

Coronavirus (COVID-19) Catch-up Premium – Hobletts Manor Junior School

School Information			
School	Hobletts Manor Junior School	Academic Year	2020-2021
Total Number of Pupils	238	Catch-up Premium Funding Allocation	£18,820 10/20 £4,700 02/21 £6,287 06/21 £7,833
Number of SEND Pupils	6 Pupils with an EHC Plan & 30 SEN Support Pupils	Number of Pupil Premium Pupils	65

Background Information
<p>The government announced funding to support children and young people after the disruption to their education as a result of coronavirus (COVID-19). This is especially important for the most vulnerable and disadvantaged backgrounds. The funding allocation is calculated on a per pupil basis and is only available for the 2020 to 2021 academic year. Schools are required to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with curriculum expectations. Every school will have been affected by coronavirus (COVID-19) differently and school leaders are best placed to understand the needs of their school communities.</p>
Contextual Information
<p><i>"Whatever the projected impact of Covid-19 on pupils' learning and the continuing disruption to the daily work of schools, what matters now is how we respond in the upcoming academic year. An evidence-informed response can help in restoring vital learning routines and ensure both pupils and teachers will have the best chance of success in a school year unlike any other."</i> (Professor Becky Francis, Chief Executive, EEF)</p> <p>In order to make best use of this funding, we have used the Education Endowment Foundation (EEF) 'COVID-19 Support Guide For Schools' and 'The EEF Guide To Supporting School Planning: A Tiered Approach To 2020-2021' documents, which include guidance, evidence-based approaches and case studies to highlight effective practice. As a school we are committed to using the funding to resume teaching our full curriculum as quickly as possible following partial school closure. We believe that the plan detailed below, with detailed actions and expenditure, will ensure that the associated provision has a highly positive impact on all pupils.</p>

Key Priorities	
A.	To create an environment of emotional safety, and recognise, plan for and respond to the range of pupils' behaviours and wellbeing needs.
B.	To strengthen the use of formative assessment strategies and high quality responsive teaching, alongside the implementation of an expertly re-focused curriculum that prioritises key knowledge and skills, whilst also addressing and integrating fundamental missed or insecure learning.

Key Outcomes	
A.	Children respond positively to their return to school – they engage positively with their learning, are motivated and resilient, make positive choices and thrive.
B.	All pupils – particularly disadvantaged, SEND and vulnerable children – are given the support they need to make substantial progress by the end of the academic year. Pupils in Year 6 are no longer expected to undertake statutory assessment by the end of the academic year, however actions will be put into place to ensure that they are next step ready.

Tier 1: Quality of Teaching for All					
Area	Action	Expected Impact	Staff Lead	Monitoring Arrangements	Cost
Formative Assessment	Review how best to use assessment to check pupils' understanding, inform future teaching and help children embed and use their learning across the curriculum. <i>(The Assessment Leader and Pupil Premium Leader will attend the Herts for Learning (HfL) 'Assessment and Curriculum' professional development webinars. Formative assessment will be a focus of the INSET day on 23rd October 2020 and subsequent staff meetings.)</i>	Formative assessment techniques will be strengthened in order to enable high quality responsive teaching and to establish an effective 'recovery curriculum' that meets the learners' current needs.	Headteacher/Curriculum Leader/ Leading Teacher	Following the training sessions and subsequent cascading of training, strategies and techniques will be regularly shared and reviewed at Professional Development Meetings (PDM's). They will also be the focus of subsequent lesson observations, pupil voice and book monitoring.	HfL 'Back on Track Assessment & Curriculum' Package – £560 Essential Feedback for Better Learning Webinar
Summative Assessment	Review current timetabling of data drops and Pupil Provision/Progress Meetings.	A 'light-touch' approach to summative assessment will be established, allowing teachers more time to focus on the formative aspects of assessment. The attainment and progress reports will support school leaders in their ongoing monitoring, evaluation and review.	Headteacher English/Maths/Curriculum Leaders and InCo	Pupil Provision Meetings to be led by Identifying Barriers To Achievement information and summative assessments in the Autumn Term. System to be reviewed in the Spring Term following implementation.	Staffing £500

English & Mathematics	Implement the Herts for Learning (HfL) 'Back on Track' resources for English and Mathematics. <i>(Professional development will be accessed by all teachers through the package. It will be the focus of the subsequent staff meetings.)</i>	A curriculum will be implemented that prioritises key knowledge and skills, whilst also addressing and integrating missed or insecure learning. It will provide opportunities to review and embed fundamental prior learning and provide excellent opportunities for precision teaching at a suitable pace within engaging and enticing learning contexts. Information will be gleaned from previous teachers including our partner Infant School.	Headteacher, English Leader Maths Leader	Leaders will carry out their monitoring activities as much as the coronavirus (COVID-19) protective measures allow.	HfL 'English & Mathematics' Packages £2470 The Reading Curriculum: intent, implementation and impact- webinar Phonics Resources – £1000
Science & Foundation Subjects	Implement a prioritised curriculum for science and all foundation subjects for the autumn term 2020 and spring term 2021. <i>(Professional Development Meetings will be used to review subject specific knowledge and skills documents for science and all foundation subjects to ensure clarity about curriculum content.)</i>	Learning across the curriculum will enable pupils to develop the key knowledge, skills and understanding needed in order to ensure that they can meet the expectations of their year group and they are ready for their next stage of learning.	Curriculum Leader	Leaders will carry out their termly monitoring activities as much as the coronavirus (COVID-19) protective measures allow.	
Professional Development	Ensure that all teachers and support staff receive the ongoing professional development they need. <i>(Whole School INSET following Developing Independent, Resilient and Powerful Learners Webinar to identify strengths and next steps in current practice and support required. The Headteacher will liaise with staff and ensure that webinars and support from colleagues is made available, as needed. This will include developing knowledge and understanding of high-quality remote teaching and learning. Leaders recognise that professional development has two distinct activities: up-front training (activities to develop an understanding of the theory and rationale behind the new approach and to introduce skills, knowledge, and strategies) and follow-on support (approaches like coaching, where ongoing modelling, feedback, and support is provided to help apply the ideas and skills developed in initial training to practical behaviours.)</i>	Every teacher and member of support staff will be supported and prepared, ensuring that they have deep subject knowledge and a flexible understanding of the content being taught, thus enabling them to effectively meet the needs of pupils and achieve the best possible outcomes, including in a school closure scenario.	Headteacher	Termly monitoring activities will take place as much as the coronavirus (COVID-19) protective measures allow. Informal discussions will also inform professional development needs and opportunities.	HfL 'Developing Independent, Resilient and Powerful Learners' Webinar – £100 HCC/HfL 'G Suite For Education' Webinars – £0 DfE 'G-Suite' Digital Learning Platform – £0 HfL 'Digital Classroom' Resource – £0 IT Infrastructure – Devolved Formula Capital

Tier 2: Targeted Academic Support					
Area	Action	Expected Impact	Staff Lead	Monitoring Arrangements	Cost
Intervention Programmes – Wellbeing	InCo to undertake Lego Based Therapy Training and cascade to TAs InCo to deliver Zones of Regulation Training Implement targeted support in response to pupils' bespoke needs, i.e. 'Protective Behaviours', " ", 'Circle Of Friends', 'Sunshine Club,' Zones of Regulation '5 to Thrive, 'Lego Based Therapy 'Social Skills groups', etc. Take part in Feeling Good Week. <i>(The Headteacher/Mental Health Lead, will liaise regularly regarding developing needs, liaising with external agencies where necessary.)</i>	Pupils' individual social, emotional and mental health needs will be supported, as needed.	Headteacher	Baseline and end of intervention assessments will be completed where possible to measure impact. Qualitative assessment will be completed alongside quantitative assessments, i.e. pupil and parent/carer feedback.	' Lego Based Therapy Training Using Lego to support social, emotional and mental health: a therapeutic approach £43 Resources £600 & DSPL8 Funding Staff costs £2000 Training DSPL8 Responding to Children's Emotions and Behaviours, Introduction to Zones of Regulation, Comic Strip Conversations Intervention, Social Stories Intervention £0
Intervention Programmes – Catch-up	Implement additional targeted support in response to summative assessments in English and mathematics. <i>(Pupil Provision Meetings will identify pupils in need of additional support needed to catch-up with missed learning. Additional teacher/TA input will be put in place in order to effectively respond to learning needs.)</i>	Pupils who are at risk of not catching up with missed learning will be identified and the relevant teaching support will be put in place in order to accelerate their progress, including Diminishing the Difference and Golden Mark initiatives.	Headteacher	End of term summative assessments and IBTA screening outcomes including the YARK assessment tool will be discussed at Pupil Provision Meetings. Children in need of additional targeted support will be identified and staff will be deployed accordingly. This will be monitored, evaluated and reviewed	Staff Costs – £9550

Intervention Programmes – SEND Pupils	Implement targeted support for SEND pupils through intervention programmes that most effectively meet their needs. <i>(The InCo will devise termly plans in response to identified pupil need. The specific focus will be on supporting pupils with and EHC plan and those identified as SEN Support.)</i>	Intervention programmes for pupils with SEND will be implemented in order to meet the learners' current needs.	InCo	The timetable of interventions, will be reviewed on a termly basis with summative assessments informing the next term. An evaluation and review of ongoing classroom provision and impact for pupils with SEND will continue	School Budget Share Supporting Independent Learning Training Differentiated Learning Activities (DSPL8 training March 2021)) Precision Monitoring Intervention Training (DSPL8 March 2021) (Costs £0)
Intervention Programmes – Disadvantaged Pupils	Implement targeted support for children eligible for pupil premium funding through in-class support and group interventions that most effectively meet their needs. <i>(Diminishing the Difference and Golden Mark)</i>	Through in-class support, pupil's progress in English and mathematics will accelerate. Through group support, children will gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, giving them the foundations for future learning. The development of mental fluency will be targeted and developed for some pupils.	InCo	The impact of support will be reviewed on a termly basis at Pupil Provision Meetings with summative assessments informing the next term. An evaluation and review of ongoing classroom provision and impact for pupils will take place	Pupil Premium Funding

Tier 3: Wider Strategies					
Area	Action	Expected Impact	Staff Lead	Monitoring Arrangements	Cost
Wellbeing – Social, Emotional & Behavioural Needs	Implement staff training and support for the school community in line with Virtual School and Mental Health Lead Training (DSPL8)	An environment of emotional safety will be created and staff will be equipped to recognise, plan for and respond to a range of pupils' wellbeing needs.	Headteacher	Formal monitoring through staff meetings, alongside informal day-to-day monitoring.	Virtual School Training

	<p>Hold extra-curricular clubs to engage children in fitness activities and support with social interactions. Promote active play during break times and lunchtimes. <i>(These will be monitored and changed on a termly basis in response to pupil need.)</i></p> <p>Establish Feel Good playground check in areas</p>	<p>Children's physical and mental wellbeing will be enhanced through increased physical activity and interaction with their peers.</p>	<p>Headteacher PE/Sports LSA</p>	<p>Formal monitoring through communication books, alongside informal day-to-day monitoring.</p>	<p>Active Play Resources – £500 School Budget Share FOHMs</p>
<p>Parent/Carer Communication</p>	<p>Hold parent/carers and teacher consultation sessions early in Autumn 1 to enable information to be shared effectively. Ongoing signposting for parents/carers to relevant support, i.e. online safety, mental health, DSPL webinars, etc. <i>(The Headteacher will include updates of the support that can be accessed in weekly newsletters. Individual support will be made available for any parents/carers with specific needs, using external services where necessary.)</i></p>	<p>The partnership between home and school will continue to be strengthened. Parents will be aware of the support that is available to them, i.e. health, financial, etc.</p>	<p>Headteacher</p>	<p>Parent/carers feedback will be requested where possible.</p>	
<p>Pupil Attendance</p>	<p>Highlight the importance of high attendance through newsletters and 'Snakes and Ladders' initiative. Monitor and take relevant Parent Partners to work with specified families to provide bespoke return to school support to families action, including liaising with parents/carers to remove any perceived barriers to attending school. <i>(The Headteacher will follow specific national and local advice in relation to supporting pupil attendance.)</i></p>	<p>Pupil attendance will be high, enabling all children the opportunity to re-integrate successfully into school life and to catch up on missed learning.</p>	<p>Headteacher</p>	<p>Attendance will be monitored closely on a weekly and half-termly basis. Action will be taken for any pupil whose attendance is below 96%.</p>	<p>Pupil Premium Funding Staffing costs £1,000</p>
<p>Access To Technology</p>	<p>Identify which pupils have limited access to technology at home. <i>(The Headteacher will send out a communication to all parents/carers to establish the level of need. This will include separate liaison with the parents/carers of disadvantaged, SEND and vulnerable pupils who do not respond)</i></p>	<p>The school will have a clear understanding of which pupils are likely to have difficulty accessing online remote learning. This will enable further support to be put in place as needed, i.e. loan of iPads, hard copies of learning materials, data support etc.</p>	<p>Headteacher Office Staff</p>	<p>The list of those pupils with limited access will be formulated and regularly updated.</p>	<p>School Budget Share</p>

Purchase Gsuite materials and ensure that all staff and parents/carers are familiar in its use. Provide parents/carers with logins for other educational resources that will need to be accessed at home. <i>(The Senior Leadership Team will oversee the phased implementation of the remote education plan. This will include ensuring that operational issues are addressed and that staff are implementing it effectively and consistently throughout the school.)</i>	Remote learning will be set to enable targeted home learning, effective feedback and communication between teaching staff, children and their parent/carers.	Headteacher Senior Leadership Team Office Staff	Levels of engagement with online remote education will be monitored daily and action taken by the Senior Leadership Team to support where necessary.	'GSuite For Schools' Package – £750
Purchase a laptop for each year group for a member of staff to use, should remote education be required, <i>(This will be available for use as needed). Review position of onsite computers to support delivery of 1:1/group interventions</i>	100% of interventions delivered remotely	Headteacher	Usage monitored to establish whether any further devices are needed.	Pupil Premium Funding

Financial Summary – Coronavirus (COVID-19) Catch-up Premium	£18,820.00
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