



2020/2021 Covid_19 Recovery Catch Up Funding Plan

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.

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.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. This Plan will outline how the school will use the money to help close the gap and get children back on track.

School Context

Hollymount School is part of the Black Pear Trust MAT. It converted to academy status on 1st June 2014. The school is a two-form entry primary with a PAN of 50. It offers a 39-place nursery with both full and part time places available and a pre-nursery for 2-year olds with equivalent of 8 full-time places.

The school serves an area of significant social and economic deprivation. The Worcester ACORN category profile indicates that the population is made up of 56% Category 5 urban Adversity, 39% Category 4 Financially stretched, 5% comfortable communities and 1% rising prosperity.

There are no Affluent achievers. IDACI indicates 88.3% of pupils live in the 30% most deprived SOAs in England, 0.5% live in the least deprived. The percentage of pupils entitled to free school meals is well above national at 32.19%; pupils with EAL make up 36.9% of the school cohort. 12.6% of pupils are classed as having SEND with communication and language making up the vast majority of difficulties.

| Year | N2 | N1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Girls | 11 68.75% | 19 59.38% | 18 47.37% | 18 42.86% | 31 57.41% | 31 56.36% | 22 51.16% | 30 58.82% | 22 45.83% | 202 53.3% |
| Boys | 5 31.25% | 13 40.63% | 20 52.63% | 24 57.14% | 23 42.59% | 24 43.64% | 21 48.84% | 21 41.18% | 26 54.17% | 177 46.7% |
| English as Additional Language | 3 18.71% | 14 43.75% | 18 47.37% | 12 28.57% | 24 44.44% | 22 40.0% | 12 27.91% | 13 25.49% | 22 45.83% | 140 36.93% |
| Free School Meals | 0 0.0% | 0 0.0% | 6 15.79% | 18 42.86% | 23 42.59% | 23 41.82% | 15 34.88% | 20 39.22% | 17 35.42% | 122 32.19% |
| Pupil Premium | 0 0.0% | 0 0.0% | 10 26.32% | 18 42.86% | 21 38.89% | 25 45.45% | 18 41.86% | 25 49.02% | 22 45.83% | 139 36.68% |
| SEND | 0 0.0% | 2 6.25% | 4 10.5% | 10 23.8% | 7 12.9% | 9 16.3% | 3 6.9% | 9 17.6% | 4 8.3% | 48 12.66% |
| EHCP | 0 0.0% | 0 0.0% | 0 0.0% | 0 0.0% | 0 0.0% | 3 5.45% | 0 0.0% | 1 1.96% | 0 0.0% | 4 1.05% |
| LAC | 0 0.0% | 1 3.12% | 1 2.63% | 0 0.0% | 0 0.0% | 1 1.8 | 1 2.32 | 0 0.0% | 0 0.0% | 4 1.05% |
| Total number of students in year group | 16 | 32 | 38 | 42 | 54 | 55 | 43 | 51 | 48 | 379 |

Financial Breakdown

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| Number of children eligible to receive Funding | 350 |
| Funding Per child | £80 |
| Estimated Total Allocation | £28,000 |

The Tiered Approach

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| Teaching | Effective teachers are a school's most valuable resource. Strong subject knowledge and pedagogical skills, along with an in depth knowledge of their pupils needs and the use of effective assessment, will ensure high quality teaching, which leads to good progress for all pupils. Alongside this, effective remote learning opportunities will ensure children gaps in children's learning will be minimised. |
| Targeted Academic Support | Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. This may include structured interventions, small group tuition, one to one support, effective deployment of teaching assistants and reading interventions. |
| Wider Strategies | Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges have been highlighted in our recovery plan. Supporting families will be vital for success. This may include sustaining wider parental engagement, social and emotional learning, reinforcing behaviour routines and providing wrap around care. |

Rationale for Spending at Hollymount School

| | Identified Gaps as a result of the Pandemic | Cohorts affected | Desired Outcome | Success Criteria |
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| A | <p>Evidence from baseline phonics assessments show:</p> <ul style="list-style-type: none"> Children who were at the early stages of learning phonics (stage 1) had forgotten a large proportion of previously known phonemes (largely Year 1 2020) Children who had been working within set 3 sounds had forgotten these and were working within stage 2 (Year 2 2020) Children who had been more secure at stage 3 and above have lost fluency within their reading | <p>Years 1 and 2</p> <p>Year 3 pupils who were due to re-sit screening test in Year 2</p> <p>SEND pupils in KS2</p> | <p>Children to have a secure knowledge of the complete range of phoneme/ grapheme correspondences in order to apply their skills to decode words efficiently.</p> | <ul style="list-style-type: none"> The proportion of children passing the phonics screening test is at least in line with children nationally. In school data shows children have made at least expected levels of progress in phonics and in many cases accelerated progress. The vast proportion (70%) of children in Year 1 have completed the phonics programme by the end of Spring Term Year 2 this academic year. Intervention entrance and exit data shows children are making good levels of progress and that interventions are having the intended impact. (all ages) A greater proportion of children are reading an age appropriate text, with fluency (90 words per minute) by the end of Key Stage 1 (75%). |
| B | <p>Poor reading fluency</p> <ul style="list-style-type: none"> KS1 children who had been more secure at stage 3 and above have | <p>Identified children in Years 2 - 6</p> | <p>Children to read with fluency (90 words per minute) and expression, in order to</p> | <ul style="list-style-type: none"> Children in years 2 – 6 rates of fluency will increase over identified time periods. (2.5 terms) Children are able to read age appropriate texts across the curriculum for different purposes and can use a range of strategies to show good comprehension. |

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| | <p>lost fluency within their reading</p> <ul style="list-style-type: none"> • KS2 children who, although they could read age appropriate texts before lockdown lacked some fluency, are even less confident now. | | <p>gain maximum comprehension from their reading.</p> | <ul style="list-style-type: none"> • Identified children improve fluency of reading across identified time period. • Identified children improve comprehension skills across an identified time period. |
| C | <p>Children do not have accurate or quick recall of times tables.</p> | Year 4 | <p>Children are fluent with their times table knowledge up to x12</p> | <ul style="list-style-type: none"> • The proportion of children working at the expected standard in multiplication tests is at least national average (unknown but around 75%) • Identified children show good progress against individual targets. |
| D | <p>Identified groups of children have lost automaticity with the application of written methods in Maths</p> | KS2 | <p>Children have a clear understanding and method for all 4 operations.</p> | <ul style="list-style-type: none"> • A greater proportion of children are able to achieve 30 or more on the arithmetic paper 1 at the end of either Year 5 or end of KS2. • Children are able to utilise clear calculation methods to solve problems in reasoning papers. • Children have greater levels of confidence and competence in applying written calculations. |
| E | <p>For identified children the impact of prolonged absence from school and social isolation has impacted on social skills and wellbeing.</p> | KS 1 & KS2 | <p>Children will have a good sense of wellbeing and will be able to access the learning effectively.</p> | <ul style="list-style-type: none"> • Children feel happy and confident. • Identified children can access learning in a calm and happy manner. |

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| F | Children's stamina for writing is below that expected and children lack accuracy and effectiveness in their use of sentence structures | KS2 but particularly Year 3 and Year 6 | Children are able to write at an age appropriate standard and length. | <ul style="list-style-type: none"> • The majority of children in Year 3 (70%) can write at the standard expected at the end of KS1 by mid-year; to include: <ul style="list-style-type: none"> - Accurate use of full range of KS1 punctuation - Accurate and effective use of grammatical sentence structures - Accurate spelling which aids the reader • The majority of children in Year 6 (70%) can write at the end of KS2 standard by the end of the academic year; to include: <ul style="list-style-type: none"> - Accurate and effective use of sentence and text structure - Accurate use of majority of KS2 punctuation - Accurate, age-appropriate spelling - Ability to write effectively for different purposes |
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ACTION PLAN

| Focus & Year group | Number of children | Identified Need | Cost | Lead By | Rational (research-based decision making) | Evaluation |
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| Teaching | | | | | | |
| Years 1 and 2 Identified children in Years 3 and 4 | 114 children | Further upskill staff to deliver highly effective phonics lessons, interventions (both small group and 1:1) Use of development days with RWI consultant to support staff within bubbles who may not have led interventions previously. | £2,000 | LT/ EL | Read, write, inc phonics is currently one of EEF promising project – the evaluation will be published in Summer 2021. The EEF guide to supporting school planning states 'Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.' The development day practice will provide ongoing support to continually develop | |

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| | | | | | <p>practice ensuring delivery continues to develop and refine practice</p> <p>'...but a common mistake in implementing new programmes and practices is only providing up-front training, with little or no follow-on support'</p> <p>The ongoing support will enable coaches both internal and external to support staff through modelling, feedback and reinforcement of effective practice.</p> | |
| Years 3 and 6 | 103 children | <p>Further upskill staff and provide further teacher support for children to ensure:</p> <p>Use of accurate, effective sentence structure.</p> <p>Accurate spelling</p> <p>To be achieved by:</p> <p>a) Further teacher to support smaller group teaching within Year 3 for English</p> <p>b) HLTA, with vast experience of teaching within Year 6, to support identified children</p> | <p>£</p> <p>Use of additional teacher time within Year 3</p> <p>£6,000</p> <p>£ use of HLTA within Year group</p> <p>£4,000 additional small group intervention for spelling</p> | ET/AD | <p>Quality First Teaching – staff with strong pedagogical subject knowledge are more likely to provide high quality teaching, leading to effective learning.</p> <p>Research on teachers' subject knowledge has yielded mixed results, though the strongest studies tend to show the strongest relationship between subject knowledge and attainment. (EIF – Overview of research 2019)</p> <p>Experienced teachers who have a good knowledge of their subject and the expected outcomes of their pupils, will be more likely to design sequences of learning which will maximise progress.</p> | |

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| | | c) Identified small group intervention for spelling. | | | | |
| Targeted Academic Support | | | | | | |
| Years 4 - 6 | 18 children – 6 per year group. Initially for 8 weeks. | Small group mathematical tutoring for children. Focus will be on: <ul style="list-style-type: none"> - Quick recall of number facts, including times tables - Fluent and accurate use of written methods | 1 x 5 hours at grade | AH | The EEF guide to supporting school planning states 'The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress' Children targeted will be those who, for whatever reason, are likely to lack the support from home to further their learning. The work the school has completed on the AFA approach and other work with vulnerable families supports our rationale that it is these children who have been most adversely affected by school closure. The tutoring will be led by qualified teachers | |
| | | Small group English tutoring for children. Focus will be on: <ul style="list-style-type: none"> - Developing fluency of reading by providing further opportunity to practise reading with an adult - Improve accuracy of spelling by providing further opportunity to practise spelling and the use of spelling strategies. | 2 x 7.5 hours at grade 1 3 tutors identified in school. | ET | | |
| Wider Strategies | | | | | | |

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| KS2 | 4 | <p>Play therapy – To work with individual children over a period of time to increase mental health and well being.</p> <p>Children targeted will be displaying</p> | <p>£150 per day x 15 weeks</p> <p>£2,250</p> <p>Play therapist</p> | AD | <p>Although the vast majority of children have returned to school after lockdown ready to learn and emotionally strong, a small proportion (some of whom come from families with mental health struggles or who were vulnerable previously) have shown signs of poor mental health or have shown significant changes in their behaviour patterns.</p> <p>Studies have shown that play therapy is beneficial as:</p> <p>‘..children lack the cognitive and verbal abilities to express their feelings, play is their natural form of communication (Guzzi DelPo & Frick, 1988; Landreth, 2002a; Landreth, Baggerly, & Tyndall-Lind, 1999). Additionally, children are not emotionally developed to the extent that they are able to focus on the intensity of feelings in a way that can be adequately expressed through verbal means (Landreth, 2002a)’</p> <p>(The use of play therapy in a Primary School Setting; Tracy Dupre 2005)</p> | |
| KS1 and 2 | 331 | Additional space for smaller group teaching or “break-out” spaces | £2000 | AD | <p>Children from communities with many challenges, such as ours often display signs of attachment disorder and benefit from close relationships with adults in school. Large class sizes do not suit all children and many children thrive in smaller group settings. Although it would be unfeasible to fund small class sizes all day, allowing all children the opportunity to work within small</p> | |

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| | | | | | groups within a school day is beneficial not only to their academic progress but also to their mental well-being and social skills. | |
| All children | | Each child to be provided with a book to support learning in Spring term | £1. 950 | AD | <p>When talking to children/ parents it is clear that books are not a feature in many children's homes. Children do not generally visit libraries with their parents and in the current situation access to libraries is very limited.</p> <p>By providing each child with a book, not only are school promoting the value of books for enjoyment</p> | |