

Catch-Up Funding Strategy Statement



School name	Hill Top Academy
Pupils in school	372
Catch-Up Funding allocation	£27,600
Academic year or years covered by statement	2020-2022
Publish date	October 2020
Review date	July 2021
Statement authorised by	R Macleod

Catch-Up Funding Strategy Statement

Whole School Focus							
Priority/Focus	Implementation/Actions	Who	Start	Finish	Cost/resources	Impact/Evaluation	Next steps (2021-2022)
<p>Early Reading To further improve consistency in delivery of Phonics across school in order to embed recovery reading and accelerate progress</p> <p>Reading</p>	<p>Staff meetings to agree revised timetables and use/deployment of Letters and Sounds resources.</p> <p>English Lead to be released to monitor sessions and offer further support in accelerating progress.</p> <p>Purchase resources (wall friezes, flash and sound cards, phoneme frame whiteboards, magnetic letter kits)</p> <p>To re-organise and band books linked to phonics sound families and purchase new books to replenish from Lilac to Turquoise.</p> <p>Purchase Reading eggs and launch with pupils and staff</p> <p>All pupils to have own login information (supported through SEESAW communication)</p>	<p>KLS</p> <p>KLS +LSA</p> <p>RM</p>	<p>Oct 20</p> <p>Oct 20</p> <p>Dec 20</p> <p>Dec 20</p>	<p>Dec 20</p> <p>Nov 20</p>	<p>£753.00</p> <p>£1471.00</p> <p>£8432 (3 year subscription inc Mathletics)</p>	<p>Classroom Environments</p> <ul style="list-style-type: none"> All staff displaying and using same representation of letters and sounds. Consistency in teaching approaches (teaching profile for Phonics F1-Y2= 7 teachers 2 x good/ 5 x outstanding) See End of Year data analysis 	<ul style="list-style-type: none"> Purchase DFE designated scheme 'Little Wandle' for further consistency to approach by all adults (£7000 - approx)
<p>Maths To introduce whole school Maths programme (aligned with White Rose and small steps) to be used at home but also as an intervention to support pupil automaticity in</p>	<p>Purchase Mathletics and launch with parents and staff. Each child in school to have own login information.</p> <p>All pupils to be assigned activities linked to WRM small steps 1 x weekly as home learning.</p> <p>Mathletics to be used in each groups with target children for 15 minutes daily to support</p>	<p>RM</p>	<p>Nov 20</p>	<p>Jul 21</p>	<p>£1100 (approx. TBC)</p>	<p>Impact All staff trained and set up within classes Mathletics used to support remote learning, home learning and registration Maths.</p>	<p>Further Steps Mathletics to continue to be incorporated as a blended learning approach - recognition assemblies to be launched.</p>

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<p>recalling number facts</p>	<p>recall and application. See year group specific below.</p>					<div data-bbox="1093 185 1599 584"> <p>Maths Attainment (all pupils) year 1 - 6</p> <table border="1"> <caption>Maths Attainment (all pupils) year 1 - 6</caption> <thead> <tr> <th>Year</th> <th>Attainment (%)</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>76%</td> </tr> <tr> <td>Year 2</td> <td>81%</td> </tr> <tr> <td>Year 3</td> <td>88%</td> </tr> <tr> <td>Year 4</td> <td>76%</td> </tr> <tr> <td>Year 5</td> <td>80%</td> </tr> <tr> <td>Year 6</td> <td>92%</td> </tr> </tbody> </table> </div> <div data-bbox="1093 644 1570 1070"> <p>Maths Attainment at Greater Depth</p> <table border="1"> <caption>Maths Attainment at Greater Depth</caption> <thead> <tr> <th>Year</th> <th>Attainment (%)</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>31%</td> </tr> <tr> <td>Year 2</td> <td>33%</td> </tr> <tr> <td>Year 3</td> <td>24%</td> </tr> <tr> <td>Year 4</td> <td>30%</td> </tr> <tr> <td>Year 5</td> <td>37%</td> </tr> <tr> <td>Year 6</td> <td>35%</td> </tr> </tbody> </table> </div>	Year	Attainment (%)	Year 1	76%	Year 2	81%	Year 3	88%	Year 4	76%	Year 5	80%	Year 6	92%	Year	Attainment (%)	Year 1	31%	Year 2	33%	Year 3	24%	Year 4	30%	Year 5	37%	Year 6	35%	
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<p>Basic Skills</p>	<p>Purchase CGP 'Catch up Bundles (x 12 packs) per Year group (Yrs 2-6)</p> <p>CGP materials to be used in each groups with target children for 15 minutes daily to support reading, recall and application. See year group specific below.</p>	<p>RM</p>	<p>Oct 20</p>	<p>Oct 20</p>	<p>£513</p>	<ul style="list-style-type: none"> Supported individual pupils as a different to approach LSA observations in preparation for wider opening Impact of observations in Teaching and Learning reviews and LSA drop-ins. Consistent approach across school 	<ul style="list-style-type: none"> Continue with 1-1 and small group work, using CGP materials. 																												

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SEND Specific intervention for spellings and building long term memory	1-1 tutor programme ('Stareway to spelling') to run daily with 9 pupils	MJ	Jan 21	Jun 21	£326 – manuals £3200	<ul style="list-style-type: none"> Purchased Timetable implemented See data analysis under 'Upper Key Stage 2' 	<ul style="list-style-type: none"> Continue to run and be accounted for on Provision Maps 1-1 LSA cost £2000 															
Foundation Unit																						
Priority/Focus	Implementation/Actions	Who	Start	Finish	Cost/resources	Impact/Evaluation	Next steps (2021-2022)															
To improve pupils' oral language skills to support Communication, Language and Literacy	Dedicated LSA to work with 12 pupils to deliver daily speech and language sessions focusing on embedding teaching of sounds, pronunciation, naming and classifying.	LSA	Jan 21	July 21	£9492	Foundation Unit <ul style="list-style-type: none"> Nuffield Early Language Assessments already implemented for all pupils in school Additional staffing for intensive interventions. LSAs ran daily S&L sessions 	All S&L programs to run and accounted for on provision maps															
To develop pupils' reading through personalised online reading programme	All F2 pupils to be set up on Reading Eggs. Timetable for targeted 11 pupils to work through programme in school (6 weeks)	KH/V W	Dec 20	Feb 21	Included in whole school subscriptions.	Foundation Unit – Reading Eggs <ul style="list-style-type: none"> We have had high engagement with reading eggs for our remote learning and lots of positive feedback from parents. Staff have been assigning the children 2 activities a week, one for fast phonics and one for reading eggs. <p>Staff have also used some of the electronic books as shared reading texts with the children in school.</p>	Next steps <ul style="list-style-type: none"> Staff are looking at creating QR codes with the children's individual log ins on so that they can use these within guided reading sessions to support class work and independent challenges. 															
Key Stage One																						
Priority/Focus	Implementation/Actions	Who	Start	Finish	Cost/resources	Impact/Evaluation	Next steps (2021-2022)															
To focus on specific groups for targeted phonics interventions	LSA to work an additional day to focus on x7 Y2 pupils securing Phase 4 and moving into Phase 5. (Read into Spell) (5 weeks) LSA to work an additional day to focus on x10 Y1 pupils – focusing on phase 3 phonics and moving into phase 4.	LJ LJ	Nov 20 Jan 21	Dec 20 Mar 21	£451 £542	Phonics – Baseline/Autumn Term data Y2 <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Number of children AT or above</th> <th>% AT (score > 20)</th> <th>Average Test score</th> <th>% At EOY pass score</th> </tr> </thead> <tbody> <tr> <td>Start of Year Baseline</td> <td>30</td> <td>61%</td> <td>22.41</td> <td></td> </tr> <tr> <td>Summer</td> <td>39</td> <td>-</td> <td>32.6</td> <td>80%</td> </tr> </tbody> </table> Y1		Number of children AT or above	% AT (score > 20)	Average Test score	% At EOY pass score	Start of Year Baseline	30	61%	22.41		Summer	39	-	32.6	80%	1 x LSA to work additional day every week to deliver 1-1/group phonics sessions.
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	No of children below	No of children AT or above	% AT (score > 20)	Average score	% AT EOY pass score
Start of Year Baseline	35	12	26%	11.74	
Autumn 2020	16	31	66%	23.53	38%
Summer 21	7	37	-	33.2	84%

	% of cohort	Wa	Mark	LA	England	Wa 2020	Wa 2019	GLD 2020
All pupils (44)	100%	84%	33.9	69%	69%	74%	90%	76%
Female (21)	48%	90%	35.3	76%	72%	91%	96%	83%
Male (23)	52%	78%	32.7	64%	66%	61%	85%	68%
PP (8)	18%	63%	30.0	59%	52%	75%	70%	57%
Not PP (36)	82%	89%	34.8	72%	71%	74%	95%	78%
EHCP (0)	0%			60%	21%	0%		
SEN support (13)	30%	69%	26.1	38%	35%	13%	69%	0%
No SEN (31)	70%	90%	37.2	75%	74%	88%	97%	88%
English (36)	82%	81%	32.9	70%	70%	74%	90%	75%
EAL (8)	18%	100%	38.8	69%	65%	67%	100%	78%

To develop pupils' reading through personalised online reading programme

All Y1 and 2 pupils to be set up on Reading Eggs.

Timetable for targeted x 10 Y1 pupils and x7 Year 2 to work through

Class LSAs

Dec 20

Jul 21

Whole school subscription

- Tutor Mate Programme ran all year – *see phonics data report*
- Pupils working on Reading Eggs as part of personalised catch up

Next steps...

To continue with Tutor Mate for Y1 and Y2 (2021-2022) x 20 pupils

To target pupils' ability to retain and apply basic skills in Mathematics

Year 2 teacher to be released 1 day per week to target x10 pupils (10 weeks)

AJ

Jan 21

Apr 21

£1425

Y2	Start of year baseline %	Maths	
		Target %	Result %
All EXS	65	77	78
GDS	18	31	33
Girls	86	95	95
Boys	48	63	64

Next steps...

- To continue with Tutor Mate for Y1 and Y2 (2021-2022) x 20 pupils

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To increase pupils' ability to retain and apply both secretarial and compositional skills in Writing	Year 2 teacher to be released 1 day per week to target 15 pupils. <ul style="list-style-type: none"> Work in focus groups – handwriting, spelling, editing, reading into writing. (10 weeks) 	ME	Jan 21	Apr 21	£1425	<table border="1"> <thead> <tr> <th rowspan="2">Y2</th> <th rowspan="2">Start of year baseline</th> <th colspan="2">Writing</th> </tr> <tr> <th>Target %</th> <th>Result %</th> </tr> </thead> <tbody> <tr> <td>All EXS</td> <td></td> <td>69</td> <td>67</td> </tr> <tr> <td>GDS</td> <td></td> <td>29</td> <td>29</td> </tr> <tr> <td>Girls</td> <td></td> <td>90</td> <td>90</td> </tr> <tr> <td>Boys</td> <td></td> <td>51</td> <td>50</td> </tr> <tr> <td>Dis</td> <td></td> <td>44</td> <td>63</td> </tr> <tr> <td>Non Dis</td> <td></td> <td>81</td> <td>68</td> </tr> <tr> <td>SEND</td> <td></td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Y2	Start of year baseline	Writing		Target %	Result %	All EXS		69	67	GDS		29	29	Girls		90	90	Boys		51	50	Dis		44	63	Non Dis		81	68	SEND		0	0																																														
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						<ul style="list-style-type: none"> Analysis documents show an improvement in spelling scores for all pupils on the programme. All pupils were applying some year 5/6 words accurately into their writing. <p>Scores below show week by week assessment with an overall improvement.</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Total</th> <th>Total</th> <th>Total</th> <th>Total</th> <th>Total</th> <th>Total</th> <th>Total</th> <th>Total</th> <th>Total</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>EK</td> <td>3</td> <td>4</td> <td>7</td> <td>7</td> <td>8</td> <td>8</td> <td>9</td> <td>10</td> <td>13</td> <td>14</td> </tr> <tr> <td>OC</td> <td>5</td> <td>5</td> <td>8</td> <td>8</td> <td>9</td> <td>10</td> <td>12</td> <td>13</td> <td>13</td> <td>15</td> </tr> <tr> <td>LR</td> <td>8</td> <td>7</td> <td>9</td> <td>9</td> <td>10</td> <td>10</td> <td>11</td> <td>12</td> <td>14</td> <td>15</td> </tr> <tr> <td>EM</td> <td>11</td> <td>8</td> <td>11</td> <td>11</td> <td>12</td> <td>10</td> <td>13</td> <td>13</td> <td>15</td> <td>15</td> </tr> <tr> <td>GD</td> <td>13</td> <td>12</td> <td>11</td> <td>12</td> <td>13</td> <td>15</td> <td>16</td> <td>16</td> <td>18</td> <td>18</td> </tr> <tr> <td>JF</td> <td>13</td> <td>13</td> <td>12</td> <td>13</td> <td>15</td> <td>15</td> <td>14</td> <td>16</td> <td>17</td> <td>16</td> </tr> <tr> <td>MB</td> <td>14</td> <td>14</td> <td>13</td> <td>14</td> <td>16</td> <td>16</td> <td>16</td> <td>17</td> <td>18</td> <td>17</td> </tr> <tr> <td>JF</td> <td>14</td> <td>14</td> <td>14</td> <td>15</td> <td>14</td> <td>15</td> <td>16</td> <td>16</td> <td>18</td> <td>18</td> </tr> <tr> <td>EH</td> <td>14</td> <td>14</td> <td>14</td> <td>15</td> <td>14</td> <td>15</td> <td>17</td> <td>17</td> <td>18</td> <td>18</td> </tr> </tbody> </table>	Name	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	EK	3	4	7	7	8	8	9	10	13	14	OC	5	5	8	8	9	10	12	13	13	15	LR	8	7	9	9	10	10	11	12	14	15	EM	11	8	11	11	12	10	13	13	15	15	GD	13	12	11	12	13	15	16	16	18	18	JF	13	13	12	13	15	15	14	16	17	16	MB	14	14	13	14	16	16	16	17	18	17	JF	14	14	14	15	14	15	16	16	18	18	EH	14	14	14	15	14	15	17	17	18	18	
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To target pupils to boost to National Expectations and Greater Depth Standard	Class teacher to work an additional day with class and cover whilst MAR timetables small group work to target Reading and Maths basic skills and application into context – CGP catch up bundles. (ARE/GDS) (6 weeks)	MAR RH	Jan 21	Mar 21	£1392	<p>Year 6 data</p> <table border="1"> <thead> <tr> <th rowspan="2">Y6</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">Combined</th> </tr> <tr> <th>Target %</th> <th>Result %</th> <th>Target %</th> <th>Result %</th> <th>Target %</th> <th>Result %</th> <th>Target %</th> <th>Result %</th> </tr> </thead> <tbody> <tr> <td>All EX S</td> <td>88</td> <td>92</td> <td>86</td> <td>88</td> <td>88</td> <td>92</td> <td>86</td> <td>86</td> </tr> <tr> <td>GDS</td> <td>40</td> <td>35</td> <td>26</td> <td>27</td> <td>39</td> <td>39</td> <td>31</td> <td>20</td> </tr> <tr> <td>Girls</td> <td>87</td> <td>86</td> <td>82</td> <td>82</td> <td>86</td> <td>91</td> <td>82</td> <td>82</td> </tr> <tr> <td>Boys</td> <td>89</td> <td>96</td> <td>92</td> <td>93</td> <td>88</td> <td>93</td> <td>89</td> <td>89</td> </tr> <tr> <td>Dis</td> <td>90</td> <td>95</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> </tr> <tr> <td>Non Dis</td> <td>86</td> <td>90</td> <td>86</td> <td>86</td> <td>86</td> <td>93</td> <td>83</td> <td>83</td> </tr> </tbody> </table>	Y6	Reading		Writing		Maths		Combined		Target %	Result %	Target %	Result %	Target %	Result %	Target %	Result %	All EX S	88	92	86	88	88	92	86	86	GDS	40	35	26	27	39	39	31	20	Girls	87	86	82	82	86	91	82	82	Boys	89	96	92	93	88	93	89	89	Dis	90	95	90	90	90	90	90	90	Non Dis	86	90	86	86	86	93	83	83	After school boosters from Spring																																							
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						Adapted Mental Health Focus – Self Esteem – small group work									