



Howe Dell School: Summary of Catch-Up Strategy: **Version 4 updated for 2020-2021 Year End**

School information			
<b>School</b>	Howe Dell School		
<b>Academic Year</b>	2020-21	<b>Catch-Up Funding Received 2020-21</b>	Provisional: at £80/ child £35,440 Plus £240 per 8 EHCP £1920. <b>Total: £37,360</b> This does not include any other SEND pupils with support totalling 29, with 21 code K (ie any other SEND without ENCP).
<b>Total number of pupils</b>	443, including Nursery	<b>% Disadvantaged Pupils ie current eligible for Free School meals: 47, those eligible from 58 as of 15.09.20</b>	<b>Current eligible for Free School Meals: 52 those eligible for Pupil Premium from 17.03.21: 63.</b> This is significantly lower than historical and April 2020 budget setting data.

### Contextual Information (if any)

- Howe Dell School is a 0-11 provider with Day Care integrally part of our provision, but with separate Ofsted registration. Both organisations in 2017 were awarded Outstanding in most recent inspections.
- In January 2020 we overhauled our already award winning curriculum to further enrich Cultural Capital and develop skills across the site with the 7 Key Concepts which thread through the entire curriculum with sustainable development at its core.
- We are an extremely diverse school, which is seen as a strength: 158/443 EAL 35.7%.
- Progress indicators over time show children with EAL make exceptional progress here and 40 languages are spoken by our amazing children.
- 4 children have children have top up funding (ENF).
- Since Autumn Term 2019 we have had 1 fixed term exclusion, no permanent exclusions and we remain proud of our inclusivity. Case studies demonstrate children transferring from other schools with poor prior attainment or behaviour, thrive here.
- On Census day of 176 pupils eligible for Universal Free School meals, 173 opted for a hot dinner that day. (This was in the first week we reintroduced hot dinners to all year groups, following risk assessment review and hands on involvement from all site staff.
- In Y6 and Y4 we are 1 and 2 pupils over PAN respectively.
- The school is situated in Hatfield has a very high level of deprivation, as is typical of the area.
- Many families required support during lockdown with food, mental health and educational support.
- We have noted an increase to domestic violence referrals.
- Historically our safeguarding information is very high. (See Head's Reports on website and Safeguarding Audit on site, plus socio-economic breakdown per class also evidences this.
- A range of online based learning was set and SEND and 9 DSL staff rang key children who were deemed as vulnerable through current or historical information at least weekly to support with their learning and any support they needed as a family.
- Letters were sent to inform, but also to reassure parents and were well received as evident in our feedback available on site and via the website and Twitter.
- A Survey Monkey was sent to all parents for them to support return to school with any concerns relating to mental health, behaviour or learning, resulting in 260 of our families responding. These informed preparation for September and enabled further dialogue with parents.
- Videos from Head and pupils ensured return was broken down to short information snippets via social media and website and videos of all teachers were posted for new classes, each having at least 100 views on Twitter.
- Pupils completed a self-evaluation in Week 1 to establish positives and frustrations of Lockdown and feelings about return to School.
- Recovery training, transition virtual meeting for Y6 parents and lesson observations of all classes reaffirm the children have settled well and are eager to learn.
- Virtual assemblies happen weekly to reignite the Howe Dell ethos and to celebrate learning especially Authors of the Week and our resilience award.
- Our School Plan (available via the website) is clearly with holistic recovery Curriculum embedded and as well as curriculum catch up, mental health and mindfulness has also been integrated.
- Week 1 celebrated targets and learning through mistakes in an outdoor assembly with a BMX Champion.
- Hanks to our PSA we ensured a cancelled Mighty Zulu Nation 2 day visit was reintroduced and adapted to launch our celebration of diversity and bring the joy of dance and music back to School. This has been showcased via Royal Opera House: Leaders for Impact.

<b>Summary of Key Priorities</b> <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
<b>A.</b>	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
<b>B.</b>	Approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.
<b>C.</b>	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.

<b>Summary of Expected Outcomes</b>	
<b>A.</b>	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting. This was planned for Sept 2020 return and maintained through Lockdown 4 Jan-March 2021, which has meant adaptations to COVID Premium expenditure, to meet changed needs.
<b>B.</b>	By end of Autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention. With Lockdown 4 Spring 2021 and following thorough evaluation of end of term pupil assessments plus evaluations from parents on our Lockdown provision, including Readiness for School Return Surveys rerun for pupils and parents, plus Parent Voice Peer to Peer Coffee Mornings and ongoing collation of feedback to modify provision, this aspiration now is extended in time scale. Therefore it is now our expectation that : By end of Summer term 2021 most children should, with quality first teaching and support where required, have regained academic confidence to resume their learning, showing accelerated progress towards their expected key stage/level. Where this is not evident, interventions have been put in place to provide personalised support to continue to lessen the gap.
<b>C.</b>	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment in-house and this will be moderated externally over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.

Summary of Catch Up Strategy: Some items estimated costs at this stage unless in bold

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting outstanding teaching and learning	Continued, thorough and focussed monitoring programme. Clear calendar for monitoring focused on key priorities and shared with staff. Training/CDP for staff as required.	Across all classes	SLT and Maths/English/Phonics leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	<b>SLT &amp; TC</b>  <b>Also Maths &amp; English Link Govs</b>	Monitoring calendar in place and shared with all staff. Observations recorded in writing for whole school feedback and for individuals. Meetings where support is required with actions and review date set.  Additionally phonics related KS1 materials sourced March 2021, following return of classes after Lockdown 4 to narrow the evident gap in lost learning from home learners, especially less able.	<b>Nil</b>  Est £500/year TA's 'supply budget' to cover classes and ensure no cross contamination from supply staff  <b>£1,500</b>	<b>Nil</b>

Transition support	Transition day for Years R and 6 3 and 4/9/2020 before whole school return. Transition plans for EYFS already completed Summer 2020. Individual support for children with additional	All classes Individuals requiring additional support	This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new setting to enable successful transition. Staff build trusting and respectful relationships with children	TH DM	Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individuals requiring further	Nil	Nil
Catch up curriculum	Catch up curriculum for PHSE Years 1-6. Mindfulness and mental health built in. EYFS focus on prime areas to ensure children are ready for their next stage of learning. Training in English and Maths to 'dovetail' gaps in	All classes EYFS children requiring further support Individuals requiring support for mental health/anxiety following COVID return	This will have a significant impact on the mental health of the children and make them feel more comfortable and understand the impact of COVID. Children will be ready for their next stage of learning. Children will 'catch up' learning missed without missing	ED NW AC  PM	SLT to enable year group teams to adapt curriculum and to ensure this is being utilised during the initial return period.  Deputy PM to review planning and feedback strengths and any next steps	Est: £600, to include <b>£25/month Survey Monkey contract</b>	Nil
To inspire and excite a thirst for learning, typical of Howe dell pre COVID-£19	Outdoor Assembly Sept Week 1 with BMX Champion to celebrate mistakes and resilience to further grow new skills.  Mighty Zulu Nation 2 Wonder days for every child to enjoy a performance and to perform dance or music, whilst celebrating the	Whole school come together to launch the year and provide memorable return to school  Dance, drumming and art to inspire writing	Talk and WOW factor resumes. Social media to engage parents in this event and to focus on F'LEARN ie failure to new learning.  Writing and display. Work celebrated via social media and in 2 Phase displays. Evidence in EYFS Learning Journeys.		Comments from parents directly or via Twitter and recorded in Newsletter. Quotes later in the term when children are asked what Mike taught them through his BMX display.  Work arising from this event and commentary from all stakeholders.	<b>£200 S &amp; S Projects</b>  <b>£1000 PSA</b>	<b>£200</b>  <b>£650</b>
<b>Cost - Sub-totals</b>						<b>£3,800</b>	<b>£850</b>
<b>Total budgeted cost for Strand 1</b>						<b>£4,650</b>	

STRAND 2: TARGETED SUPPORT							
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Small group/1-1 interventions during school day	<p>Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff</p> <p>Employment of part time TA/teacher to deliver further interventions?</p> <p>To use current TA's in class and Nurture SEND staff to provide support, with PPE if 2m distance not guaranteed.</p> <p>Use of additional Y6 teacher for half term 0.4</p>	<p>Children across the identified as needing support in English and/or Maths. (EYFS prime areas)</p> <p>Y6</p>	<p>A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.</p> <p>This is now modified to resume formally from April 2020 due to Lockdown 4.</p> <p>Using KIT days for CB 0.4 May 2021 and contracted from 07.06.21 Catch Up Teacher following return after Maternity Leave.</p> <p>LM 0.6 return to Y6 absorbed into current staffing budget.</p>	<p>SLT</p> <p>DM</p> <p>SENCO</p> <p>PM</p> <p>DM</p>	<p>Scores in testing (scaled scores where possible)</p> <p>Moderation</p> <p>Work in class/books to show application</p> <p>Pupil progress meetings</p> <p>Learning walks/observations</p> <p>Tracking of interventions using Provision Maps.</p> <p>Survey Monkey reviews of parent and pupil as well as class teacher's review of intervention impact.</p>	<p>Nil</p> <p>Already have full time TA in every class, starting at 8.30am and Nurture TA's plus SENCO and SENCO Deputy.</p> <p>Est £5,000</p>	<p>New TA/ teacher from Jan 2021 planned estimated £19,00, but part funded via Sports Premium and Health and Well-Being Coach, so assume £9,000.</p> <p>CB after maternity leave to cover this role from May 2021 £16,164.35 using 2020-21 salary plus oncosts</p>

Support for social, emotional, mental health	Art Therapy DSPL 5 bid Nurture groups including Pupil Progress Project Y1-6. Interventions (1:1/small group) Referrals to outside agencies Resources (where required) Staff training	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.  Nurture team devolved to meet need. DSL (9) to include MA as another trained lead, to ensure overload does not impact on an individual's well-being.	ED & DM	Start and end of intervention to measure progress Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.	DSPL 5 Y6 to 7 transition and Art Therapy priority of where schools over PAN. For us this is Y6 and Y4. Costs tbc	
<b>Cost - Sub-totals</b>						£5000	<b>£16,164.35</b>
<b>Total budgeted cost for Strand 2</b>						<b>£21,164.35 estimate</b>	

STRAND 3: WIDER STRATEGIES							
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Access to technology	Purchase of Google Suite to enable: <ul style="list-style-type: none"> <li>Targeted home learning, easy feedback and communication between teaching staff, children and their parents.</li> <li>Meetings for parents specific to their children/year group eg Y6 Transition to Y7</li> <li>Training for staff</li> <li>Whole school communication for shared learning within and beyond curriculum eg Sharing Assembly and Remembrance.</li> <li>Trial for teachers with whole class</li> </ul>	Year R to 6	Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support. Audit of accessibility via questionnaire and SLT knowledge of families.  Number of parents and staff attending Y6 Meeting  <b>October 2020</b>  Continued access to whole site events, but with improved use of PowerPoint and multi-media resources.  Parent Voice Charity Coffee mornings led by parent Voice class reps.  Survey Monkey collated, need and priorities established. Further laptops ordered if required.	PM DS DM   DM & Y6 team   All	Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children Engagement levels. Built into teacher CPD via appraisal targets.  33  All training done before Half term, Home learning Set for all classes. Built into TA appraisals. Events scheduled happen, but modified to be COVID-19 aware and fully risk assessed.  Coffee mornings take place, funds raised for charity and feedback on return to school and any questions or queries collated	23 free laptops. 5 initially received, then final 18 Jan 2021. 6 further laptops form DfE plus 7 from outside benefactor.	<b>Total Google Suite cost</b> Approximate cost so far: <b>£300</b> G-suite setup (completed) <b>£300</b> ongoing user setup/class rooms (completed) <b>£300</b> training, moving forward (approx)  <b>Staff training £200 HfL</b>  <b>Cost for laptops to go home.</b>

	<p>with consistency.</p> <ul style="list-style-type: none"> <li>• 23 free laptops allocated via Survey Monkey outcomes.</li> <li>• Additional laptops sourced if required via catch up funding.</li> <li>• Replacement Reception IWbd</li> <li>• Remote Licence for Parent/Teacher Consultations from Spring 2021</li> </ul>		<p>7 laptops donated from individuals and companies, plus additional (low specification DfE laptops) means sufficient for required need.</p> <p>Artist Jackie Morris donation from auction of other paintings raised <b>£1,680 towards £13,922.50 cost.</b></p>		<p>to enhance further risk assessment review by 12.10.20.</p> <p>Number of children with free laps, number additional to 23 funded by COVID-19 Catch up grant</p>	<p><b>IWB (touchscreen)</b> <b>Google Suite compatible</b> 75" Clevertouch, fitting, mount and del. <b>£2,500</b></p>	<p><b>27x</b> ~£442.20 x 27 = £13,268.10 ~Setup £560 ~Antivirus £95pa Assume no bags or trolley needed Total - <b>£12,242.50</b></p> <p>TLR for Google Suite introduction and leadership for 1 year <b>£2,873</b></p> <p>Licence on School Cloud <b>£500</b></p>
Effective tracking and monitoring of interventions once resumed	Phase Meetings and termly data review to provide evidence of progress and next steps.	All children	<p>Central platform for the submission and tracking of interventions and provision.</p> <p>Progress against all vulnerable groups tracked and context reviewed</p>	All  DM	Baselines on recognised tests to be recorded, along with interventions being offered, progress reviews with teachers and any testing updates and impact to be evaluated.	Tapestry training and software Est: £600	

Logins for Timetables Rock Stars, Mathletics, Tapestry and other educational resources for home use (some already used in school)	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	EYF S – TH English – TC Maths - PM	Check parental sign up and engagement for Tapestry (EYFS) At parents meetings ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, monitoring of work completed.	Mathletics parents pay but school pays for Mathletics and Homework diaries est for those eligible for PPG 43 x £10 = <b>£430</b> , 23 x £5 = <b>£115</b> .  School pays for TTRS <b>£200</b> est.	Additional ipads for EYFS: est <b>£1,500</b> for 4.
Assessments/Testing - Support for Parents	Information to be sent out about the EYFS ELG's, Phonics, Year 2, Year 4 and Year 6 programmes of study and how they can support their child with their learning at home.	R, 1, 2, 4 and 6	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.  Due to lack of parents' Evening, Summary for Sept sent to parents with photo of work, child learning and Y4 to 6 PowerPoint created by child showing their targets.	EYF S – TH English – TC Maths - PM	Parents to be sent booklets/fact sheets by the end of September [these will also be uploaded to the website]. Y4-6 Homework diaries with additional information. Impact to be evaluated through the test scores that children are achieving and conversations with parents at parents evening.	Administrative costs tbc envelopes, paper, stamps for those needing posting).	
Attendance -	Exceptionally high importance placed on	Persist absentees	Children who are attending are children who are being taught	DM AC	Weekly tracking of attendance.		

Support for Parents	tracking, monitoring and tacking actions where concerns in attendance arise.	Children who typically have attendance which is below the national average.	and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	ED	Spread sheet for attendance and action taken for any child falling below 96.5%. Continue with systems and process already in place.		
<b>Cost - Sub-totals</b>						£3,645	<b>£18,215.50</b>
<b>Total budgeted cost for Strand 3</b>						<b>£21,860.50</b>	

### Financial Summary

<b>Cumulative Sub-total for all strands</b>	Estimated £12,445	<b>£39,029.85</b> <b>Total</b> <b>actually</b> <b>allocated:</b> <b>£37,360</b>
<b>Total budgeted cost for all strands</b>	<b>£51,474.85 estimate</b>	

### Additional Information (if any)

25% to Schools via Biscuit 30.09.20

2 further payments in 2021.

A broad first draft completed Sept 2020 and 4 drafts in total over 2 terms, this version more closely linked with money allocated through Covid Catch Up Premium to support Year End Preparation.

To be shared with next Resoueces Meeting 29.04.21, answering questions raised March 2021.

Estimates due to absence of Financial administrator and attempt to bring to Resources Governors for 12<sup>th</sup> October 2020

Updated 14<sup>th</sup> October Draft 2 to include Interm Adviser ICT hardware and training costs plus 1 year TLR.

**Does not include additional MSA as not yet started although once full school return, considered likely COVID cost, to ensure bubbles remain discrete and supervised.**