



Highfields Primary School – Catch up Funding Plan 2020-21

Academic Year	2021-2022	Total Catch up Premium	£32,720.00
Headteacher	Mrs S. Garratt	Number of Pupils	409

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 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 Reception to Year II. Highfields Primary School has been allocated £32,720 based on 409 pupils which will be paid in instalments.

- Instalment 1 - £8,340 catch up funding for the autumn term
- Instalment 2 - £10, 750 catch up funding for the spring term
- Instalment 3 - £13,632 catch up funding for the summer term

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 and as such, will not be added to schools' baselines in calculating future years' funding allocations. Our plan will span over two academic years due to the timing of the lockdowns and children being in school to receive face to face support from staff.

Use of Funds

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. [Actions for schools during the coronavirus outbreak - GOV.UK](https://www.gov.uk/government/guidance/actions-for-schools-during-the-coronavirus-outbreak) (www.gov.uk)

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 [Covid-19 support guide for schools | Education Endowment Foundation | EEF](https://www.eef.org.uk/what-we-do/publications/covid-19-support-guide-for-schools). Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

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

- Supporting parent and carers
- Access to technology
- Summer support

Teaching and Whole School Strategies

Identified Issue	Implemented Approach	Impact/Outcomes	Review	Costs
<p>Quality First Teaching - Remote learning cannot replace 'great face to face teaching' and children need to make adjustments now to successfully transition back into being in school with their teachers and peers everyday.</p>	<p>Quality first teaching strategies to be implemented by all staff across the school</p> <p>Subjects to be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that gaps in knowledge can be reduced</p> <p>INSET days planned/dedicated to maths and English in order to identify gaps and support staff in future planning (01.09.20/02.09.20). For maths staff to implement progression in teaching document Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Additional release time for subject leads to look at the planning of their particular subject, this can be covered internally</p>	<p>Whole school planning for maths, English and foundation subjects amended for 2020-21 academic year</p> <p>Children's gaps are closed and children are on track to achieve EXS/ARE across the range of subjects</p>	<p>Termly via pupil provision meetings</p> <p>Analysis of end of year foundation subject data</p>	<p>£0</p>
<p>Assessment - Since returning to school (and through engagement analysis during remote learning) assessment has shown that as a result of the Covid19 pandemic and school closures, children in certain year groups have gaps in their learning which means that currently their attainment outcomes are not in line with the expected standards for their current year group</p>	<p>Baseline assessment undertaken (Sept 2020)</p> <p>Teachers have a clear understanding of what gaps in learning remain following standardised assessments being completed giving a greater degree in confidence and accuracy of assessments and on going teacher assessment</p> <p>Pupil Engagement meetings arranged to discuss the work that school had received from children during lockdown (Jan 2021 onwards)</p>	<p>Assessment data across the school becomes more rigorous and completed with a greater degree of confidence</p> <p>Teaching and support staff identified children (during Engagement meetings) who may need additional 'in class' support following analysis of lockdown engagement</p>	<p>Termly</p>	<p>£0</p>

Targeted Support				
Identified Issue	Implemented Approach	Impact/Outcomes	Review	Costs
Phonics – After returning to school phonics data was analysed, Highfields use the Sandwell phonics tracker which identified children who have gaps in their phonetic knowledge	3 days of LSP support to target small groups across identified year groups (current Y1 initially). LSP is already known to the children and school in order to deliver personalised phonics provision to identified children	Standards in phonics have improved and the tracker data shows the majority of children are back on track. Children receiving targeted catch up support have the gaps narrowed between themselves and their peers and achieve in line with expected standards which will have a positive impact of pupil progress	Termly via pupil provision meetings End of year data has improved in comparison to baseline information LSP support to be monitored every half term initially	Staffing (3 days) – £15,725.19
Reading in KS2 – PIRA assessment data shows that some children have gaps in their reading ability. The analysis of remote learning engagement also highlighted children who had not read at home consistently during lockdown. Child who are current Y2 and Y4 are being identified as needing targeted support initially	3 hours of HLTA afternoon support to target small groups across identified year groups. HLTA already known to the children and school in order to deliver personalised learning to identified children Current Y2 – Book talk (1 hr 30) Current Y4 – Book talk (1 hr 30)	Standards in reading have improved and the majority of children are back on track. Children receiving targeted catch up support have the gaps narrowed between themselves and their peers and achieve in line with expected standards Individualised programmes planned to target small groups have a positive impact of pupil progress	Termly via pupil provision meetings HLTA support to be monitored every half term initially End of year data has improved in comparison to baseline information	Booktalk texts – £500.00 Staffing (pm sessions) – £11,324.82
Maths – PUMA tests in Aut and Spr identified children in Y1 who need to be targeted in order to increase basic arithmetic and reasoning skills. The analysis of remote learning identifies children who have not engaged at home consistently during lockdown	2 hours of HLTA afternoon support to target children across Y1. HLTA already known to the children and school in order to deliver personalised learning to identified children Current Y1 – basic maths skills and application – (2 hrs)	Standards in maths in Y1 have improved and the majority of children are back on track. Children receiving targeted catch up support have the gaps narrowed between themselves and their peers and achieve in line with expected standards	Termly via pupil provision meetings HLTA support to be monitored every half term initially End of year data has improved in comparison to baseline information	PUMA test papers to be purchased (Aut term Y1-Y6) – £108.00

		Individualised programmes planned to target small groups have a positive impact on pupil progress		
Support Staff - Since returning to school, year group bubbles have been formed in line with DfE guidance. Therefore, interventions across bubbles were not able to happen immediately, we identified the impact this may have and so we are using support staff in each classroom/bubble to support children 'in class' rather than children being withdrawn for sessions	Support staff reorganised, increased hours and deployed across the school in order to deliver appropriate in bubble interventions. Support staff ensuring personalised learning can continue throughout this year as staff remain in the same bubble In class interventions being used alongside quality first teaching Dyslexia Gold being implemented across KS2	Personalised learning/support means children's attainment improves as they have consistent sessions every week with the same member of staff SEND provision mapping is more targeted and consistent	Termly via pupil provision meetings	Dyslexia Gold online package - £699.00 8 iPads (plus covers and screen protectors) - £2,800.00 Additional LSA/LSP overtime staffing costs LSA - £550.68 LSP - £772.20
Social, Emotional Mental Health - Interventions need to focus on other aspects of a child's learning such as their social and emotional needs. Specifically identified staff in school to attend additional training in order to support more children with SEMH needs across the school.	Learning Mentor deployed every afternoon to support children who need 1:1 mentoring or are currently being supported by Childrens Services Learning Mentor provided parents with a direct email address where they could contact school with concerns they had/have in regard to their child's SEMH. School newsletters signposted parents to agencies that could support our families during lockdown Learning Mentor and all members of Senior Leadership Team successfully complete the Place2Be Mental Health Champions Foundation course in order to support children with needs arising from Covid19 pandemic Learning Mentor became a qualified Mental Health First Aider which means she now has in depth skills for providing first aid to people who may be experiencing	Highfields families feel supported by school and so there is a decline in referrals to outside agencies for SEMH provision School provides services to support children with SEMH needs via Loom, paper packs or through Teams meetings Parental survey indicates that children feel happy and safe at Highfields. More children with specific needs can be supported by staff in school on a daily basis rather than being placed on waiting lists for outside agency support	Review CPOMS termly Parental survey data - March 2021 (100% children felt safe, 98% children were happy at Highfields) PASS survey data - May 2021 onwards	Mental Health First Aider training/qualification - £192.00

	mental health issues such as depression, anxiety and psychosis.			
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Wider Strategies				
Identified Issue	Implemented Approach	Impact/Outcomes	Review	Costs
Communication – Parents and children’s social and mental health being affected by such a long period of time at home without communication with school, their child’s teacher and their peers	Staff record their daily lessons using Loom, this ensures that the lessons the children access are all presented by their own teacher who knows their class. Throughout the lesson the children are also encouraged to interact with their teacher and peers through a comment and a monitored blog facility. All parents are also provided with a teacher email address that can be accessed throughout the school day. The remote learning plans and policies (Highfields Primary School – Remote Learning Policy) are also shared with parents and on the school website	Parent survey responses – show that communication with school is good. Parents commented that being able to communicate immediately with their child’s teacher, and members of the SLT, meant they were supported both academically but also through encouraging messages around sustainable home learning, routines etc. It also meant school could support parents who were also working from home themselves	Remote learning to be monitored weekly by HT/DHT	£0
Supporting Parents – Supporting anxious parents whose children have not been able to come to induction days/meetings at Highfields due to lockdown, this not only includes those transitioning into our Nursery and Reception but also those transitioning between Y6 and Y7	Organised transition picnics for every child from new Nursery to Year 6 moving to Y7 Pre recorded ‘Welcome to Highfields’ Loom video to be shared with all new Nursery and Reception parents. The children are shown images of their classroom and outdoor area. Each staff member also records a short welcome message for the new children. For parents whose child was transitioning from Y6-Y7, we worked alongside the relevant LA to help support them. We used our website and newsletters to promote and share any information we received with our parents. We also supported individual parents by contacting Secondary schools directly and supporting parents who needed support accessing Secondary school websites etc	All children will have had the opportunity to come into school for a socially distanced picnic event with their current teacher and peers and also their new teaching/support staff By the end of the third lockdown period, remote learning was being provided for all children in Nursery to Year 6. Analysis showed that by the final week of lockdown, 93% of children on roll, were fully engaged with home learning.	Parental feedback is ongoing throughout the year Loom lessons reviewed and monitored by SLT termly	£0

<p>Access to Technology - In order for children to be able to access their remote learning their families need to have access to a device. Several parents, with more than one child, voiced concern that they are going to find it hard to complete home learning due to</p> <ul style="list-style-type: none"> - their own work commitments - lack of devices for children in the household - their own academic ability/understanding <p>School were also aware that should a bubble close or a family need to self isolate we would also need to make sure they were catered for in regards to access to technology</p>	<p>School specifically used a platform called Loom to send home remote learning. The video's were pre- recorded and so can be viewed at any time, this means children can watch their lessons at times that suit the families needs. The Loom includes facilities to pause, rewind and start from given points of the lesson.</p> <p>School provided our families with the following devices in order for their children to be able to fully takepart in home learning</p> <ul style="list-style-type: none"> - 2 HP laptops - 40 HP laptops - 7 Dell mini laptops - 23 Chromebooks <p>We received 50 Vodafone SIMS cards to support families who needed them and we requested data increases for 5 families' parent's mobile phones.</p> <p>Learning packs created, which may include stationary, work books, photocopied activities, for any children unable to access online learning</p>	<p>By ensuring that the videos can be played on several platforms including iphone, ipad and also gaming platforms such as Xbox and Playstation home learning was undertaken by 93% of our families during lockdown.</p> <p>Parent survey (Jan 2021) results in regard to home learning were positive/supportive</p> <ul style="list-style-type: none"> - 97% children accessed Loom without issue - 100% accessed additional resources provided (Rocksteady/Story time) 	<p>Termly</p> <p>Online Forms surveys completed by parents</p>	<p>£0</p>
<p>E-Safety Issues – Highfields were concerned that the Covid pandemic changed the way children accessed their learning as schools had to move to education online, this has also led to a worrying increase in online issues. Children have been spending more time on social media apps such as What's App and TikTok, that is having a negative impact on relationships between peers in school. Highfields were also aware that the NSPCC helpline</p>	<p>Session arranged for Y6 which focuses on taking responsibility for your digital footprint with reflection about building digital resilience and moving on from mistakes in a positive way. Session 1 – a session in each Y6 bubble to explore issues and start to create a class charter that they can use and continue with as they move to their high school.</p> <p>Session 2 - Reflection on the first session; charters created for each child</p>	<p>Children are supported in their online use in order to use different platforms and media's sensibly and appropriately. Children are also aware of the prodcedures and places they can access support if they have any online experience that they feel unhappy or uncomfortable with.</p> <p>Highfields has a Year 6 to Year 7 transition esafety charter</p>		<p>£0</p>

<p>saw a 60% increase in contacts from people with concerns about children experiencing online abuse, an average of 187 contacts per month since lockdown.</p>				
				<p>Total budgeted cost £31,972.89</p>