

Catch Up Funding (Covid 19)

<p>The government has allocated approximately £80 per pupil to support catch up initiatives following the opening of schools. The information below provides information of where this money will be targeted and the intended impact.</p>			
Total number of pupils on roll (Autumn census)	359	Catch up allocation	£28,800
Proportion of PPG pupils	33 children – 9%	Publish date	September 2020
Proportion of SEND pupils	27 children – 8%	Review date	Half termly
Lead	Jackie Sanders/Amanda Letch	Governor Monitoring	Nicolas Tiffou

<p>Priority areas for catch up funding (School Development Plan)</p>	
<p>To ensure that Wave 1 quality first teaching includes teachers using a range of formative and summative assessment strategies to identify gaps and using sound pedagogies to fill those gaps.</p> <p>To ensure that staff are secure with core subject knowledge.</p>	<p>To maintain strong attendance and punctuality of vulnerable groups.</p>
<p>To ensure the mental and physical well-being of vulnerable children, to build confidence and self-esteem. To ensure robust safeguarding practices are at the forefront of supporting children through and after lockdown.</p>	<p>To build leadership capacity in the school; developing on from the 'Everyone's A Leader' initiative of the last two years.</p>

To ensure that all children have good behaviour for learning, are engaged by school and with the curriculum.

To ensure that staff have a work-life balance which allows them to sustain their energies to support the mental well-being of all children.

Quality teaching, staffing and professional development				
Approach	Implementation	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
<p><u>Pedagogy / Teaching Strategies</u></p> <p>Wave 1 quality first teaching is a priority. Our intent is to:</p> <p>1. Ensure that staff feel confident and supported in the use of a range of formative and summative assessment strategies to identify gaps in learning</p> <p>2. Ensure that staff feel confident in subject knowledge of core subject areas.</p>	<p>Internal CPD sessions for teachers on Formative Assessment; High Quality Feedback and Marking on Google Classrooms; expectations of summative assessment.</p> <p>Teachers given time for assessment, internal moderation and data input.</p> <p>Target Tracker training for greatest impact (Deputy Head / assessment lead)</p> <p>Internal CPD sessions for teachers and Asst Teachers on maths challenge; encouraging reading</p>	<p>Staff Survey in Feb 21 to gauge levels of confidence and whether support has been impactful.</p> <p>Has data been inputted in a timely fashion?</p> <p>Are TT reports informative for senior leaders?</p> <p>Have pupils had specific targets set for core areas based on identified gaps?</p>	<p>£1000 on cpd sessions</p> <p>£100 on training</p>	

<p>3. Ensure that all staff use sound and robust pedagogies to fill gaps in understanding and knowledge - particularly of vulnerable children who have been identified as being negatively impacted by Lockdown 1 and 2.</p> <p>4. Recently qualified teachers to continue to receive support</p>	<p>for pleasure; teaching shared writing.</p> <p>Internal CPD sessions on championing Pupil Premium children; writing IEP targets to secure provision and have impact for SEND pupils; the delivery of the Remote Learning Plan; best practice using Google Classrooms</p> <p>Pupil Progress Meetings half termly to discuss pupils' wellbeing and learning needs; and to discuss strategies to support teaching.</p> <p>SLT to support early career teachers through regular update meetings; team teaching; support with planning, delivery and assessment (in particular gap analysis); lesson obs and specific feedback.</p> <p>CPD for HT - Ensuring impact for All Learners</p>	<p>Lesson monitoring Oct 2020 and Feb 2021.</p> <p>Feedback from parents on the Blended Learning Plan – parents survey in March 2021</p> <p>PP Meetings proformas completed meaningfully by staff; discussions are robust and supportive.</p> <p>Teacher survey Feb 21 to show levels of confidence have increased.</p> <p>Pupil Outcomes in Dec 2020 and Feb 2021</p>	<p>£500 on SLT time</p>	
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<p><u>Adapting the Curriculum</u></p> <p>To ensure that the curriculum supports the children's needs - emotional, mental, physical and academic.</p>	<p>First three weeks of new academic year dedicated to reintegration of children and staff with wellbeing needs at the forefront of mind.</p> <p>Daily PSHE sessions for September</p> <p>Daily Fit15 and Daily Mile for Autumn</p> <p>Internal CPD on 'Low stakes diagnostic assessment' during September</p> <p>Previous year's KPIs to be recapped and informally assessed in order for new learning to be accessible</p> <p>External CPD on Monitoring Remote Provision (Head Teacher)</p>	<p>Pupil check ins in Autumn term to identify children who have been negatively impacted by extended periods of remote learning and COVID to plan support for 20/21</p> <p>Feedback from teachers at PP check-ins</p> <p>Feedback from teachers at PP Meetings</p> <p>Baseline data on TT</p> <p>Shared with Govs – useful for monitoring</p>	<p>£100 on cost of training</p>	
<p><u>Transition</u></p>		<p>New parents survey –</p>		

<p>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.</p>	<p>Small group tour and headteacher presentation to families of new starters during summer holiday</p> <p>New children to meet new teachers face to face during summer holiday</p> <p>Reception children invited to 'stay and play' sessions in small groups in week 1, following home visits.</p> <p>PSHE focus for Year 6 in Spring and Summer term regarding transitions.</p> <p>Secure induction process to allow new parents / new children to visit the school after school hours.</p>	<p>EYFS on starting school</p> <p>Anecdotal evidence of new parents feeling supported on joining the school.</p> <p>Feedback from EYFS teachers at PP check-in meetings</p> <p>Assessment and tracking docs.</p>		
<p><u>Additional Resources</u></p> <p>In order to support Wave 1 Quality first teaching, THS will invest in carefully chosen learning resources, online and physical, to support pupils progress across the curriculum.</p>	<p>Purchase Nessy to support SEND / vulnerable pupils.</p> <p>Auditing and purchasing library resources which engage all children – diversity in book choices.</p> <p>Numbers of devices to be audited and new devices bought to</p>	<p>SEN outcomes July 2021.</p> <p>Improved reading for pleasure – what evidence can the teachers supply? Theme week March 2021</p> <p>All chn supplied with devices and engaging</p>	<p>£400</p> <p>£1500 On books</p> <p>£7500 on laptops /</p>	

	<p>ensure enough capacity for staff and children who need devices.</p> <p>Google Classroom extensions to be explored with the intention of maximising pupil engagement, small group work with additional adults and increased verbal feedback.</p> <p>Additional software and associated licenses to be reviewed. Internal CPD to ensure staff are knowledgeable in subscription programmes.</p>	<p>with online provision</p> <p>Bought a 30 day trial – will evaluate at Easter.</p> <p>SLT to evaluate with teachers which are being used / have most impact on outcomes.</p>	<p>chromebooks</p> <p>£500 on software licenses</p>	
<p><u>Increasing Leadership Capacity</u></p> <p>The leadership team within THS are integral to the teaching and learning process ultimately raising standards and improving the outcomes for children.</p> <p>Capacity will be built through development of junior staff.</p>	<p>SLT to coordinate and run booster groups for key groups of children.</p> <p>Leadership training for an experienced teacher.</p> <p>Teachers, new to supporting students, to have training as class-based mentor.</p>	<p>Pupil outcomes Easter 2021</p> <p>On-going</p> <p>Anecdotal feedback has been positive from CBMs and students.</p>		

Development of class-based and school-based mentors.	Middle leaders to be appointed in Spring term; trained up in summer term and fully in role from Sept 2021.	To happen	£5000 on cost of honorariums	
Appointing phase leaders in Spring term 2021	Training to be school based mentors. Subject leaders to work alongside the SIP to review curriculum areas from Spring 2021 onwards.	Postponed until Summer 1.	£1000 on cost of SIP support	
Development of subject leaders.				

Targeted Intervention

Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
<p><u>Internal Targeted Provision</u></p> <p>One to one and small group tuition from THS staff for neediest children. (There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy)</p> <p>Tuition to be delivered by qualified teachers (known to be effective).</p> <p>Communication between teacher, tutor, parent and child to be impactful. (To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas</p>	<p>Year 6 teacher to tutor 1 pupil, one-to-one, after school for 1 hour weekly, covering maths and English.</p> <p>Year 5 teacher to tutor 2 pupils, one-to-one, after school for 1 hour weekly, covering maths and English.</p> <p>Year 2 teacher to tutor small group (2 pupils) after school for 1 hour weekly, covering maths and English.</p> <p>Head Teacher to take small group of Y6 pupils for 2x weekly reading comprehension</p> <p>All teachers to regularly communicate with parents the detail of tutoring sessions and support they give at home.</p>	<p>Pupil outcomes at easter 2021</p>	<p>£4000 on cost of additional hours</p>	

where pupils would most benefit from additional practice or feedback.)				
<u>External Targeted Provision</u> Tuition from a maths specialist for challenge and extension of the higher ability children.	1 PPG pupil, 1-2-1, for 1 hour weekly, during school hours. Y6 Maths challenge group (6 pupils) 1 hour weekly during school hours, out of class. Y5 Maths challenge group (9 pupils) 1 hour weekly during school hours, out of class. Y4 Maths challenge group (8 pupils) 1 hour weekly during school hours, out of class.	Place gained at Tiffin; full bursary at Hampton and Latymer Upper 3 places at Tiffin; 1 at LEH; 1 at KGS; Intermediate level UK Maths Challenge 2 deferred entry at Hampton Junior level UK Maths challenge Increased challenge and enthusiasm for maths	Free	
<u>External Targeted Provision</u> National Tutoring Programme for PPG pupils	16 PPG pupils, 1-2-1, for 1 hour weekly, focussing on maths and English	Pupil outcomes Easter 2021	£2000 on cost of tutors	
<u>External Targeted Provision</u> Attain Programme for Y5 PPG	3 PPG Year 5 pupils, in small group, for 1 hour weekly, during	Pupil outcomes easter 2021	Free	

	school hours, focusing on maths and English			
<u>Internal Unqualified Provision</u>				
Asst Teachers to be used for less needy children, in need of support.	<p>Asst Teacher taking 4 x Year 4 pupils, in small group, for 1 hour weekly, during school hours, focusing on maths.</p> <p>Y6 Asst Teacher taking 1 pupil, 1-2-1, for 1 hour weekly, after school hours for maths.</p> <p>Y2 Asst Teacher taking 3 pupils, 1-2-1, for 40 mins weekly, in school hours for English.</p> <p>Phonics training for 2 Asst Teachers</p>	<p>Pupil outcomes at easter 2021</p> <p>Phonics screening check Nov '20; June 2021</p>	£3000 on cost of additional AT hours	93% of Y2 passed PSC in Nov 2020

Attendance, wellbeing and engaging with parents				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
<u>Emotional Well-Being of Children</u>				
To work together with parents in supporting children's learning home.	Zone of Regulation Parent Workshop hosted by SENDCo; refresher at school for staff.	Parent feedback was positive	£1000 on emotional support in school	
Loan of devices / internet access to avoid stressful scenarios at home.	Allocation of DfE devices; school devices and local charities' devices to those in need.	Engagement with online learning was 98%		
Staff to be alert to signs of Domestic Violence	DSL – to attend training in Domestic Violence by KRSCB All staff to have training in DV.	Referrals to SPA Reports on CPOMS		
Most vulnerable children to be offered places in school.	DSL to compile a VC register and monitor places in school. Teachers to be in regular contact with families who are not in school.	Weekly monitoring of numbers in school.		
Communications with parents	Teachers to call home if child is not engaging in live lessons (and	Engagement with online learning at 98%		

<p>Children will be supported emotionally on the return to school</p> <p>Supporting mental health of the children through professional development opportunities.</p>	<p>school not been notified) to offer support.</p> <p>Internal CPD from MindEd / Anna Freud centre for Teachers and Asst Teachers on supporting children's mental well-being on the return to school.</p> <p>Internal CPD for Teachers and Asst Teachers on sustaining their own mental health.</p> <p>Chn identified as needing 1-2-1 emotional support will receive it.</p> <p>Drawing and Talking training for one Asst Teacher</p> <p>Network Briefings (SENDCo)</p> <p>Building Resilience in Children & Young People from AfC (Mental Health Lead)</p>	<p>Assessment of well-being in March 2021 on return to school using child friendly resources from MindEd</p> <p>Baseline and end of July qualitative measures.</p>		
<p><u>Attendance and Punctuality</u></p> <p>Close monitoring of engagement of pupils with remote provision</p>	<p>External CPD for HT on the Key Priorities for School Leaders from John Hattie / NAHT</p>	<p>98% attendance for whole school</p>		

<p>Monthly monitoring of attendance and punctuality of those in school.</p> <p>Working with the Educational Welfare Service</p> <p>Supporting parents and families</p>	<p>Following up on all attendance issues through communication with parents</p>	<p>96% PPG</p> <p>95% SEND</p> <p>Referrals to EWO – two as of March '21</p> <p>Parent survey re lockdown</p>		
<p><u>Physical well-being of the Children</u></p> <p>Supporting SEND with clearer specific strategies for overcoming physical issues</p>	<p>OT Practitioner to work with two children on specific strategies to help support teaching.</p> <p>Dyslexia assessments for three pupils from Ed Psych – to provide strategies to the support teaching of these pupils.</p>	<p>SEND Outcomes Easter 2021</p>		

<p>To organise games in breaktimes and lunchtimes</p> <p>Daily Mile / Fit 15</p>	<p>Lunchtime training (Jennie Mosely) for SMSAs</p> <p>All children to participate in Daily Mile and Fit 15.</p>	<p>Parent feedback post lockdown survey</p> <p>Post lockdown child survey</p>	<p>£200 on training</p>	
<p><u>Engagement with Parents</u></p> <p>Regular communications through newsletter; THS app; emails and phone calls.</p> <p>Clear instruction to parents re technical difficulties</p> <p>Provision of resources and learning packs.</p>	<p>Weekly newsletter to provide clear information for all parents on school matters, where to find support, borough support, health support.</p> <p>Admin team to follow-up on any technical difficulties – alongside CITL.</p> <p>Exercise books, devices, whiteboards, stationery and</p>	<p>To date messages from parents have been extremely positive re Blended Learning.</p> <p>Feedback from Post lockdown survey</p>	<p>£1000 on tech support hours</p>	

<p>Timetable for parents</p> <p>Monitoring engagement and follow-up</p>	<p>reading books to be provided in learning packs.</p> <p>Clear timetable to be put on GC each week – queries in chat stream</p> <p>Regular communication with class reps; teachers via email and phone calls; admin team to follow up on absence.</p>			
		TOTAL COSTS	£28,800	