



## Forty Hill C.E. School – Coronavirus (COVID-19) Catch-Up Premium 2020-2021

### Our Vision

that our safe and welcoming  
Christian community gives  
every child every opportunity to be  
**fulfilled, healthy and successful.**



At Forty Hill, we have high aspirations and ambitions for all of our children (“every child”) and we believe that no child should be left behind. We are determined to ensure that our children are given “every opportunity” to realise their full potential and be “fulfilled, healthy and successful”.

From Government Guidance <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

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. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September. The

government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

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. 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. As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

# Forty Hill C.E. School - Coronavirus (COVID-19) Catch-Up Premium 2020-2021



Summary information			
<b>School</b>	Forty Hill C.E. School	<b>Headteacher</b>	Josh Newham
<b>Catch-Up Funding Allocation</b>	£16,720	<b>Date of First Strategy</b>	Nov 2020
<b>Total number of pupils</b>	207 + 24 Nursery	<b>Date for review of this strategy</b>	Jan 2021

Desired outcomes	
<b>A.</b>	Children are not disadvantaged long term by school absence related to Covid-19 and Lockdown(s)
<b>B.</b>	Identified children make accelerated progress in Reading, Writing and Maths
<b>C.</b>	Pupil Wellbeing and Mental Health is supported
<b>D.</b>	The most effective deployment of resources to support the needs of our children
<b>E.</b>	The school has an effective remote learning offer in case of pupil's self-isolation or partial school closure

Planned expenditure 2020-21			
1. Quality of Teaching for All			
Desired outcome	Chosen action / approach	Staff lead	Assessing the impact
<b>A, B &amp; C</b>	Implement a recovery curriculum to support children on their return to school in September. The Recovery Curriculum will seek to find a balance between the skills that the children need to learn from the previous year group as well as supporting them to settle and adjust to life back in school. To this end, we will continue to provide enriching, wider experiences for our children but with a softer, less packed weekly timetable. In this half term, we will not teach science, Topic or computing, but focus on an Art project, Outdoor Learning, RE, increased PSHE and PE / physical exercise. This will include, at the end of the half term, a Multicultural Week focusing on Black History with a focus on Black British Music, cooking from different cultures, BLM and Forest School sessions.	SLT	Assessment data from Baseline to CP2
<b>Budgeted Cost</b>			<b>£700</b>

<b>A, B &amp; D</b>	Support the teaching of mathematics within the classroom to ensure that children have the best opportunities to plug gaps, revisit prior learning and build resilience and stamina in mathematical areas. Resources for the whole school to be purchased to support the quality first teaching provided. Workshops for parents (virtual or in person) staff meetings and PPA support with planning and resourcing.	HC	Assessment data from Baseline to CP2 and CP4
<i>Purchase of TTRS; purchase of resources; time out of class for planning and resources;</i>		<b>Budgeted Cost</b>	<b>£220</b>
<b>A, B &amp; D</b>	Support the teaching of Literacy within the classroom to ensure that children have the best opportunities to plug gaps, revisit prior learning and build resilience and stamina in reading and writing. Specific purchase of books for the beginning of the academic year to inspire and engage children on their return to school. Resources for the whole school to be purchased to support the quality first teaching provided. Workshops for parents (virtual or in person) staff meetings and PPA support with planning and resourcing.	JI	Assessment data from Baseline to CP2 and CP4
<i>Renewal of Literacy Shed Plus; purchase of 'In Print'; Purchase of books; time out of class for planning and resources;</i>		<b>Budgeted Cost</b>	<b>£600</b>
<b>A, B, C &amp; D</b>	Regular staff CPD to ensure that, as a school staff, we are best able to support children's mental health, wellbeing and learning. CPD for teachers and support staff (see logs) focus on identifying and learning strategies to support all children in different ways.	SLT	Leuven Scales impact report
<i>Time out of class for planning and resources; Online courses where appropriate; external visitors where appropriate</i>		<b>Budgeted Cost</b>	<b>£200</b>
<b>A &amp; B</b>	The Assessment schedule will be revised to include a baseline assessment within the first three weeks of returning to school in order to identify the gaps that need to be taught and specific groups of children who require targeted teaching. In order to facilitate this, we will need to purchase new assessment packs for this.	LS	Provision Impact Reports
<i>Testbase subscription; Baseline assessments</i>		<b>Budgeted Cost</b>	<b>£400</b>
<b>E</b>	Development of a Remote Learning and Blended Learning Policy and crib sheets for teachers. Preparation of resources for potential isolation of whole class bubbles or individuals. Staff meeting to disseminate and discuss. Purchase of resources to support remote learning and to ensure high quality teaching can continue outside of school.	SLT	Assessment data from Baseline to CP2 and CP4 including coverage of remote learning
<i>White Rose subscription; purchase of online reading books and other resources; staff training time</i>		<b>Budgeted Cost</b>	<b>£200</b>
<b>A &amp; E</b>	Microsoft Office (including One Drive and Teams) used as a platform to support teachers with teaching and children and parents with learning. This initial preparation included coaching staff to use Office effectively as well as time to allocate usernames and passwords for children and show parents how to use it for online meetings.	CB and LS	Attendance at Parent Consultations; Staff Survey
<i>Contribution towards the subscription of Microsoft Office; Staff training time</i>		<b>Budgeted Cost</b>	<b>£1000</b>
<b>Quality of Teaching for All - Total Budgeted Cost</b>			<b>£3,320</b>

<b>2. Targeted Academic Support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Staff lead</b>	<b>Assessing the impact</b>
<b>A, B &amp; D</b>	Phonics Targeted Teaching for children in Year 1 and Year 2. This targeted support is for those children who have been identified following baseline assessments as needing specific support in class in order to make good progress in phonics. For Year 2, this targeted support will be focused on the phonics screening test in November. Year 1 pupils will be supported throughout the academic year in order to plug gaps from their Reception learning. A small number of children in Year 3 who did not pass the phonics test will also receive phonics targeted teaching as they missed this support during lockdown when they were in Year 2. CGP catch up books have been purchased to support these groups.	NB overseen by JI	Phonics Tests for Year 1 and 2
<b>A, B &amp; D</b>	Reading Targeted Teaching for children in Year 2. We have decided to continue the Daily Supported Reading (DSR) programme in Year 2 as a large amount of reading time was lost in Year 1 due to lockdown. This targeted support is for the whole class to support their fluency and confidence to read. DSR requires 5 adults per class and therefore extra adults will be deployed to deliver this targeted teaching four mornings (half an hour) a week. A small number of children in Year 3 will also benefit from a DSR group.	Overseen by JI & MW	Assessment data from Baseline to CP2 and CP4
<b>A, B &amp; D</b>	Reading Targeted Teaching for children in Year 4, 5 and 6. The class teachers or highly skilled HLTA / TA delivering targeted reading support every week for identified children. This will focus on comprehension skills that have been missed during lockdown.	Overseen by JI, EH, TB, HC	Assessment data from Baseline to CP2 and CP4
<b>A, B &amp; D</b>	Writing Targeted Teaching for children in Year 2-5. The class teachers or highly skilled HLTA / TA delivering targeted writing support every week for identified children. This will focus on a range of skills that have been missed during lockdown.	Overseen by JI	Assessment data from Baseline to CP2 and CP4
<b>A, B &amp; D</b>	Maths Targeted Teaching for children in Year 1-5. The class teachers or highly skilled HLTA / TA delivering targeted maths support every week for identified children. This will focus on a range of skills that have been missed during lockdown. CGP catch up books have been purchased to support these groups.	Overseen by JI and HC	Assessment data from Baseline to CP2 and CP4
<b>A, B, D &amp; E</b>	IDL Maths and Literacy is being used as a catch up programme for Year 3-6 for additional children this year in order to focus on a range of skills that were missed during lockdown. This aims to increase confidence and plug gaps to support children reaching ARE. This can also be completed at home.	Overseen by JI, DW and HK	IDL Impact Reports
<b>A, B &amp; D</b>	We have identified that many of our children have returned to school with poor handwriting skills. In order to support this, we will provide additional out of class support through "Write from the Start" and "Letter Join". Whilst these are interventions we regularly use, we have found that there are many more children who require this support this year.	JI and JB	Impact Report
<b>Budgeted Cost</b>			<b>£6900</b>
<i>The above targeted academic support will be in place following baseline assessments. These will continue (children may vary) until CP4 in March. We have only budgeted until this time.</i>			

<b>A, B, D &amp; E</b>	Additional Booster and Targeted Teaching sessions for all classes, particularly in preparation for statutory assessments. These will be identified following pupil progress meetings and implemented as required. This will involve teachers and highly skilled HLTA/TAs providing additional support within lessons and outside of lessons to support children's progress.	SLT	Assessment data from Baseline to CP2 and CP4
<b>Budgeted Cost</b>			<b>£1000</b>
<b>Targeted Academic Support - Total Budgeted Cost</b>			<b>£</b>

<b>3. Wider Strategies</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Staff lead</b>	<b>Assessing the impact</b>
<b>A, C &amp; D</b>	Additional safeguarding and mental health support will be provided on a weekly basis to support the safeguarding team, children throughout the school and parents. Mrs Watson, our HLTA and DSL will have dedicated non-contact time throughout the week to support children and parents with issues that arise concerning mental health and wellbeing. Mrs Watson is also incorporating regular talk time to her timetable for children we have identified through our Speak Easy initiative and letterbox.	DW	Impact Report
<i>Contribution to cost of staff member for this role;</i>			<b>Budgeted Cost</b>
<b>A, C &amp; D</b>	Nurture groups to support identified children with additional anxiety and wellbeing concerns will be set up to give them a platform to articulate their feelings, develop confidence and learn strategies to support them during the school day and at home. The children will be identified using the Leuven scales, helping staff members to assess where children are with their wellbeing and engagement in class. These sessions will be led by John Gilbert and Mrs Watson on a weekly basis.	DW, JG. Overseen by JI	Impact Report
			<b>Budgeted Cost</b>
<b>Wider Strategies - Total Budgeted Cost</b>			<b>£5500</b>

#### 4. Additional Strategies

Strategies that have or will be deployed to enable our pupils to be fulfilled, healthy and successful at Forty Hill on their return. These strategies will have minimal or no cost involved but we feel should be acknowledged as part of what we do to support our children.

Desired outcome	Chosen action / approach	Staff lead	Assessing the impact
A, B, C, D & E	<ul style="list-style-type: none"> <li>• Parent Meetings</li> <li>• Social Stories</li> <li>• Risk assessments for whole school and key children</li> <li>• External Agencies</li> <li>• Specific wellbeing support for individuals from the BAME community (ETSP initiative)</li> <li>• Regular and clear communication with parents</li> <li>• Maintained a strong presence in the school playground every day</li> <li>• Welcome balloons and music at the start of the year</li> <li>• Arts Trophy competitions</li> <li>• Regular involvement with ETSP and LA initiatives</li> <li>• Den Club available for pupils from Year 1 – 6 before and after school</li> <li>• Acts of Worship – including online</li> <li>• Videos and signs as part of clear communication</li> <li>• Online safety lessons</li> <li>• Regular phone calls during periods of isolation and lockdown</li> <li>• Provision for FSM children during isolation and lockdown</li> <li>• Increase in safeguarding meetings</li> <li>• Newsletters</li> <li>• Weekly updates</li> <li>• Meet the Teacher PowerPoints explained to the parents.</li> <li>• Recovery Curriculum shared with staff, parents and pupils.</li> <li>• Leuven Scales and Pupil Progress Meetings followed by Provision Maps</li> <li>• Involvement of external agencies when required.</li> </ul>	JN to oversee	All of the above plus:  Book looks Floor Books Pupil Voice Surveys Newsletters

**Forty Hill CE School Catch-Up Premium 2020-21 Total Budgeted Cost 16,720**

*In reality, the total cost far exceeds our catch-up funding allocation and will inevitably change throughout the year to support identified needs. The budgeted costs are a contribution to the total cost of the provision. We will continue to monitor the expenditure and provision for all pupils.*