



Hill Avenue Academy Catch-Up Premium Plan 2020-22

School information

School	Hill Avenue Academy				
Academic Year	2020-21	Total Catch-Up Premium	£24,320	Number of pupils	304

Guidance and Funding Allocation

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 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.

Hill Avenue Academy's allocations will be calculated on a per pupil basis, providing a total of £80 for each pupil in years Reception through to 6. We will use this funding for specific activities to support our children to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

The Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all children. The EEF advises the following: teaching and whole school strategies, targeted individual and small group tutoring through the National Tutoring Programme, supporting parents and carers, accessing technology and summer programmes to help re-engage pupils.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date																							
<u>Quality First teaching and planning:</u> All subjects will be planned with increasing consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps in progress and attainment can be reduced.	<u>Below ARE Data:</u> <table><tr><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>Rec: 46%</td><td>Rec: 47%</td><td>Rec: 46%</td></tr><tr><td>Year 1: 15%</td><td>Year 1: 21%</td><td>Year 1: 15%</td></tr><tr><td>Year 2: 39%</td><td>Year 2: 36%</td><td>Year 2: 34%</td></tr><tr><td>Year 3: 26%</td><td>Year 3: 26%</td><td>Year 3: 24%</td></tr><tr><td>Year 4: 23%</td><td>Year 4: 44%</td><td>Year 4: 33%</td></tr><tr><td>Year 5: 24%</td><td>Year 5: 28%</td><td>Year 5: 28%</td></tr><tr><td>Year 6: 21%</td><td>Year 6: 23%</td><td>Year 6: 22%</td></tr></table> <u>National Tutoring Programme (NTP) - TBC</u> <ul style="list-style-type: none">▪ Year 1/2 Literacy Tuition – 1:3 (£770.40 subsidised £321)▪ Year 1/2 Numeracy Tuition – 1:30 (£770.40 subsidised £321)▪ Key Stage 1 Science – 1:3 (£770.40 subsidised £321)▪ Year 3/4 Tuition Maths and English – 1:3 (£1057.50 subsidised £440.63)▪ Year 3/4 Science Tuition - (£770.40 subsidised £321)▪ Year 5/6 Literacy Tuition – 1:3 (£770.40 subsidised £321)▪ Year 5/6 Numeracy Tuition – 1:30 (£770.40 subsidised £321)▪ Year 5/6 Science – 1:3 (£770.40 subsidised £321) Total: £5679.90 Subsidised Total: £2687.63 <u>Academic Mentors</u> 2 KS1/2 mentors (SEND) Literacy £TBC 2 KS1/2 mentors (SEND) Numeracy £TBC Additional sports coach sessions each day to support children with Active Literacy to address any gaps in learning Staff will work in partnership with the additional staff to plan and deliver targeted support. £68.50 p/h (2hrs per week x 18 weeks) Total: £2466	Reading	Writing	Maths	Rec: 46%	Rec: 47%	Rec: 46%	Year 1: 15%	Year 1: 21%	Year 1: 15%	Year 2: 39%	Year 2: 36%	Year 2: 34%	Year 3: 26%	Year 3: 26%	Year 3: 24%	Year 4: 23%	Year 4: 44%	Year 4: 33%	Year 5: 24%	Year 5: 28%	Year 5: 28%	Year 6: 21%	Year 6: 23%	Year 6: 22%	Accelerate rates of progress in Reading in Years 4 and 5 to secure higher proportions of children achieving age related expectations Reduce the number of children below age related expectations in Reading, Writing, Maths and Science Accelerate rates of progress in English to secure higher proportions of children achieving age related expectations	E. Hateley (HT) H. Kahlon (HoS) <
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	<p>Additional senior sports coach sessions each day to support children with Active Literacy (Years 5/6) £35 p/h (2hrs per week x 18 weeks) Total: £1260</p>			
	<p>Purchase online Education City resources for all children to improve home learning, to track curriculum coverage and to assess progress and attainment Total: £950</p>	<p>All children can access learning directly linked to curriculum anytime and anywhere</p> <p>Rates of progress continue to accelerate and level of achievement are increased to standards beyond national expectations</p>	P. Harvey (Ed-Tech Leader)	01.05.20 to 20.07.21
	<p>Purchase Timestables Rockstars to increase fluency of mathematics concepts at home to increase maths rates of progress and higher level of achievement in KS2 Total: £94.90</p>	<p>Maths rates of progress and higher level of achievement in KS2 to secure understanding of the timestables</p>	H. Davies K. Wright (Maths Leaders)	26.06.20 to 26.02.21
	<p>Purchase Doodle Maths Doodle's online Parent and Teacher Dashboards let adults track each child's progress across all of the Doodle programmes. Total: £1890</p>	<p>From the Dashboards, parents and teachers can see how many stars learners have earned, as well as their current streak and DoodleAge.</p>		
<p><u>Pupil assessment and feedback</u></p> <p>Teachers have a very clear understanding of narrowing the attainment gaps in learning and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Complete termly tests and record assessments on school tracking system to analyse pupil performance and measure progress.</p> <p>Purchase Accelerated Reader program to enable children to access a range of online texts, reading assessments and home/school data tracking to support children's progress in reading. All children access a range of exciting texts in school and at home for a range of ages and abilities with increased rates of progress leading to higher standards in achievement Total: £4886</p>	<p>Implement reading intervention program to accelerate rates of progress in Reading across all age ranges</p> <p>Standards in Reading are above national expectations from EYFS to KS2</p>	R. Cheema (AHT)	01.12.20 to 31.08.21

	<p>Purchase Evidence Me for all age ranges for to track progress of remote curriculum. Parent/pupils will upload evidence of learning for all subject areas. Learning will link directly to National Curriculum for tracking of progress and attainment. Total: £750</p> <p>Purchase PE PRO application for all staff to deliver outstanding PE. Progressive lessons, Health and Wellbeing sessions, sports specific activities from coaches that have worked around the world have been adapted to suit all key stages. Every lesson is engaging, fun with a positive learning outcome with over 1000 professional short videos for all key stages, assessments and other simple tools allowing teachers to quickly upskill their knowledge and confidence in delivering PE. Total: £1250</p>	<p>All children/parents will have a user friendly approach towards sharing home learningStaff, children and parents will have increased knowledge of their child's personal, emotional and academic progress</p> <p>physical literacy provides children with the building blocks to be physically active. So if a child knows how to throw a ball, he or she can play baseball, or if a child knows how to kick a football ball, he or she can play football. And while it is important for children to develop their physical literacy, it is not something that can fully be achieved or acquired. In other words one cannot be "physically literate". Instead we are each on our own physical literacy journey and each child will be at his or her own level of physical literacy at any given time.</p>	<p>A. Brown (AHT)</p> <p>D. Smith (PE Leader)</p>	<p>18.12.20</p> <p>01.09.20 – 01.07.21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Hill Avenue Academy have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Children that require additional emotional support will be referred for specialist art therapy to support with their specific needs helping them to adjust to their new environment.</p>	<p>A 360 interactive virtual tour of Hill Avenue Academy is arranged and shared with all new-starters.</p> <p>Additional time is made to cover the teacher so that they can have a virtual/telephone meeting with their new starter so that the child is confident in joining Hill Avenue Academy.</p> <p>Employ a qualified Art therapist for one additional day per week to support children with their emotional needs</p> <p>Total: £120 per day (18 weeks) Total: £950 (PP Premium)</p>	<p>Increased parental partnership and platforms for families to visit the school using technology.</p> <p>9 children to receive professional therapy based on their personal/pastoral needs</p> <p>Implement hybrid online learning opportunities for all children</p>	<p>N. Beards (IT)</p> <p>E. Hateley (HT)</p>	<p>01.05.20 – 01.05.21</p>

Total budgeted cost				£ 17,183

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>To positively impact on 5 key social and emotional learning (SEL) areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making</p> <ul style="list-style-type: none"> Child Protection: 1 Looked After Child: 1 Child in Need: 2 Team around the family: 3 Cafcass involvement: 2 Early Help: 15 Educational Psychologist: 21 Police involvement:1 	<p>The Switch Project: outreach support KS2 children (Wolverhampton)</p> <p>Total: £550.00</p>	<p>Building children and young peoples' ability to develop positive relationships</p> <p>Supporting children and young people who are struggling with family circumstances, such as separation, bereavement or domestic violence.</p>	E. Hateley (HT)	09/06/21 to 14/07/21
<p>To raise the confidence and well-being of children to Increase self-esteem and social development through 'Cool Kids' program</p>	<p>Additional sports coach sessions each day to support children with the Personal Social Emotional Development</p> <p>Reception Children Personal, Social, Emotional Development</p> <ul style="list-style-type: none"> Managing Relationships 49% Self Confidence, self-awareness 42% Managing Feelings and Behaviour 33% <p>£35.00 p/h (12 weeks)</p> <p>Total: £420</p>	<p>Reception Children Personal, Social, Emotional Development</p> <ul style="list-style-type: none"> Managing Relationships 77% Self Confidence, self-awareness 77% Managing Feelings and Behaviour 77% 	H. Kahlon (HoS)	04.01.21 to 01.04.21
<p>Provide additional interventions to improve the mental health and well-being of children</p>	<p>Additional sports coach sessions to increase Mental Health and Well-Being Interventions</p> <p>£68.50 p/h (1hr per week x 18 weeks)</p> <p>Total: £1233</p>	<p>Interventions (sport, PE, Games will improve mental health and well-being of children</p>	D. Smith (PE Leader)	09.11.20 to 01.04.21
<p>Increased parent partnership and assessment opportunities for all children by the end of Autumn term</p>	<p>Purchase 'Evidence Me' EYFS online educational tracking for use at school and at home to support children with this development</p>	<p>Improved effectiveness and frequency of assessment and strengthen parent partnership,</p>	A. Savin (SENCO)	04.09.20 to 01.04.21

	<ul style="list-style-type: none"> Spring term to establish parent partnership Good Level of Development: 31% Total: £911.30	<p>through the use of Evidence Me.</p> <p>77% of children to achieve a good level of development</p>	A. Brown (AHT)	
Provide additional resources for home-learning for all children including disadvantaged and children with SEND in Key Stages 1 and 2	<p>Purchase additional exercise books for children with limited or no internet access at home</p> <p>Total: £82.00</p> <p>Increased opportunities for vulnerable children to access remote learning. Purchase additional iPad covers for children with limited home access £19 (10 Covers)</p> <p>Total: £190</p>	<p>Resources will be available for any children that require paper-based materials.</p> <p>Increased multi-sensor approaches and balance of technology and practical aspects of learning</p> <p>Pupil Premium children can access iPads to support them at home in the event of a 'bubble' closure due to Covid-19</p>	A. Savin (SENCO)	<p>01.09.20 to 01.04.21</p> <p>01.12.20</p>
Total budgeted cost				£3,386

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Access to remote learning</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Additional online learning resources will be purchased, such as Ed-Shed will be purchased so that children can practise spellings at home.</p> <p>Paper packs are printed where appropriate and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs when needed</p> <p>Total: £745.82</p>	<p>Greater understanding and comprehension of end of year spellings for all age ranges.</p> <p>All children have access to resources at home that they would normally access in school, e.g. pencils, rulers, erasers, learning tool kits, etc.</p>	<p>R. Cheema (English Leader)</p> <p>K. Whitehouse (Office Manager)</p>	<p>01.09.21 to 01.07.22</p>

<u>Summer Support and Holiday Clubs</u> Children will have access to holiday clubs each term to develop and refine skills in social, emotional, active literacy. This will also help key worker families that require childcare arrangements.	Soccer Coaching 2000: Holiday club x 5 days each term (Autumn, Spring, Summer) Total: £800	Increased opportunities for children during the school holidays. Increased parental support during school holidays.	W. Clark (Director)	01.08.20 to 31.08.21
<u>iPad Charging Station for new devices</u> Additional iPads supplied by the DfE require charging station	Purchase new charging station to house all new iPads Total: £2485.00 iPad Cases Total: £1425 Licenses Total: £1575 iPad charging cables Total: 239.70	Additional iPads are maintained for further use in school and in the event of further periods of self-isolation or lockdowns	P. Harvey (Ed-Tech Leader)	01.09.20 – 01.09.21
<u>DfE supplied iPads</u>	75 devices Total: £18,750 (Approx. £250 per unit)	Additional 75 devices including 40 current devices ensure all children have access to technology to support in school and at home	K. Davenport (IT Support)	Batch 1 Received 27.01.21 Batch 2 Received 10.02.21
Total budgeted cost				£46,341.27
Cost paid through Covid Catch-Up				£22,114
Cost paid through DfE				£18,750
Cost paid through school budget				£2485