

1. Summary information

School	Hill Farm Primary				
Academic Year	2020-2021	Total Catch-up budget	£39,620 (tbc)		
Total number of pupils	518			Date for next internal review of this strategy	July 2021

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations

Use of Funds

EEF Recommendations

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

		<ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
Identified impact of lockdown and subsequent barriers		
Maths	Specific content has been missed during the second half of the Spring term and throughout the whole of the Summer term. This has led to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however some are quite simply, 'behind' as evidenced in Covid baseline assessments. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.	
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. For many of our pupils, the absence of spoken English in the home has meant less parental engagement. 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.	
Reading	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 have not practised previously learnt comprehension and higher order skills such as inference and deduction. The gap between those children that read widely (and continued to do so during lockdown) and those children who don't (and didn't) is now increasingly wide.	
Phonics	Despite a strong on-line phonic teaching presence, pupils have not been able to access specialist teaching and interventions of Read, Write, Inc. This has resulted in some children falling behind in their phonics progression and therefore impacting on reading ability.	
Non-Core	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 memorable curriculum experiences e.g. trips, visitors and themed days.	
SEN	SEN pupils who require intensive support and interventions both internally and externally were affected during lockdown as interventions that focus on academic achievement, speech and language, physical and mental well-being as well as specific support from outside agencies were limited due to guidance and safety concerns. This has resulted in an increasing gap for some of our SEN pupils.	
Disadvantaged	Disadvantaged pupils who require intensive support and interventions both internally and externally were affected during lockdown as interventions that focus on academic achievement, speech and language, physical and mental well-being as well as specific support from outside	

	agencies were limited due to guidance and safety concerns. This has resulted in an increasing gap for some of our disadvantaged pupils. Some pupils did not have access to adequate warm clothing necessary to keep warm in well ventilated classrooms.
EAL	More than 50% of pupils have English as an additional language. Transience, mobility issues and gaps in learning have increased during lockdowns as many children converse in their home language outside of school, which increased during long periods of lockdown resulting in a reversal of progress made for some children. Access to English at home, including books, is limited. Some pupils returned to home countries during lockdown and have missed more time through isolation upon return. Gaps have been identified both socially and academically.
Vulnerable families	For some of our pupils and families there is a lack of resilience and aspiration with little importance placed on missed learning. Children (and their families) receive support from our Inclusion Team which include Family Support Workers and a Learning Mentor who work alongside external agencies such as CCT, counsellors and play therapists. These interventions were limited during lockdown and this has further impacted on existing identified gaps.
Mental Health and Well-being	Some of our families due to ill health or other external factors such as social deprivation have faced challenges adopting consistent routines whilst working from home impacting on pupils being able to focus on their schooling. These families receive support from external agencies as well as our Inclusion Team and Family Support Workers.
Lack of devices	Many of our pupils have no or limited access to devices/internet at home and this has impacted on their ability to access remote learning.
Attendance	Attendance for some pupils has been affected due to long periods of isolation within families. Some have been affected by parental anxiety leading to unauthorised absences.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Intended Impact (once reviewed)	Staff lead	Review date
Supporting great teaching: Foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be	Purchase and implementation of curriculum planning documents to support the delivery of Science, History,	Pupil knowledge and skills in foundation subjects will be complete for the year ensuring they are able to	DW/SE/CH	July 2021

<p>taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Children will access high quality learning during any period of isolation</p> <p>Work will directly link to the curriculum being delivered in the classroom.</p>	<p>Geography, Art and Design Technology.</p> <p>Cost: £1,028</p>	<p>continue with the program of study in subsequent years.</p> <p>Full curriculum timetable will continue to be available to all pupils.</p> <p>All remote learning will be aligned with teaching in the classroom.</p>		
<p>Teaching assessment and feedback:</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised expectations, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Implement NFER National Test-style Standardised Assessments suite. Complete termly tests and record assessments on Educater to identify gaps and track performance.</p> <p>Cost: £5,328</p>	<p>Attainment in all year groups will be broadly in line with the 2019 summer data in most year groups across EYFS, key stage one and key stage two.</p>	DW/PL	<p>Dec 20</p> <p>Apr 21</p> <p>July 21</p>
Total budgeted cost				£6,356
ii. Targeted approaches				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>One-to-one and small group tuition:</p> <p>Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to</p>	<p>Targetted interventions led by class teachers during Autumn term.</p>	<p>Attainment and progress in reading, writing and maths to show all pupils closing the gap with national benchmark.</p>	DW/PL	<p>July 21</p>

comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	Trained staff to lead programmes of reading intervention. Cost: £12,093	Identified SEN/disadvantaged pupils will make at least expected progress in their learning as a result of key barriers being removed and the attainment gap is narrowed.		
Intervention programme: Additional 1-1/1-3 tuition Use is made of the National Tutoring Programme to address gaps in learning in Reading in identified year groups.	NTP accessed – children to be placed in small groups of three and to receive 15 hours of additional support for primarily disadvantaged pupils. Cost: £5,866	Identified pupils will make at least expected progress in their learning as a result of key barriers being removed and the attainment gap is narrowed	DW/PL	May 21
Phonics: A carefully planned phonic programme will be delivered in EYFS, Year 1 and Year 2. BB/JR will support with all aspects of this, including interventions, group support, screening and resourcing using core storybooks as e-books to support day-to-day teaching for remote learning.	Children will be assessed and placed into groups for phonic interventions. Cost: £250	Attainment in statutory assessment in phonics will be broadly in line with national.	BB/JR	Ongoing
Flash Academy: EAL support through dedicated provision to raise understanding of spoken and written English.	Newly arrived children and children with limited understanding of English will be placed into small intervention groups led by qualified and trained staff members. Cost: £1,500	Pupils will develop a working understanding of English quickly in order for them to access the full curriculum.	CH	Ongoing

<p>Extended school time: Pupils will benefit from additional time outside including organised lunchtime activity in order to boost mental health and wellbeing.</p> <p>Forest School Interventions to promote values and teamwork will be offered to all pupils as part of the timetable and as an afterschool club.</p> <p>‘Talk and walk’ every afternoon in place to support increased activity.</p> <p>The attainment of all pupils improves and adverse effects of lockdown are reduced.</p>	<p>Game-on deliver lunchtime clubs throughout the school year budgeted in sport premim.</p>	<p>Measures of well-being and the child’s general happiness and attitude to learning, show the impact of mentoring, interventions and counselling.</p> <p>Regular parent/teacher meeting for feedback and review.</p> <p>Values-based education is embedded in the school which has a positive impact on children’s outcomes, mental health and self-esteem and an increase in confidence and resilience is reported.</p>	<p>LL/RH/SO</p>	<p>Ongoing</p>
Total budgeted cost				£19,709
iii. Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Intended Impact (once reviewed)	Staff lead	Review date
<p>Supporting parents and carers:</p> <p>Children (and their families receive support from our Inclusion Team which include Family Support Workers and a Learning Mentor who work alongside external agencies (counsellors and play therapists).</p>	<p>Vulnerable and disadvantaged pupils who have been impacted by the lockdown.</p>	<p>Attendance of all pupils is in line with/above national average.</p> <p>Attendance of pupils with persistent attendance difficulties is in line with/above national average.</p>	<p>LL/LH</p>	<p>Ongoing</p>

<p>Intervention and nurture groups take place to support the building of relationships and regulation of emotions.</p> <p>Concerns around safety that impact on attendance are addressed through direct work with attendance lead.</p>				
<p>Workbooks: Phonics & Maths work books to directly support the pre-recorded lesson videos as part of the Home Learning offer.</p> <p>Books continue to be used as part of catch-up delivery once school is fully operational.</p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Reading for pleasure books available to all children.</p>	<p>RWI workbooks and White Rose Maths Unit booklets to be provided to identified pupils. These will also be used in school for interventions and as part of a remote learning offer.</p> <p>Two week paper work packs are available an option for families.</p> <p>Stationery packs available to all pupils.</p> <p>Art pack available to identified pupils to support remote learning.</p> <p>Children have limited access to book loan facility during lockdown.</p> <p>Cost: £200</p>		VL	Mar 21

Warm clothing: Children have access to warm clothing to ensure they are able to learn in well-ventilated classrooms throughout winter.	Warm clothing provided to disadvantaged pupils including fleeces and hats. Cost £1,066	Children are able to work comfortably in classrooms.	PL	Dec 20
Access to technology: Pupils access to devices at home is limited due to social deprivation factors. Teachers facilitate effective home-learning with increased capacity to share resources, communicate learning and assess learning using Firefly on-line learning resource.	Purchase of additional devices to support remote learning to compliment additional devices through DfE scheme. Cost £13,155	All pupils have access to electronic device to support learning at home.	DW/PL	Feb 21
Total budgeted cost				£ 14,421
			Cost paid through Covid catch-up	£39,620
			Cost paid through charitable donations (Warm clothing grant)	£1,066
			TOTAL	£40,486

