



Forest Hills Primary School

Covid-19 Catch Up Funding Action Plan



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Red items and Tier support - this indicates a cost will be drawn from the Catch-Up Funding from the DfE (£80 per child, £7,120 for 2020-21 for Western Springs)

Objective:

Success Criteria:

1. Redesign the curriculum to ensure children make rapid progress to address the gaps in skills and knowledge from the lost learning time in the previous academic year whilst promoting their emotional and mental well-being to enable them to be learning ready – **Tier 1**
2. Use of the baseline assessments conducted during the Recovery Curriculum to plan learning which rapidly addresses key gaps in skills, concepts and knowledge – both in class and through targeted intervention – **Tier 1 and 2**
3. Provide opportunities and support for all pupils, staff and families to develop and stabilise their mental well-being following this unprecedented period – **Tier 3**

Autumn Term:	Spring Term:	Summer Term:
<p>Gap analysis completed for each child identifying the areas that adults need to focus upon to bring the children back on to track to meet ARE at the end of the academic year.</p> <p>100% of the curriculum is planned and sequenced so that new knowledge and skills build on what has been identified in the gap analysis.</p> <p>Curriculum delivered in its entirety.</p> <p>Well-being activities delivered that enable children to feel safe, secure and reengage fully with their learning.</p>	<p>Children to have moved onto the 'normal' school curriculum in Autumn 2.</p> <p>Further assessment – formative and summative – in conjunction with monitoring, identify children who are still behind profile and intervention is in place to further support progress towards ARE.</p> <p>Children continue to feel safe and secure and engagement with lessons, in school and externally via home tasks is at 100%. All children who may be struggling are fully supported.</p>	<p>Children to have moved onto the 'normal' school curriculum in Autumn 2.</p> <p>Further assessment – formative and summative – in conjunction with monitoring, identify children who are still behind profile and intervention is in place to further support progress towards ARE. However, few children are not functioning at ARE and those who aren't, are ideally on the SEND register or have another identified barrier to learning e.g. New Arrival or EAL.</p> <p>Children continue to feel safe and secure and engagement with lessons, in school and externally via home tasks is at 100%. All children who may be struggling are fully supported.</p>

Abbreviations – CT = Class Teacher, ST= Set Teacher, SLT = Whole Senior leadership team, PL=Phase leader, IT = Inclusion Team, SENCO = Special Needs Coordinator, AHT = Assistant Head Teacher, DHT= Deputy Head Teacher, HT = Head Teacher, EHT = Executive Head Teacher, BT = Business Team, CEO = Chief Executive Officer.

Actions	Costing	Who	Quality assured by
<p>Tier 1 Support – links to Priority 1, 4 of SIP</p> <p>1. Curriculum maps/planning are adapted to reflect the gaps in knowledge/skills due as a result of school closure. These gaps in skills and knowledge are identified from the baseline testing undertaken by school using the standardised testing materials proved/SATs papers. Assessment</p>	1265	HoS/Staff	EHT



Forest Hills Primary School Covid-19 Catch Up Funding Action Plan



<p>1.1 Subject leaders, with support from the HoS/EHT, identify knowledge and skills that have not been taught in each subject due to school closure. There will be a clear focus on reading, writing and mathematics to ensure pupils can re-access the wider curriculum. Assessment</p> <p>1.2 HoS as curriculum lead to provide CPD/Coaching to subject leads, teachers and support staff as necessary to support in the identification by AfL and subsequent quality teaching of subject gaps. Assessment and CPD</p> <p>1.4 Subject leads to access Trust work subject network groups to use identified good practice in their own setting and bridge the achievement gap. CPD</p> <p>1.6 Class teacher's complete assessment grids, for each pupil, identifying gaps in knowledge and skills that need addressing in core subjects. These grids will be analysed by external Consultant (CLL Team, Wolverhampton LA) and EHT for Standards for communality in areas of weakness in children's knowledge and used to inform planning and delivery. Assessment</p> <p>1.7 Pupils will complete baseline assessments within Autumn 1 in core subjects to ensure accurate teacher assessment and identification of further gaps. Further assessment opportunities will be used in Autumn 2 to measure impact of strategies employed. Assessment</p> <p>1.8 Curriculum Lead supports subject leads to monitor/evaluate the adaptations made to the curriculum ensuring prompt actions are taken to ensure quality of education in all subjects is at least good following the baseline assessment actions. Assessment</p> <p>1.9 Leaders use data analysis and knowledge of teaching and learning to drive improvements. Leaders support newer and less experienced teachers in the development of this practice. Support by the EHT for Standards/external Consultant. Assessment</p> <p>1.10 Continue the development of school IT infrastructure to enable it to be better able to support remote learning- This work is planned over the next two-month period – see Concero development plan. Effective remote learning</p> <p>1.11 Purple Mash to be purchased to support home learning. Effective remote learning</p> <p>1.12 For those without internet access and for further details of how children are to be supported operationally, please see the dedicated Remote Learning Policy.</p>	<p>1265</p> <p>1265</p> <p>1265</p> <p>1265/Plus % of SLA to CLL Team?</p> <p>1265</p> <p>1265</p> <p>1265</p> <p>1265</p> <p>Environmental Improvement Grant</p> <p>Approx £600 (£450 plus £150 MIS migration)</p> <p>1265</p> <p>SMP hourly rate x hours spent on intervention (£27x 7 hours) - £729 per week or £27,702 per 38 weeks.</p>	<p>Subject Leaders/HoS/EHT</p> <p>HoS/Trust SLEs</p> <p>Subject Leads/HoS HoS/EHT All staff</p> <p>All staff</p> <p>HoS</p> <p>HoS</p> <p>HoS/EHT/ED</p> <p>HoS/EHT</p> <p>HoS</p> <p>HoS/EHT</p>	<p>EHT</p> <p>CEO</p> <p>EHT/CEO</p> <p>EHT</p> <p>HoS/EHT</p> <p>EHT</p> <p>EHT</p> <p>CEO/JP</p> <p>CEO/JP</p> <p>EHT</p> <p>CEO</p>
<p>Tier 1 and 2 Support - Links to Priority 7 of SIP</p> <p>2. Ensure the assessment cycle is followed by leaders and staff. Reading, writing and mathematics assessments to be completed and outcomes uploaded by the specified dates. Assessment</p> <p>2.1 Ensure appropriate assessment resources are used that accurately capture the progress and attainment of all pupils including SEND and PP. HoS and SENCO to identify specified emotional and academic interventions that support the re-engagement with learning for all children. Small group intervention for SEND</p>			



Forest Hills Primary School Covid-19 Catch Up Funding Action Plan



<p>2.3 Use the findings of the assessment to identify pupils needing intervention and implement new targeted interventions to ensure rapid progress is being made – these interventions may be both academic and emotional. Small group interventions for all</p>	1265	HoS	EHT
<p>2.4 HoS to support colleagues – teachers and TAs – in how to identify target pupils and the appropriate interventions needed (including timetabling) – see assessment cycle. Support for small group/structured interventions</p>	1265	HoS	EHT
<p>2.5 SEND register to be fully up to date. EHT, as the schools named SENDCO to support the SENDCo. 1-1 and Small group interventions plus effective deployment of support staff – TA and teacher.</p>	1265	HoS/EHT	EHT
<p>2.6 Interventions will focus on specific needs of the children to catch up across all subjects. However, there will be clear focus on reading as it provides the children with the skills to access all areas of the curriculum.</p>	1265/F SLA costs TBC	HoS	EHT
<p>2.7 Support from other Trust schools on effective Letters and Sounds interventions.</p>	1265	KD/HoS	HoS/EHT
<p>2.8 Use of Nuffield Early Language Interventions with EYFS Lead as the lead practitioner.</p>	As 2.1		
<p>2.9 SENCO to conduct QABF on selected Year 2 PP children (see PP Strategy 2020-23) as a pilot to roll out across school. 1-1 and Small group interventions.</p>	1265 plus cost	HoS	EHT
<p>Tier 3 Support – Links to Priority 6 in SIP</p>			
<p>3. Implement Good2Bgreen. Social and emotional learning</p>	1265	HoS	EHT
<p>3.1 HoS to support colleagues with how to use the approach in staff meetings. Social and emotional learning, reinforcing behaviour routines and CPD</p>	1265	HoS	EHT
<p>3.2 Use of EYFS methodology up to at least Year 3 to support the development of appropriate pupil learning behaviours to enable engagement with learning. This may need be adopted higher up the school as needed. Social and emotional learning.</p>	1265 – may be resourcing costs	KD/HoS/NF	EHT
<p>3.3 Timetabled use of the outside classroom by each year group (this will need further resourcing – please see SPs business plan). Social and emotional learning</p>	1265 plus resourcing costs	As above	EHT
<p>3.4 HoS to work closely with the outdoor learning coordinator to support learning opportunities outdoors and as a result improve outcomes for pupils. Social and emotional learning.</p>	1265	HoS	EHT
<p>3.5 Use the ‘Well-being for Educational Return’ materials supplied by the DfE. This includes the identification of a mental-health lead to receive the appropriate training once the materials have been received by SCC. Social and emotional learning.</p>	TBC	HoS	EHT
<p>3.6 Liaise with other trust school for development and implementation of Emotional Coaching in school. Social and emotional learning and CPD</p>	1265	HoS	EHT
<p>3.7 SLT to create Curriculum leaflets/news letter to parents to allow an overview to be shared.</p>	1265	HoS	EHT
<p>3.8 School to hold an initial parent meeting, Covid-19 (see risk assessment) restrictions allowing, to allay any fears they may have regarding the reopening of school – this is in addition to the communications we have already sent. Sustaining parental engagement.</p>	1265	HoS	EHT
<p>3.9 Ensure website is maintained and up to date with current information. Sustaining parental engagement.</p>	1265 / Studio costs	HoS	EHT



Forest Hills Primary School Covid-19 Catch Up Funding Action Plan



<p>3.10 Create a curriculum statement/intent involving staff, ensuring it reflects the school community and the pupils needs – this will feed into the development of a new image for Forest Hills. Sustaining parental engagement and social and emotional learning.</p>	As above	HoS	EHT
<p>3.11 Include a curriculum tab of the school webpage to promote not only the recovery curriculum but the wider curriculum further and inform parents of opportunities and experiences.</p>	As above	HoS	EHT
<p>3.12 Staff will inform parents of targets and progress three times a year to support communication and home learning. Sustaining parental engagement</p>	1265	Teachers/SENCo/HoS	EHT
<p>3.13 Use of the free bread scheme from Greggs to support snacks for children across school. Sustaining parental engagement.</p>	Nil	HoS/RH	EHT
<p>Total Discharged against the £7,120 Catch Up Funding will need to be confirmed as there are unknown costs. However, the expenditure will exceed the funding significantly, even with the costs that have been confirmed currently.</p>			