



# Hylands School: Covid-19 Catch-Up Funding Strategy 2020-21

Summary Information					
School	Hylands School				
Academic Year	2020-21	Total C-19 budget	£50, 240	Date of Plan	Sept 2020
				Date for next internal review of this strategy	Jan 2021

## Strategy statement

**Hylands School is committed to supporting all students who have been affected by the school closure due to Covid-19.**

**Funding will be organised to support 4 key areas:**

- 1. Teaching and Learning:** Great teaching is the most important lever we have to improve outcomes for our pupils. Focus on use of google classroom to support learning in person. CPD including whole school reading programme.
- 2. Intervention Programmes:** Assessing impact of Covid-19 on pupil wellbeing (use of Edukit) and learning (use of GL and baselines). Small group and pastoral mentoring for most affected students. Focus on yr10 and 11 with those identified particular for low engagement in lockdown. Transition support, CATs testing and mentoring for new yr7.
- 3. Equality of Access:** Distribution of chromebooks and wireless routers, breakfast club and support with access for most vulnerable. Video based meetings to increase engagement with parents. Distribution of resource packs/ work packs.
- 4. Pastoral Support:** Individual and small group sessions.



## Guidance

- 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.
- Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.
- 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.

## Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

## EEF Recommendations

- The EEF advises the following:
- Teaching and whole school strategies
    - Supporting great teaching
    - Pupil assessment and feedback
    - Transition support
  - Targeted approaches
    - One to one and small group tuition
    - Intervention programmes
    - Extended school time
  - Wider strategies
    - Supporting parent and carers
    - Access to technology
    - Summer support

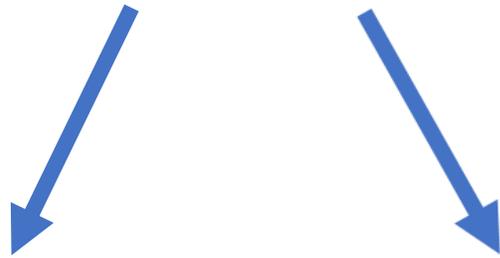


## Identified impact of lockdown

<b>Maths &amp; English</b>	GL and baseline tests showed students are below their expected level of progress in maths and English. Baselines for year 11 also showed specific knowledge gaps. Students are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum.
<b>Reading</b>	Star testing showed reading ages across the year groups are on average below age related expectations for students. Students are less fluent in their reading and the gap between those that read widely and those who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
<b>Pastoral</b>	Surveys using Edukit have highlighted issues of exam confidence and self esteem, particularly for female students. Lack of contact with other students has limited social understanding and interaction skills for some students.
<b>Non-core</b>	Skill development in practical subjects has been limited particularly in practical subjects such as PE, music, technology, art and photography where resources were not necessarily available to students during school closure. Children have also missed out on the curriculum experiences e.g. trips, visitors and other powerful curriculum moments.



Teaching and Learning:  
Great teaching is the most important  
lever we have to improve outcomes  
for our pupils



### Whole School:

Embedded throughout Lessons, assessment, feedback and support. Knowing the pupils and tailoring to their needs.

### CPD:

Research based CPD that enables teachers to work effectively to minimise the impact of Covid on the most affected pupils.

### Additional Notes:

Sustained CPD, including subject specific sessions. Frequent low stakes testing to ensure all students particularly disadvantaged students experience success and celebrate the acquisition of knowledge.

Whole class reading approach underpinned by formative assessment practises.

Broad and engaging curriculum that focuses on vocabulary acquisition.

Explicit support to help them work independently for example using checklists and daily plans.

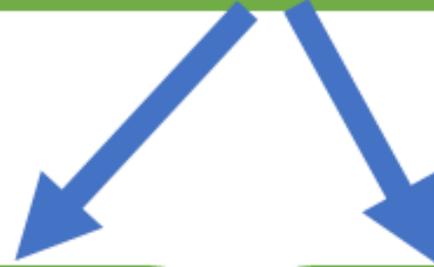
Use of strategies that help pupils work independently with success. For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck.

Ensures the elements of effective teaching are present – for example clear explanations, scaffolding and feedback.



*“Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Assessing both pupils’ wellbeing and learning needs will make it easier for teachers and other school staff to provide effective support.”*

## Intervention Programmes



### Whole School:

A full range of subject interventions throughout the academic year to support missed learning

### One to One:

Pupils selected throughout the year to receive one to one intervention from teachers and support staff.

### Maths intervention:

1-2-1 Maths support (3-4pm).

Small withdrawal groups during lessons.

Hegarty maths purchased to support (use of catch up funding for this)

### **GL has identified key areas to focus on:**

Problem solving in maths

Reading comprehension in English (also highlighted in AR star tests)

### **Key areas from Edukit:**

Exam confidence and self esteem (yr11)

Gender differences highlighted.

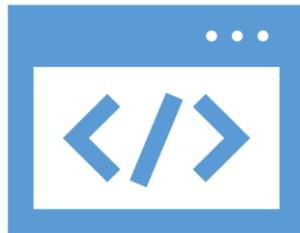
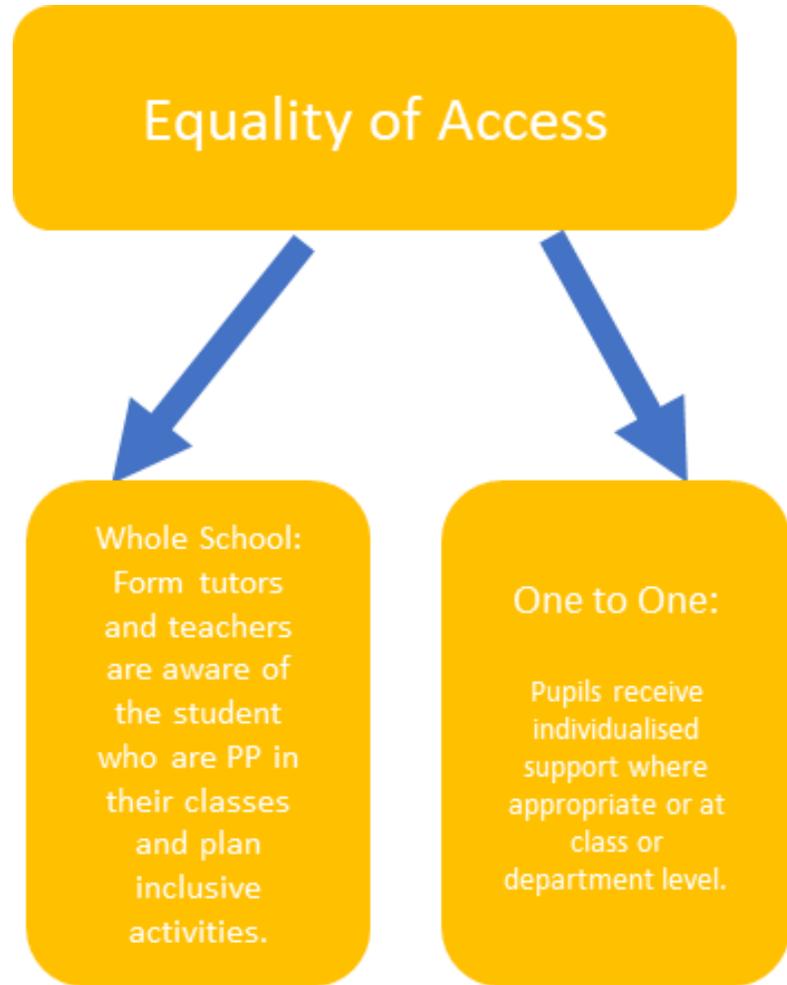
### Reading intervention:

HNL and SEND team responsible for tier 1 intervention (Reading age of 8 or below).

Tier 2 interventions – 1-2-1 run by SA/ class teachers

Tier 3 interventions to be run by classroom teachers

Online library system purchased to support. (use of catch up funding for this)



### EEF 2020:

*Almost all learning uses digital technology at some stage, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful independent learning and homework.*

#### *Our response:*

- *Signposting for support via pastoral team*
- *Laptop loan scheme (now available to 68 students) Priority access for vulnerable students.*
- *Alternative resources (teacher planning considers access available)*
- *Online reading resource and Hegarty maths.*
- *Google classroom available for all. Support guidance for students and staff. Discrete sessions to ensure all students can access effectively (use of tutor time)*
- *Pastoral contact identifies barriers for disadvantaged students.*
- *Breakfast club and 'reading breakfasts'*



## Pastoral Support:

### Whole School:

Use of Edukit Surveys to identify students needing extra pastoral support. It will also allow us to identify trends in wellbeing.

### One to One :

The pastoral team for each year group will monitor, assess and triage need. Strategies/provision will then support pastoral needs of those affected.

Use of Edukit Survey to identify key areas:  
E.g. exam confidence-  
learning performance  
support organised.  
Self esteem- year 11 girls  
group  
Safe spaces identified for  
key students during day  
(within bubbles).  
Wellbeing focussed  
mentoring.  
PSM interventions  
C&C lessons.  
Hylands Habits (shared  
language developing  
across the school).

**Student Profile**

**Alexis Affleck**  
Gender: Female  
Ethnicity: Black Caribbean  
House: Hooke  
Year Group: Year 7  
Registration: 70

**Attendance**  
Authorised Absences: 2  
Unauthorised Absences: 0  
87.50%

**PP Spend**  
£221.47 Spent  
£713.53 Remaining  
22.64%

**STUDENT WELLBEING SURVEY**

INTERNAL	EXTERNAL
Self Esteem: 4.5	Home Life: 4.5
Emotional State: 4.5	Local Community: 4.5
Resilience: 4.5	Friendships: 4.5
Self-Image: 4.5	Respect From Others: 4.5
Aspiration: 4.5	Internet Safety: 4.5
Attitude to Learning: 4.5	School Life: 4.5
Diet/Eating: 4.5	Exam Confidence: 4.5

Achievement Points: 50  
Behaviour Points: 10  
FSM:  FSM6:   
Service Child:  In Care:   
EAL:  SEN Code K:

PROVIDER	INTERVENTION	BUDGET	DATES	COST
Adventure Education	Life is an Adventure	Sports Premium	5-6 October 16	£7.87
African Super Heroes	Assemble Together			£9.30
Sit Right There	Virtual Seating Plans	Pupil Premium	5 September 16 - 4 September 17	£19.38
ABC Breakfast Club	Best Start to the Day	Pupil Premium	5 September 16 - 14 July 17	£93.02
Literacy and Numeracy	Read Aloud	Year 7 Catch Up	5-6 November 16	
The Zoo	Visit the Monkeys	SEN Budget	17-19 November 16	£33.33

**Wellbeing** **School Risk Profile** **Intervention Tracking**

Surveys Completed: 80% (TOTAL PUPILS 660)

Risk	Number	Percent
High	64	12%
Medium	129	24%
Low	340	64%

Budgets Allocated: 55% (TOTAL BUDGET £207,355)

Number of students with < 50% PP allocated	73	Average wellbeing score for non-PP students	78	Number of high risk PP students	6	Average wellbeing score for PP students	69
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Whole school overview at a glance