - writing</p> <p>Class teachers identify pupils with gaps in writing using summative data and AfL.</p> <p>Staff to group according to need but no more than ¾.</p> <p>Teacher to create follow up fluency work to be completed at home to support over learning.</p> <p>parents to have a help sheet which highlights the skills.</p> <p>Jess Brown- Spring term 2 and Summer term:</p> <p>5 weeks - Spring 2</p> <p>6 weeks - Summer 1</p> <p>6 weeks- Summer 2</p> <p>Total of 17 weeks: £255 per day x 17 = £4,335</p>
<b>Wider strategies</b>			
ELSA	£700.00	<p>EEF endowment fund:</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall</p>	<p>LSA will be supported through the ELSA training and co supported by the SENCo to monitor training and next steps.</p> <p>Placement and targeted invention considered carefully for subsequent academic year so that support is in place to support the most vulnerable.</p>

		<p>impact of four months' additional progress on attainment.</p> <ul style="list-style-type: none"> <li>● SEMH intervention</li> </ul>	
LSA to run ELSA groups	£1000	To support identified vulnerable pupils who have been particularly affected by the Lockdown period due to their family circumstances.	<p>LSA will be supported through the ELSA training and co supported by the SENCo to monitor training and next steps.</p> <p>Placement and targeted invention considered carefully for subsequent academic year so that support is in place to support the most vulnerable.</p>
Kick Mentoring	£5000	To support identified vulnerable pupils who have been particularly affected by the Lockdown period due to their family circumstances.	<ul style="list-style-type: none"> <li>● The inclusion manager has worked with staff and parents to pinpoint individuals that would benefit from some mentoring, through physical activity, once a week to help them transition effectively back into school.</li> <li>● Pupil voice feedback will be used to support the evaluation of this project.</li> </ul>