

Catch-up Funding allocation for Golden Hill (short stay) School 2020- 2021

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Golden Hill's Catch-up allocations has been calculated on a per pupil basis, providing a total of **£240** for each pupil on the roll at Golden Hill (not including referral pupils) in years Reception through to Year 6.

Payments

This funding is being provided in 3 tranches. An initial part payment arrived in Autumn 2020. A second grant payment was received in early 2021 and a final payment is anticipated in the summer term. The final amount of the Catch-up premium is subject to amendment as it is calculated on updated pupil and placement data during the school year. At this point the anticipated Catch up funding is £10,560. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations. The funding should also be spent during the 2020-2021 academic year.

Use of funds

The DfE have stated that schools should use this funding for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have been told we have the flexibility to spend funding in the best way for our cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Members are asked to ensure Golden Hill spends the catch-up funding appropriately and holds school to account for educational performance. Members should scrutinize schools' approaches to catch-up, including school 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. (**DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 19/11/2020**)

This document will be agreed with Senior Leaders and Members, and will then be uploaded onto the school web-site.

The government has allocated Golden Hill an anticipate Catch up fund of £10,560 to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.	
Total number of pupils on roll – Autumn Census (Reception to Year 6)	44
Catch Up allocation (£240 x number of pupils)	Autumn 2020: £6,160 Spring 2021: £4,400 Total Catch up funding allocation: £10,560
Spending intentions to support a Tiered Catch-up programme at Golden Hill	<ul style="list-style-type: none"> • Talk Boost Intervention to Boost Children’s Language skills. • Targeted academic/ SEL support delivered by TA3s. • Developing wider strategies to support parents.
Publish date	February 2021
Review date	June 2021 and September 2021
Lead	Allison Collinge (HT)
Management Committee Monitoring	Alison Moxham: Chair of the Management Committee

Covid-19 has impacted the lives of everyone during 2020- 2021.

The impact for many families at Golden Hill during the 1st National School Lockdown (March- July 2020) was an increase in anxiety and family discord. Financial concerns, the demands of Lockdown and stress relating to managing their children for long periods of time indoors have resulted in many of our parents struggling with their own emotional and mental health which understandably impacts on the emotional and mental health of their children.

In line with Government regulations a large proportion of pupils on roll at Golden Hill did not attend school during the 1st National Lockdown from March 2020 – the end of July 2020. When the summer school break is factored in, this means many pupils did not access education in school from March- September 2020 (6 months). Although work packs and on-line learning were provided for pupils, this does not replace the quality of teacher led learning in school. In addition, sadly, many of our pupils did not engage in home learning during this time. This was for a variety of reasons including, pupils refusing to work; parents struggling to engage with supporting their children to learn and a compromised home learning environment.

Many pupils, although not all, who returned to Golden Hill in September 2020 displayed a similar range of issues: -

- Children’s’ circadian rhythms were completely disrupted. With no routines and few boundaries at home children were often awake at night until 2am or 3am and not waking noon the following day.
- Children had developed very poor eating habits as a consequence of their altered sleeping patterns. Instead of clearly defined meals children were grazing on snacks throughout the day, including consuming energy drinks which interrupted their normal energy levels resulting in spikes and dips in

energy. Several pupils had gained weight during the Lockdown.

- Children had spent excessive time on Play Station and X-box games some for up to 8-9 hours per day. Parents described children being determined to play throughout the night and being verbally or physically aggressive towards siblings and parents if any curfew was placed on this activity.
- Children became almost agoraphobic, refusing to leave the house. Initially some children had undertaken walks with parents/ siblings but as the 1st school lockdown continued they increasingly refused to go out and often spent increased time in their bedrooms isolated from other family members.

These issues presented in a number of defined behaviours observed in pupils: -

- Reluctance to return to school due to pupils being out of routine (late nights and sleeping all morning). One particular ASD pupil had enjoyed working at home with no social interaction with other pupils.
- Lethargy: Pupils were physically lethargic, sluggish at playtime and uninterested in physical activities.
- Poor diets: Pupils arrived in school without having eaten breakfast as they had only just woken up prior to the taxi arriving. Pupils became grouchy and had physical dips during the school day.
- Reluctance to engage with learning. Many pupils were used to playing on the X-box or Play Station and had become quite addicted to online gaming. Pupils were reluctant to engage in learning and would have an attitude of "What's the point?" They demonstrated decreased resilience with learning tasks, put in less effort and produced less work.
- Increased gaps in learning: Pupils who appear to have regressed in regard to language skills, retention of information, poorer concentration and difficulty in recalling information

In order to address these issues Golden Hill staff implemented the following strategies

Issue	Strategy
<ul style="list-style-type: none"> • Reluctance to return to school, lethargy and poor diets. 	<ul style="list-style-type: none"> • Encourage pupils to return to school and establish good attendance. • Develop pupils' physical stamina. • Extend healthy eating provision.
<ul style="list-style-type: none"> • Lack of engagement with learning. 	<ul style="list-style-type: none"> • Baseline assessments • Curriculum learning plans to engage pupils. • Building up pupils' learning stamina and concentration
<ul style="list-style-type: none"> • Increased gaps in learning. 	<ul style="list-style-type: none"> • Adapted curriculum timetable. • Pupil intervention plans.

Thankfully during the 2nd National School Lockdown Golden Hill has remained fully open to all pupils. This has meant we have been able to build on the autumn term's progress and continue to implement our strategies to support our pupils.

Identified priorities	Actions	Cost / Time Frame	Success criteria	Impact: January 2021
<p>Autumn 2020: Priority 1:</p> <p>Some parents are reluctant to send their children to school; pupils have disengaged from learning and have not been in established routines for sleep for over 5 months.</p> <p>Pupils have developed poor dietary and lifestyle habits caused by the COVID restrictions and not attending school.</p> <p>Until these areas are addressed pupil's ability to concentrate and learn will be significantly impacted.</p>	<p>Additional TAF meetings and parent liaison meeting to support parents to reestablish good routines at home and encourage healthier lifestyles including diet.</p> <p>Support for pupil attendance. Higher level of attendance monitoring.</p> <p>Additional physical activities timetabled including: Daily Mile runs, yoga and extra PE and sports</p> <p>Alternative playtime activities</p> <p>Simple cooking activities for KS2 pupils.</p>	<p>Additional TA3 hours to support vulnerable families</p> <p>SLT time for more complex cases.</p> <p>Ingredients for simple recipes.</p> <p>**Additional staffing- £840-(8 days extra)</p> <p>**Additional PE and playtime resources- £150</p> <p>Total cost for Priority 1: £990</p>	<p>Attendance for pupils is over 90%.</p> <p>Pupils appear less tired and ready for learning.</p> <p>Pupils more alert with increased concentration ability</p> <p>Pupils stamina and health improves</p>	<p>Most of our pupils attend for 90-95%.</p> <p>The SLT are working with 2 Identified pupils to support and challenge these pupil's parents to ensure regular attendance of 90% +</p> <p>Pupil Attendance contracts are in place</p> <p>Pupils are better are concentrating in class and more pupils participate in physical activities each day and across the week</p>
<p>Teaching</p> <p>Lack of engagement with learning/ pupils' lack of self confidence</p>	<p>Baseline Assessment conducted for academic, and pupil wellbeing.</p> <p>Teachers assess pupils' retention of learning and identify gaps which require catch -up learning programmes in English and Maths.</p> <p>Recovery curriculum established which focuses on highly engaging learning programmes.</p>	<p>Additional TA3 support time 15 days - £1,575</p> <p>Total cost for Priority 2:£1,575</p>	<p>Full assessments of pupils' needs, academically and wellbeing are identified.</p> <p>Catch up programmes are in place</p> <p>Broader Recovery curriculum is established</p>	<p>Autumn 1 assessments are reviewed via pupil progress meetings and end of term assessments.</p> <p>These assessments indicate most pupils are making good or better progress.</p> <p>However, during the term additional pupils enter school via permanent exclusion from mainstream schools- these pupils have not accessed full time teaching in school prior to permanent exclusion and are therefore in need of additional support in the spring term.</p>

<p>Targetted academic support Increased gaps in learning/ Pupils lack of confidence in learning</p>	<p>Pupils who have been tracked over Autumn 1 as making poor progress, access intervention programmes either in class in small targeted groups or via individual intervention programmes</p>	<p>5 pupils across 4 classes access in-class intervention programmes- additional TA3 time in class 25 days (5 weeks)= £2,716</p> <p>6 pupils on 1-to-1 interventions twice a week for 8 weeks.</p> <p>16 additional days= £1,680</p> <p>Total cost for Priority 3: £4,396</p>	<p>Academic Intervention support helps pupils to:- Catch up academically on where they were prior to the COVID lockdown, build confidence and reengagement</p>	<p>End of term pupil assessment data indicates most pupils have made good or better progress with identified learning.</p>
<p>Total Autumn 2020 costs: £6,961 **** Additional costs supplemented by PPG funding</p>				

Spring 2021: Identified priorities	Actions	Cost / Time Frame: Spring Funding: £4,400	Success criteria	Impact: March 2021
<p>Spring 2021: Priority 1</p> <p>New permanent exclusions have entered GH who have experienced significant difficulties in mainstream school on their return to education in the autumn term. These pupils have only accessed reduced timetables in mainstream school. In effect these pupils have been out of full-time education for 9 months.</p>	<p>Establishing TAF cycles and support parents to ensure their child attends school each day.</p> <p>Complete baseline pupil assessments. Ensure pupils access good quality teaching - reassess and identify where catch up programmes are required.</p>	<p>**Additional staffing- £1,260-(12 days extra)</p> <p>Total cost for Priority 1: £1,260</p>	<p>New permanently excluded pupils are settled at GH and accessing full time education.</p> <p>Attendance rates are good</p> <p>Pupils are accessing the educational support they require</p>	<p>New permanent exclusion pupils are attending full time. Pupil progress identified in the end of term spring term assessments indicate good progress for most pupils.</p>
<p>Targetted academic support</p> <p>Increased gaps in learning/ Pupils lack of confidence in learning</p>	<p>Pupils who have been tracked over Autumn 2 or who are new permanent exclusions as making poor progress, access intervention programmes either in class in small targeted groups or via individual intervention programmes</p>	<p>2 pupils across 2 classes access in-class intervention programmes- additional TA3 time in class 10 days - £1,535</p> <p>3 Pupils on 1-to-1 interventions twice a week for 8 weeks.</p> <p>Equivalent to 6 additional TA3 days- £630</p> <p>Total cost for Priority 3: £2,165</p>	<p>Academic Intervention support helps pupils to:- Catch up academically on where they were prior to the COVID lockdown, build confidence and reengagement</p>	<p>End of term pupil assessment data indicates most pupils have made good or better progress with identified learning.</p>

<p>Pupils are exhibiting poor language and reading skills. The effect of COVID has been to reduce social interaction and the development of early language skills, vocabulary development has significantly decreased</p>	<p>Teacher to attend LCC KS2 Reading Intervention course and implement with 5 pupils.</p> <p>EYFS/ KS1 teacher to attend Speech and Communication course for the EYFS.</p> <p>Purchase of phonics decodable books for early readers</p>	<p>Course costs in total: £240.</p> <p>TA3 costs to cover: 2 days -£210</p> <p>Teacher time covered to plan for reading intervention: £105.</p> <p>£470</p> <p>Total Costs- £995</p>	<p>Teachers in EYFS and KS2 are focused on supporting pupils with targeted support programmes.</p>	<p>Pupils in KS2 reading group are making very good progress with their reading. Pupils are more enthusiastic to read and can see the progress they are making. They are more motivated with their reading. Parents report children are more happy to read at home and proud of their progress.</p> <p>Language acquisition will be a focus of the SIP for 2021-2022.</p>
<p>Total Spring 2021 costs: £4,400</p>				