



## Hatton Hill Primary Recovery Funding Strategy Statement: **Overcoming the Challenge**

| 1. Summary Information |         |   |            |
|------------------------|---------|---|------------|
| Academic year          | 2022-23 | Total Pupil Covid Catch-Up Grant            | £22,294.00 |
| Total number of pupils | 377     | Number of pupils eligible for Pupil Premium | 151 (44%)  |

Hatton Hill Primary is committed to ensuring that all children are supported to achieving their potential academically and to develop the skills and attributes necessary to succeed as they proceed to high school and through life. As a truly comprehensive school, our community is made up of students from diverse socio-economic and cultural backgrounds. We celebrate our diversity, believing in aspiration for all and a moral imperative to 'equalise starting points in life'.

Our shared motto - Achievement through Happy Learning – affirms our belief that the development of the whole child is important as one can only successfully learn if safe and happy.

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Hatton Hill School School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. Research shows that the impact of Covid has had the greatest impact on those from disadvantaged backgrounds and this is supported by our own evidence. Therefore, the school has considered best practice for Pupil Premium funding as well as Covid specific research when planning catch-up which will help us overcome the challenges. Below we outline our intentional spend with a rationale accompanying each decision.

| 2. Current Achievement 2021-22 |   |                     |  |                     |
|--------------------------------|---|---------------------|--|---------------------|
| Low expected or above          | Year 2                                    |                     | Year 6   |                     |
|                                | Children supported by Pupil Premium Grant | All Children        | Children supported by Pupil Premium Grant (TA) | All Children (TA)   |
|                                | Expected attainment                       | Expected attainment | Expected attainment                            | Expected attainment |
| Reading                        | 60%                                       | 68%                 | 69%  | 70%                 |
| Writing                        | 60%                                       | 68%                 | 69%  | 70%                 |
| Maths                          | 56%                                       | 64%                 | 63%  | 68%                 |

| 3. Barriers to future attainment                                       |  |
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| <i>In-school barriers (issues to be addressed primarily in school)</i> |  |
| <b>A</b>   | <b>Maths:</b> Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in end of term assessments. |

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| <b>B</b>   | <b>Writing:</b> Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Handwriting and SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. |
| <b>C</b>   | <b>Reading:</b> Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Hard work in summer term ensured a good rate of catch-up in phonics.  |
| <b>D</b>   | <b>Foundation:</b> There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.  |
| <b>E</b>   | <b>EAL:</b> Children with EAL have struggled to maintain progress during lockdown, particularly in families where English is not the language spoken in the family home.  |
| <b>External barriers (issues which also require action outside school)</b> |   |
| <b>F</b>   | High levels of poor social, emotional and mental health associated with experiences linked to socio economic deprivation  |

| <b>4. Desired Outcomes</b> |  |   |
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|                            | <b>Desired outcomes and how they will be measured</b>  | <b>Success criteria</b>   |
| <b>A</b>                   | <b>Maths:</b> focus on rapid recall of time table facts, knowledge and basic skills, e.g. calculation methods. | Termly mathematic assessments show increasing numbers of pupils meeting the expected standard.<br>RM data shows progress.<br>Targeted group assessment data shows an increase in mathematical fluency and knowledge.<br><i>To be monitored by Deputy Headteacher</i>  |
| <b>B</b>                   | <b>Writing:</b> focused work on GaPS/handwriting to increase fluency.  | Termly writing and GaPS assessments show increasing numbers of pupils meeting the expected standard.<br>Targeted group assessment data shows an increase in writing fluency.<br><i>To be monitored by Deputy Headteacher</i>  |
| <b>C</b>                   | <b>Reading and Comprehension:</b> focussed phonic and comprehension intervention.                              | Weekly reading rota and termly comprehension assessments indicate that children improve their levels of understanding<br>Neli project and EAL intervention assessment show an improvement in language acquisition and receptive language.<br>Evidence of greater independence accessing wider curriculum.<br><i>To be monitored by SENDco and NELI lead</i> |
| <b>D</b>                   | <b>Foundation:</b> Planning adapted to ensure careful coverage of key skills.                                  | Evidence that children are meeting targets across the curriculum.<br>Knowledge in knowledge based subjects is secure and children are developing necessary basic skills, e.g. cutting/manipulating tools<br><i>To be monitored by Subject Leaders</i>   |
| <b>E</b>                   | <b>EAL</b> pupils making expected levels of <b>progress</b> across the   | Children with EAL making at least the expected level of progress.   |

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|          | curriculum                             | <i>To be monitored by Miss Martin and Deputy Headteacher</i>   |
| <b>F</b> | Improved attitudes to self and school. | Children with well-being concerns have appropriate support and provision.<br>Families accessing support where needed.<br><i>To be monitored by Headteacher supported by DSL and Learning Mentor To be monitored termly by Learning Mentor and Attendance Officer</i> |

## 5. Planned Expenditure

The three heading below enable our school to demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and enhance whole school strategies. They are based on the EEF Guide to Pupil Premium 2019 and can be translated into good practice for our Covid Catch-up.

**Quality of teaching for all.** *Spending on improving teaching includes professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.*

| Desired Outcomes   | Chosen action/approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead                  | Cost  | When will you review implementation   |
|--|---|---|---|-----------------------------|---|---|
| <b>Quality first teaching</b> in every classroom (A, B, C, D, E) | Due to gaps, teachers need to re-visit some existing planning to ensure it has maximum impact. All planning is 'intent' focussed and monitored according to impact.<br><br>Subject leaders to monitor progress of pupils in subject area. This is important as the foundation subjects must continue to provide cultural capital as we strive to catch up on the critical basics. | All lessons are intent lead with a careful focus on impact. We have used the EEF/Sutton Trust Toolkit to inform our approach to improving teaching and learning (e.g. quality and timely feedback, mastery learning, metacognition, phonics and reading comprehension strategies)<br><br>A high focus has been placed on developing the role of subject leaders to ensure they have the skill to drive and monitor achievement. | QA processes including work scrutiny, lesson observations and learning walks shapes best practice and monitor impact.<br><br>Development of subject leaders with passion and drive for their area of expertise and time to carry out actions. 2 hours per term. | AJ<br>PF<br>Subject Leaders | £2250<br>Subject leadership<br><br>£1200<br>Individualised feedback | Termly teaching and learning monitoring by subject leaders<br><br>Termly work scrutiny by Deputy Headteacher<br><br>Formal lesson observations by Head and Deputy |
| <b>Progress and achievement</b>                                  | Revision of basic skills in mathematics to  | The EEF/Sutton Trust Toolkit advises that mastery teaching has  | Termly data tracking and reporting.   | AJ<br>PF                    |   | Termly pupil progress meetings.   |

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| <p>is on a par with non-Pupil Premium (A, B, C, D, E)</p> | <p>support mastery scheme.</p> <p>Children learning to understand their own learning by engaging with targets set.</p> <p>Additional structured phonics programme, Neli programme and consistently applied reading comprehension strategies.</p> | <p>high impact for very low cost. School experience is now showing the impact of this after a difficult introduction through the Covid pandemic.</p> <p>Metacognition has very high impact for very low costs.</p> <p>Oral language interventions, phonics and reading comprehension strategies all have high or very high impact for very low costs.</p> <p>Feedback provides very high impact for low costs. Our costs will be slightly higher but the feedback will be personalised and will link with our work on metacognition.</p> | <p>Engagement with Reading and Maths Hubs.</p> <p>Dedicated time for leads to plan programmes, assess impact and provide timely intervention/group changes.</p> <p>Bespoke feedback for junior ages children which links to learning in metacognition</p> <p><i>NB: Costing linked to specific subjects below.</i></p> |  |  | <p>Termly effort tracking.</p> |
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**Targeted academic support.** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistances can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

| Desired Outcomes   | Chosen action/ approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead                  | Cost   | When will you review implementation   |
|--|---|--|--|-----------------------------|--|---|
| <p><b>Maths:</b><br/>Improved rapid recall of time table facts, knowledge and basic skills, e.g.</p> | <p>Targeted intervention using RM Maths</p> <p>Targeted tutoring from experienced TAs</p> | <p>Developing mastery learning as advised by Maths and Reading Hubs. The EFF/Sutton Trust Toolkit advises that mastery teaching has high impact for very low cost.</p> <p>TTRS as school experience shows high engagement and improved</p> | <p>Termly data tracking and reporting.</p> <p>Impact evaluation of intervention programmes.</p> <p>Teacher planned intervention which reinforces learning of</p> | <p>AJ<br/>PF<br/>Tutors</p> | <p>TTRS<br/>£167.90</p> <p>Tutoring<br/>£4,000</p> <p>Academic</p> | <p>Termly tracking of mathematical progress against age group expectations.</p> |

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| calculation methods. (A)   | Access to TTRS and associated motivators   | recall.<br><br>Tutoring has been recognised and funded by the DfE as a Covid Catch-Up strategy.   | knowledge and basic skills, e.g. Y3 revise shapes names and properties they should already know to access new learning.  |                      | Mentor<br>£5,069   |   |
| <b>Writing:</b><br>Improved fluency through cursive handwriting and accurate use of GaPS. (B)  | Targeted handwriting and GaPS intervention.<br><br>Home access to Spelling Shed and associated motivators.   | Tutoring has been recognised and funded by the DfE as a Covid Catch-Up strategy.<br><br>School experience tells us that some skills needs repetitive practice to ensure consolidation.  | Termly data tracking and reporting.<br><br>Impact evaluation of intervention programmes.<br><br>Teacher planned intervention which allows children to improve grip and cursive handwriting, therefore improving fluency.   | AJ<br>PF<br>KD       | Spelling Shed<br>£232.50<br><br>Tutoring<br>£4,000<br><br>Academic Mentor<br>£3539 | Termly tracking of GaPs progress against age group expectations.<br><br>Evidence of improvement in handwriting translated to classroom work books.  |
| <b>Reading and comprehension:</b><br>Improved reading fluency and comprehension of texts across a range of genre and subjects. (C, D, E) | Targeted phonics and comprehension intervention.<br><br>Read, Write, Inc phonics scheme<br><br>NELI programme.<br><br>Children accessing MYON from home to increase reading within zone of development.<br><br>Academic mentor providing additional phonic intervention and support for EAL in the form of | Developing a whole school focus on reading for pleasure as advised by our Reading Hub. Reading culture in the form of class readers, quality class and key stage libraries, author visits and reading areas, as recommended by Reading Hub.<br><br>School experience shows that sustained used of Accelerated Reader and a book rich environment is beneficial for our children. We have further supported this with MYON to encourage access to online books.<br><br>Intervention groups further supporting our systematic phonics scheme in place with highly trained staff as advised by our Reading | Termly data tracking and reporting.<br><br>Impact evaluation of intervention programmes.<br><br>Use of Accelerated Reader and Spelling Shed analyses.<br><br>Investment in quality reading books.<br><br>Teacher planned intervention which supports the development of children's comprehension skills using VIPER skills.<br><br>Teacher planned intervention which allows further revision of | AJ<br>PF<br>KD<br>HF | NELI fee plus staffing<br>£11,160 (20 chdn)  | Termly tracking of reading ages against age group expectations.<br><br>Assessment as per NELI project.<br><br>All children passing Phonic assessment except in some cases where there is cognitive difficult recognise by EHCP or EAL<br><br>Academic Mentor assessments show progress and narrowing of gap |

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|  | structured weekly English lessons. | Hub.<br><br>Accessed NELI project through Covid catch-up and to continue based on school's experience of positive impact. | phonic sounds. |  |  | towards age group expectations. |
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**Wider Strategies.** *Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.*

| Desired Outcomes   | Chosen action/ approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?                        | Staff lead        | Cost     | When will review implementation   |
|--|--|--|--|-------------------|----------|---|
| Improved <b>attitudes</b> to self and school (A, B, C, D, E, F)                                      | A whole school approach to mental fitness will continue to be developed and embedded to enable students to understand and develop strategies to support their own mental health. | Targeted intervention from Behavioural Support Specialist and Learning Mentor. School evidence demonstrates successful intervention and evidence for a range of other professionals which enables children to access further support.<br><br>Currently targeted towards children in receipt of Pupil Premium, we have now extended this due to the impact of pandemic. | Student voice.<br><br>Acceptable behaviour in class and attendance | AJ<br>MH<br>SJ    | £1080.00 | Pupil interview.<br><br>Professional reports.<br><br>Targeted children demonstrate they have positive well-being and learning resilience. |
| <b>Snacks and rewards:</b> ensuring children are ready to access additional learning (A, B, C, D, E) | <i>Ready to learn</i>  | <i>Drinks and snacks to ensure children are ready to learn and access</i>  | <i>Drinks and snacks based on reasonable pupil choice.</i>         | AJ                | £500.00  | <i>Good levels of attendance. Snacks welcomed.</i>  |
| <b>2022-23 Projected Spending</b>  |  |  |  | <b>£19,659.40</b> |          |   |
| <b>Percentage allocated</b>  |  |  |  | <b>88%</b>        |          |   |