



## Balmoral Learning Trust Catch-up plan

<b>School name:</b>	Hetton Lyons Primary School
<b>Total number of pupils on roll:</b>	441
<b>Total catch-up budget:</b>	£35,360
<b>Date of review:</b>	July 2021

### Whole school support

[To complete this section, outline which actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
All pupils in KS2 will have access to Reading Plus	Improved comprehension skills Improved reading stamina	The majority of pupils will make accelerated progress from their baseline assessment.	£2,550	Jill Etherington	All pupils in KS2 are accessing 30 minutes of Reading Plus per day. Success rates vary as some children only access during school time while others frequently use it at home. It has had a positive impact on children who were not reading at home as they now read daily.  Reading stamina has improved across the key stage  .

					<p>In Year 6, the expected level is E. 56% of children are on track or above.</p> <p>In year 5, the expected level by the end of the year is D. Both rate gain (stamina) and level gain has improved since September. However, only 32% of children are on track or above the expected level.</p> <p>In Year 4 expected level by end of year is C. 68% of children are at the expected level or above.</p> <p>In Year 3 the expected level by the end of the year is B. 45% of children are at or above expected level.</p>
<p>Pupils who are presenting with emotional needs since returning to school in September, will have access to 1:1 ELSA support.</p>	<p>Pupils have access to a range of strategies to support their emotional needs</p> <p>Full time ELSA support employed until the end of the summer term 2021</p>	<p>Pupils will feel safe in school</p> <p>Pupils will arrive at school ready to learn</p> <p>Pupils know who what to do if they feel anxious.</p>	<p><b>£7000</b></p>	<p>Emma Stevens</p>	<p>Since September there have been 35 children referred to our EL service. It mainly consists of children who are experiencing difficulties over lockdown, returning to school, friendship groups, attachment and bereavement.</p> <p>Sessions are often 1:1 or small groups 1:4 and are 30 mins in duration and children remain in the programme for up to 8 weeks, depending on progress. Texts recommended by the Educational Psychologist are also used as a basis for the sessions; How To Grow Your Own Tomatoes and The Unworry Book. Children are taught a range of strategies to support their</p>

					anxieties. Feedback from parent and pupils is very positive.
Google Classroom used to support blended learning.	<p>Pupils who are self-isolating due to bubbles closing or family members testing positive will access online eLearning through google classroom</p> <p>All homework to be completed on google classroom</p>	All pupils will be able to access learning	£200		<p>All remote learning was delivered through Google Classroom by a class teacher. Lessons were uploaded the night before and flipcharts modified to support the different learning style.class teacher carried out immediate intervention to pupils who were struggling. Support staff were used to support individual children who were not engaging in the live lessons. This was very effective. They arranged 1:1 Google Meets immediately after the lesson, thus enabling individuals to complete the work and keep up with their learning.</p> <p>All TAs were assigned a group of children to carry out remote reading and phonics with. This was done on either a daily or weekly basis.</p> <p>All children with an EHCP, not in school, met daily with their learning support via Google Meet.</p> <p>Work was uploaded onto Google Classroom for marking. Some families used Class Dojo for class work but this has been discouraged as it was not possible to mark.</p> <p>Staff used Google Mote to support marking. Staff and children found this</p>

					an effective way to give feedback and children enjoyed hearing the teacher's voice.
To reward pupils for their positive behavior in school	<p>Develop stamina and resilience</p> <p>Re-establish behaviour policy</p> <p>Pupils awarded Dojo points for positive engagement in class and around school</p>	<p>Pupils behavior will support their learning</p> <p>Low level disruption will be challenged</p>	<b>£1500</b>		<p>Children's needs much greater after returning from 2<sup>nd</sup> lockdown. Children reluctant to think independently (used to parent/on screen support), struggling to sit for longer periods of time. More children on behavior plans, 2 exclusions. During lockdown, children at school and at home continued to received Dojo points. This was every effective in encouraging children to complete their work on time. The Dojo Shop reopened in the summer term.</p> <p>Since full reopening collaborative learning strategies (job done, fully engaged, explain and elaborate etc) have been reinforced and Dojo points awarded to develop stamina and resilience. Overall, children have responded positively.</p> <p>There will be a whole school reward at the end of the summer term for children who have collected over 300 dojo points.</p>
<b>Total spend:</b>			<b>£11, 250</b>		

**Targeted support**

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Support for named children off track in R/M through:</p> <ul style="list-style-type: none"> <li>• National Tutoring Programme</li> <li>• Additional class each morning in Year 5</li> <li>• Project X</li> <li>• Power of 2</li> <li>• Plus 1</li> <li>• Nuffield Early Language Intervention</li> <li>• Reading Eggs</li> </ul> <p>Targeted group in Reading Plus</p>	<p>Pupils will have caught up and be back on track by summer 21</p>	<p>Can read with greater fluency and confidence</p> <p>Shows greater understanding of texts read</p> <p>Good vocabulary</p> <p>Uses mathematical strategies with confidence</p> <p>Works with greater confidence in class</p>	<p><b>£5000</b></p> <p><b>NTP ?</b></p> <p><b>(Plus 1/Power of 2)</b></p> <p><b>£19 per book = £779</b></p>	<p>VW, NR</p> <p>JE reading</p> <p>SS maths</p>	<p>Tutor from the NTP works with 12 children from Year 3 in reading, writing and maths. Each child receives 15 hours of support. 1:3 ratio. Focus on basic skills in maths (tables, number bonds, mental recall). Reading is accuracy, inference. Writing focus is on basic skills and non-negotiables.</p> <p>16 children in Y5 identified as off track in both reading and maths Supported by NR each morning. Focus is on basic skills, stamina, resilience.</p> <p>A range of daily intervention has been carried out throughout school:</p> <p>25 children Power of 2</p> <p>16 children Plus 1</p> <p>Daily maths intervention had positive impact on mental recall and confidence in maths lessons.</p> <p>6 children access Project X reading intervention.</p>

					<p>8 children access the NELI programme. Positive feedback from Speech and Language regarding progress of children.</p> <p>All teachers have targeted children during Reading Plus sessions</p> <p>Reading Eggs used for children not ready to access Reading Plus.</p>
To provide additional opportunities for catch up in phonics and reading	Improved application of phonics into reading and writing through small focused group.	Identified group of children will be back on track by summer 21.	<b>£2500</b>		Daily phonics intervention in EYFS and KS1. The bottom 20% of children are heard read daily.
To enable teachers to provide targeted intervention in reading and writing	<p>Rapid, immediate intervention in reading and writing.</p> <p>2.5 days per week x 12 weeks (up to feb half term)</p>	<p>Children identified in the September PPR make accelerated progress.</p> <p>Greater accuracy in writing and reinforcement of basic skills.</p>	<b>£3840 supply cover</b>	VW, NR Y2 staff	<p>Additional teacher in year 2. Initially she covered class teacher who led intervention. However, concerns were raised about supply teaching class for majority of literacy and maths lessons. Roles were reversed in the summer term.</p>
To continue the EYFS curriculum of continuous provision in Year 1 in the Autumn term, to enable catch up through carefully planned purposeful play	<p>Develop language, fine motor and communication skills.</p> <p>Promote problem solving skills</p>	<p>Pupils will have a greater vocabulary linked to topics</p> <p>Pupils will be able to communicate more effectively with each other and with adults</p> <p>Improvement in handwriting</p>	<b>£5000</b>	VW, AR, CP, CS CM	An outside area was established for the Year 1 children. Outdoor equipment was purchased and planning established. Children were given opportunities to develop language through carefully planned activities linked to their units of learning in Geography and History. Hetton

					<p>High Street was re-created with a range of shops including the Post Office, florists, Greggs and a card shop. Adult focus was on specific vocabulary, fine motor skills, basic maths skills (counting, adding, recognition of coins) and social skills such as turn taking.</p> <p>Problem solving was promoted through challenges linked to the large construction equipment and children gave input when creating Hetton High Street.</p>
<b>Total spend:</b>			<b>£16,340</b>		

## Wider support

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To ensure children without online access have an opportunity to complete home learning.	All pupils will have access to in school support for homework.	All children complete homework and return it via Google Classroom	£		Some year groups offer homework club to those children having difficulties accessing homework online or at home.

					Devices have been issued to children who do not have access to technology at home.
<b>Additional phonic support in year 1</b>	The vast majority of pupils will be at the expected level by the end of year 1.		£		High level of support has been put into year 1 to support the development of phonics. All children, with the exception of the bottom 20% and SEN, are on phase 5 phonics.
<b>Additional reading materials to support phonic teaching</b> <b>Phonic online access for parents</b>	Reading books will closely match the phonics stage.		£8000		Additional reading materials to support the teaching of phonics to be purchased. However, we are waiting for the launch in June, of the Little Wandle phonics scheme.  Parents have access to reading materials on Oxford Owl.
<b>Total spend:</b>			<b>£8000</b>		

<b>Final spend:</b>	<b>£35,590</b>
---------------------	----------------