

Hampton Vale Primary Academy COVID19 Catch Up Funding Plan 2020-2021

Total No. of pupils on roll. (as of 21.09.20)	589 (excluding nursery)	<p>Context summary: The Hampton Vale Response Strategy has been created in response to the coronavirus pandemic which caused school closures during the 2019/20 academic year. The fundamental purpose of our response strategy is to ensure our children's wellbeing and mental health is supported whilst ensuring academic recovery is ambitious and rigorous, leading to our children being back on track as soon as possible. As a school we are committed to every child achieving their potential and that this potential is not impacted by the lockdown experience. Our children will not be part of a lost generation; they will go on to succeed through hard work, motivation and our guidance.</p> <p><i>The catch up funding will be used to support the short term and long term objectives of our response curriculum.</i> There is also an increased focus in supporting our disadvantaged children to achieve the aims of our response curriculum as many of these families have been more severely impacted by the lockdown (and continued pandemic) experience.</p>
Amount per pupil:	£80	
Total Catch Up grant:	£47320	

The Strands of our Response Curriculum	Whole School Outcomes
<ul style="list-style-type: none"> ● Academic Recovery - <i>Ambitious learning and rapid progress</i> ● Community - <i>Relationships and communication</i> ● Aspirations - <i>Motivation and love of learning</i> ● Diversity - <i>Celebrating differences, recognising unity and tackling inequality</i> ● Healthy lifestyles - <i>Developing positive attitudes for health, fitness and diet</i> ● Well-being - <i>mental health, self-awareness and personal development</i> ● EYFS - <i>Building foundations</i> 	<ul style="list-style-type: none"> ● Children make rapid progress to ensure there is no learning loss as a result of school closure. Children get back on track to at least where they should be. ● Relationships between all stakeholders are strengthened and parents and the school work together to support their child through the response curriculum and beyond ● To ensure our children are motivated to achieve and have a love of learning. ● Our children will know we are an inclusive society whereby we respect and celebrate our differences. They will know what racism is and how to be a part of its eradication from society. ● Children understand the need for healthy living and in particular understand the importance of staying fit and having a balanced diet. ● Children are able to recognise and deal with their emotions, cope with change, build resilience towards the unknown and understand the importance of good mental health. ● Children have a successful start to their school career whereby previous missed experiences/learning are built into their curriculum ensuring equality of opportunity.

Our Tiered Model Approach of Strategies

What are the tiers?		
Teaching and Whole School	Targeted Academic Support	Wider Strategies



The table below shows how the funding will be allocated for the coming school year. This may be subject to change following analysis of internal assessments and evaluation of interventions, initiatives and resources available. Not all actions have been allocated costs as current staffing/resources have been re-distributed/allocated.

Strand: Academic Recovery						
Overarching outcome: <i>Children make rapid progress to ensure there is no learning loss as a result of school closure. Children get back on track to at least where they should be i.e making at least good progress across the year, at least in-line with their EYFS or KS1 outcomes.</i>						
Which tier?	Strategies	Outcomes	By Whom	Monitoring	Review Impact	Cost
Teaching and whole school	Implementation of the Parallel curriculum including staff training (aspect of the response curriculum)	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	CS	*Lesson observations *Book Looks *Marking and feedback cycle (including quizzes) *Data analysis *Pupil/Staff voice		White Rose Hub subscription £99
Targeted academic support	Small group tutoring (Government tutoring programme)	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AHTs	*Learning conversations between teacher and tutor *Book Looks *Data analysis *Pupil/Staff voice		£2000 - subject to confirmation
Targeted academic support	Teacher led focused intervention groups during the school day and after	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AHTs	*Lesson observations *Book Looks *Marking and feedback cycle (including quizzes) *Data analysis *Pupil/Staff voice		-
Teaching and whole school	Marking and Feedback training for staff (system introduced can be used seamlessly across in-school and remote learning)	*Children receive high quality feedback both in the classroom and during remote learning *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	CR	*Marking and feedback records up to date and accurate *Lesson observation - Quality of feedback and response *Book looks - Quality of feedback and response *Pupil/Staff voice		-
Targeted academic support	Handover meetings with secondary schools	*Year 6 children successfully transition to secondary school and the secondary schools have an awareness of	SFS	*Secondary school feedback		-

		their previous attainment, achievement and needs				
Targeted academic support	Technology to be used at home to access remote/blended learning	*As many children as possible are able to access technology at home *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD/PP	*Communication between child, parent and teacher *Marking and feedback of work completed online *Monitoring of usage		Licenses for Chromebooks £87.50
Teaching and whole school	Catch up knowledge booklets to support home learning and sessions in the classroom	*Children learn knowledge missed from the summer term lockdown *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	CP	*Marking of homework tasks *Wider curriculum assessments		£100 for resources
Teaching and whole school strategy	Effective remote learning set up (predominantly through Google classroom) Training for staff on how to use Google Classroom effectively for remote learning	*Children can access a high quality curriculum from at home through high quality teaching *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	CP	*Planning and lesson analysis *Pupil achievement within sessions and over time *Pupil voice *Staff feedback		-
Teaching and whole school strategy	Increased number of teaching assistants across school to support in the classroom	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	PP/HD	*Lesson observations *Book Looks *Marking and feedback cycle (including quizzes) *Data analysis *Pupil/Staff voice		██████ (two temporary contracts)
Targeted academic support	Teaching Assistant led academic catch up workshops (after school)	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD	*Lesson observations *Book Looks *Marking and feedback cycle (including quizzes) *Data analysis *Pupil/Staff voice		-

Strand: Community						
	Strategies	Outcomes	By Whom	Monitoring	Review Impact	Cost
Wider strategies	<p>Purchase of Zoom for the school for meetings/training with parents</p> <ul style="list-style-type: none"> *Welcome meetings for each class *Introduction to year group learning session *Parents evening *Personalised sessions with parents *SEND/Early Help based meetings 	<ul style="list-style-type: none"> *Parents are a part of their child's learning/school experience in spite of all current restrictions *Parents know how their child's well-being is and how they are performing *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children 	CP/AB	<ul style="list-style-type: none"> *Quality of sessions is high *Parental feedback *Staff feedback 		-
Wider strategies	<p>Safeguarding training for parents (including e-safety)</p>	<ul style="list-style-type: none"> *Parents have a greater knowledge and understanding of how their children are at risk and how to keep them safe *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children 	HD	<ul style="list-style-type: none"> *Attendance of parents *Feedback from parents 		-
Wider strategies	<p>Response Curriculum booklet created, printed and sent out</p>	<ul style="list-style-type: none"> *Parents have knowledge of how as a school we are responding to the school closure last academic year and what experience/curriculum their child will be receiving *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children 	HD	<ul style="list-style-type: none"> *Feedback from parents 		-

Teaching and whole school	Equipment for playtime use to support social interactions and fitness/healthy lifestyles (set for each bubble)	*Children have resources to use at playtime to encourage social interaction and fitness/healthy lifestyles *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD	*Observations of playtimes *Pupil voice		£1145
Wider strategies	Employment of communications officer (will remain in place once covid funding has stopped)	*The school has a clear communication strategy which keeps parents well-informed about their child's education despite the coronavirus restrictions and as a result can stay part of the school community and are able to support learning at home *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	PP	*Feedback from parents *Attendance of virtual school events		██████████
Wider strategies	Inclusion team support in ensuring our attendance remains as high as possible (support for vulnerable/concerned families and any cases where families are choosing not to send to school are dealt with swiftly)	*Children have an attendance of at least 97% (unless it is impacted by genuine coronavirus absence) *Children not accessing remote learning (when required) are noticed quickly and acted on *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AW	*Attendance data analysis *Regular attendance meetings with the attendance lead to discuss individual children and families		-
Wider strategies	Webster Stratton parenting programme for families who have struggled over lockdown and now need parenting support	*Parents develop additional strategies for supporting the behaviour/well-being of their children at home *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year	AW	*Parents completion of programme *Discussions around improvement of behaviour at home if applicable *Movement through the early help pathway		-

		*Disadvantaged children are performing in-line with non-disadvantaged children				
Wider strategies	Pre- first day visits to school for vulnerable/SEND children	*Vulnerable/high level SEND children have a successful return to school *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AW	*Parental feedback *Pupil voice *CPOMs entries of key children		-

Strand: Aspirations						
	Strategies	Outcomes	By Whom	Monitoring	Review Impact	Cost
Teaching and whole school	Motivating curriculum experience (improvement of the school building)	*Children are engaged in their learning and the wider curriculum *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	PP	*Pupil voice *Data analysis *Feedback from staff		-
Teaching and whole school	Enhancements to the Reward system	*Behaviour across school is excellent *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD	*Pupil voice *Feedback from school council *CPOMs entries		-

Strand: Diversity						
	Strategies	Outcomes	By Whom	Monitoring	Review Impact	Cost
Teaching and whole school	Diversity training for all staff	*Children recognise we are all equal, united in our differences and racism is rare and acted on quickly *Children achieve at least	HD/CR	*Pupil voice *Lesson observations *Parental feedback		Will be confirmed once booked

		<p>in-line with their previous milestone outcomes (i.e. EYFS/KS1)</p> <p>*Children make at least good progress this academic year</p> <p>*Disadvantaged children are performing in-line with non-disadvantaged children</p>				
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Strand: Healthy Lifestyles						
	Strategies	Outcomes	By Whom	Monitoring	Review Impact	Cost
Teaching and whole school	Cooking sessions to take place each term	<p>*Children know how to make a healthy, balanced meal which can be replicated at home and know the importance of eating well</p> <p>*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1)</p> <p>*Children make at least good progress this academic year</p> <p>*Disadvantaged children are performing in-line with non-disadvantaged children</p>	HD	<p>*Whole school approach and strategy in place</p> <p>*Lesson observations</p> <p>*Pupil voice</p>		Installation of Kitchen and equipment £1970
Wider strategies	Extra-curricular sport sessions to increase fitness, social interaction and well-being	<p>*Children have increased social opportunity with others and increased fitness levels (if appropriate)</p> <p>*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1)</p> <p>*Children make at least good progress this academic year</p> <p>*Disadvantaged children are performing in-line with non-disadvantaged children</p>	SC	<p>*Pupil voice</p> <p>*Cpoms entries</p> <p>*Teacher/TA feedback</p> <p>*Parental feedback</p>		£1433 (18 weeks)
Wider strategies	Extra-curricular performing arts sessions to increase confidence, social interaction and well-being	<p>*Children have increased social opportunity with others and increase fitness levels</p> <p>*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1)</p> <p>*Children make at least good progress this academic year</p> <p>*Disadvantaged children are performing in-line with</p>	SC	<p>*Pupil voice</p> <p>*Cpoms entries</p> <p>*Teacher/TA feedback</p> <p>*Parental feedback</p>		£444 (18 weeks)

		non-disadvantaged children				
Wider strategies	Enhanced PE curriculum to include the importance of healthy lifestyles - diet, fitness and well-being	*Children know how to stay healthy *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	SC	*Lesson observations *Pupil knowledge		-

Strand: Well-being						
	Strategies	Outcomes	By Whom	Monitoring	Review Impact	Cost
Teaching and whole school	Responsive PSHE curriculum with focus on mental health and wellbeing.	*Children are able to recognise and manage their emotions and keep mentally healthy. #findyourbrave	AW	*Teacher feedback *Learning Walks *Pupil Progress meetings to identify pupils that need support in addition to enhanced curriculum offer.		-
Wider strategies	1:1 Staff training on Mental Health from specialist (discuss needs of children in class)	*Vulnerable children are supported well by their teacher and TA and as a result their mental health improves *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AW	*Staff feedback *Observations of PSHE and beyond		£2700
Wider strategies	Increased sessions and additional resources for forest school	*Children explore the outdoors, learn about their wider environment and have dedicated time to work on their well-being *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with	FB	*Pupil voice *Lesson observations		£1100

		non-disadvantaged children				
Wider strategies	TA led experience clubs once a week	*Children are supported with socialisation, well-being and greater experience opportunities *Children make at least good progress from their baseline assessment to their end of year assessment *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AB	*Pupil voice *Progress of a child's personal development		£2912 (18 weeks)

Strand: EYFS						
	Strategies	Outcomes	By Whom	Monitoring	Review Impact	Cost
Targeted academic strategies/Wider strategies	Additional support assistant across the year group to support transition into school and learning (in particular SEND children)	*Reception children settle well into school life and are supported to access their new curriculum *Children make at least good progress from their baseline assessment to their end of year assessment *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AB	*Lesson observations *Data analysis		-
Wider strategies	TA led experience clubs once a week	*Children are supported with socialisation, well-being and greater experience opportunities *Children make at least good progress from their baseline assessment to their end of year assessment *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AB	*Pupil voice *Progress of a child's personal development		£2912 (18 weeks)
Teaching and whole school	Training for staff on the PSHE curriculum and strategies for	*Children are able to recognise and manage their emotions and keep mentally	AW	*Lesson observations *Pupil voice *Progress of a child's		-

	supporting children with their mental health	healthy. #findyourbrave *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children		personal development		
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