



## Headlands Primary School: Summary of catch-up funding

This **pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools should ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance.**

School information			
School	Headlands Primary School		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£32,240
Total number of pupils	404 (main school not including Nursery or Woodlands*)	% Disadvantaged Pupils	%

\*See separate catch up plan for Woodlands Unit.

Contextual Information (if any)
<p>Most children have returned to school well following the period of school closure during last academic year. The school has a stable staff with professionals known to the children. This has supported the children's emotional wellbeing and as a result teaching and learning has happened effectively since we returned. Recent assessment has demonstrated that there has been a significant impact on attainment and progress during the lockdown period. Children had initially demonstrated lower stamina than prior to the lockdown period. A survey of all parents demonstrated that almost all families had reliable internet capacity but 25% of families did not have a suitable device for home learning. Catch up funding will support children getting back on track over time. The funding will also enable the school to sustain and build upon current educational by developing teaching and learning throughout the school.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
<b>A.</b>	<p>The school recognises that catch up will happen over time as a result of quality first teaching delivered by teachers and other professionals known to the children. It is acknowledged that school closure has had a negative effect on the progress and attainment of the children. Assessments demonstrate that this is the case for some children. Recognising that reading is the dominant skill, the school will be supporting identified children with a proven intervention. Staff will also be trained virtually in other proven strategies used in school. It is also recognised that some children will have additional pastoral needs as a result of the lockdown experience and absence from school. Some will require support with transition (especially into Year 1).</p> <p>To sustain and build the capacity of teachers, the school will be embarking on a programme of teacher development alongside the trust.</p>

<b>B.</b>	From assessment, identified children will be supported with clear and proven intervention strategies that will have a starting point and assessment completion point. Interventions will be supported by the children's class teacher. Identified children will have a re and post assessment to measure progress. Senior leaders and phase leaders will monitor identification, provision and outcomes.
<b>C.</b>	Children will be supported to ensure that they are not disadvantaged as a result of potential bubble closure. The school is also aware that all children (particularly disadvantaged) will not have had few, if any, cultural experience.

### Summary of Expected Outcomes

<b>A.</b>	All staff will continue to deliver quality first teaching. All teachers will be training to effectively support identified children, especially with reading. As a result, all children will continue to receive high quality first teaching and catch up will happen and be sustained over time. Children's pastoral needs will be met and emotional barriers to learning will be diminished.
<b>B.</b>	The progress and attainment of identified children will accelerate as a result of completing structured intervention programmes to ensure that they remain on track to achieve their end of year expectation.
<b>C.</b>	Children will be able to access technology effectively in the event of a bubble lockdown.

## Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES						
Element of Strand <i>(eg, Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
<b>Support great teaching</b>	Develop and sustain teacher expertise to impact on outcomes for all children ongoing.	The school will embark on a developing teacher programme with the trust. This project is under development and will feature as part of this plan when agreed. 20% of the school's catch-up allocation will support this project.	<b>DS/SG</b>	The be agreed	£0	£6448
	Work alongside Herts for Learning by commissioning 3 development days to train, develop and refine the teaching of prosody to impact on fluency of the lowest 20% attainers in reading (not SEND).	The reading lead will receive training from Herts for Learning to enable the strategy to be delivered in school with fidelity. Herts for Learning will visit the school twice during the academic year to support the strategy to be delivered effectively.	<b>SG</b>	SG will lead the strategy, train staff and monitor provision ongoing.	£875	£0
	The school librarian will identify through YARC assessments, the children with barriers to progress in reading and for staff to have an in depth understanding of how to diminish barriers.	All KS2 children will have a YARC assessment (other than GDS children). This will enable effective targeting of support.	<b>SG</b>	SG will evaluate findings from assessment and support staff to support effectively	£0	For 7 days £555
	The school will purchase online access to RWI and KL training that would ordinarily be done face to face.	All children would benefit from quality first teaching as all staff would be up to date with training.	<b>DS/ CH</b>	Subject leader monitoring and evaluating/ learning walks	KL cost of £490	RWI £1875  Not 160x4 £640
<b>Pupil assessment and feedback</b>	Teachers to facilitate high quality reading intervention following assessment	Children identified through YARC assessments will take part in a prescribed programme with their teacher for 30 mins 2x a week.	<b>SG</b>	Post YARC assessments will demonstrate progress in rate, accuracy and comprehension.	£0	30 mins x 2 weekly for terms 3 to 6. TA rate :-£840
<b>Transition support</b>	Support for Y1 transition to ensure that children achieve ELG in readiness for NC with additional EYP for term 1 and 2	Children did not complete EYFS and Year 1 will initially be set up as a FS classroom to support transition, wellbeing and effective completion of the ELGs. An EYP will support in Year 1 each morning in T1 and then for 3 mornings in T2.	<b>CH</b>	Children will be settled in school and GLD will be	61 Morning sessions at £57.00 per session = £3477	£0
	Addition pastoral support for identified children struggling with transition into school following lockdown.	Lockdown has had a disproportionate impact on identified children. Additional pastoral support is in place to support known children.	<b>KS</b>	Identified children will be supported to ensure that school is a positive place and that emotional barriers to learning are diminished.	£0	morning sessions at £57.00 per session = £912

<b>Intended impact:</b> <ul style="list-style-type: none"> <li>• <b>Teacher capacity and effectiveness will increase as a result of effective CPD, enabling children to accelerate progress over time.</b></li> <li>• <b>As the dominant skill, the teaching of reading will continue to be delivered with fidelity. This will include high quality intervention for children who are not reading at ARE.</b></li> <li>• <b>Children adversely affected emotionally as a result the lockdown period will be supported in school to enable them to access learning effectively.</b></li> </ul>		
<b>Cost - Sub-totals</b>	£4842	£9395
<b>Total budgeted cost for Strand 1</b>	£14,237	

<b>STRAND 2: TARGETED SUPPORT</b>						
<b>Element of Strand</b> <i>(eg, Interventions)</i>	<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
<b>Interventions</b>	Appoint an academic mentor to support same day intervention in the core subjects	Academic mentors would work alongside classes in KS2 to support smaller group teaching and catch up with identified groups and individuals. This would ensure that children would be supported with gaps in their learning and achieve at age related.	<b>DS and PLs</b>	A pre and post assessment will be done following the completion of a catch up strategy/ unit of work.	£0	£3400
	Appoint additional teacher to support the teaching of maths in Year 6.	Children will be supported in a small group to achieve their potential.	<b>DS/ EW</b>	Frequent assessment and drop ins.	£0	£3400
	Appoint 1x academic tutors to support catch-up of identified children in each year group.	Academic tutors will support up to nine identified children in maths in Year 1 to 6 for 5 hours (15 hours).	<b>DS and PLs</b>	A pre and post assessment will be done following the completion of a catch up strategy/ unit of work.	£0	6x £184 (£1104)
	Appoint HLTA to cover classes under the guidance of the teacher (2x PM in Y5 and 3x PM in Year 6, 17.5hrs)	This person will support Years 5 and 6 covering the class to enable the class teachers to support identified children with intervention.	<b>DS and PL</b>	Accelerated progress of individuals following intervention.	£0	17.5 hours each week until the end of the year £9760
	SENCo to catch up with support and intervention for identified children	Identified children will have their needs met with the successful application for HNF or EHCP. (Needs unable to be met during lock down in the summer term.)	<b>KS</b>	Successful application of EHCP and HNF to support identified children with specific needs.	£0	5 days of Heidi time £1500

	Rainbow class teacher to continue teaching children in the class in the PM to prevent bubbles being mixed.	Identified children will be taught foundation subjects in the afternoon by extending the contract of the morning teacher.	KS	Continued wellbeing and academic progress for identified children.	Paula PM for the academic year - £20,430	£0	
Extended school time	Booster groups for identified children in Year 6	From assessment, identified Year 6 children will be invited to booster classes to support core areas.	DS/ EW	Accelerated progress following completion of catch up programme.	£3000	£0	
<b>Intended impact:</b>							
					<b>Cost - Sub-totals</b>	£23,430	£19,164
					<b>Total budgeted cost for Strand 2</b>	£42,560	

<b>STRAND 3: WIDER STRATEGIES</b>						
<b>Element of Strand</b> <i>(eg, Access to technology)</i>	<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
Access to technology	A bank of 10 laptops will be purchased to support children without the infrastructure to engage in online learning.	Identified children without access to a laptop in the event of a bubble closure.	CH	When a bubble closes, school will ensure that all children have access to remote learning.	£0	£3500
<b>Intended impact:</b>						
					<b>Cost - Sub-totals</b>	£3500
					<b>Total budgeted cost for Strand 3</b>	£3500

## Financial Summary

<b>Cumulative Sub-total for all strands</b>					£28,272	£32,059
<b>Total budgeted cost for all strands</b>					£60,331	