

## Redacted for website publication - students names and data removed

### Introduction

Literacy and numeracy catch-up funding has previously been additional funding for publicly funded schools in England. It is designed to support pupils who finished key stage two at below the expected standard in English and/or Mathematics by helping them to rapidly catch-up during Year Seven.

In the academic year 2018/19 the Hemel Hempstead School received £7,554 to support 39 students. This was 21% of the cohort. In the academic year, 2019/20, The Hemel Hempstead School received £12 485 to support 64 students. This was 29% of the cohort. In the academic year 2020/2021 specific “catch up funding” was cancelled and replaced with a (COVID-19) catch up premium. The remit of this funding was “to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected” (DfE, 27th April 2021). We received £76,400 in 3 installments throughout the year.

**At the time of writing, it is unclear whether the (COVID-19) catch up premium will continue for the academic year 2021/2022.**

The remit of the COVID Catch Up Plan encompasses support for learners who have been adversely affected by COVID since March 2020 across Key Stage 3 and 4. As a school, we will continue to prioritise the most vulnerable students within our school community to ensure that they are not disadvantaged any further. As a school we have undertaken to continue to support those students who are most vulnerable by using targeted strategies, supported by EEF evidence. This plan not only reviews the spending for 2020/2021 but also outlines the spending for 2021/2022.

Additionally, the school receives extra funding for those who are disadvantaged, called the Pupil Premium (PP), and those who are Looked After Children (LAC Funding). Reports on the spending in these areas and its impact are also published separately on the school website.

The school has a Raising Standards Leader who leads on ensuring the progress and outcomes of all groups of learners, in all key stages, and has overall responsibility for this plan.

**Analysis of the impact of COVID Catch-Up Premium spending in 2020/21**

LIVE TRACKING DOCUMENT HERE - redacted website for publication

NOTES FROM TEAM MEETINGS HERE - redacted for website publication

MAY GOVERNORS REPORT HERE - redacted for website publication

Literacy and numeracy catch-up funding is additional funding for publicly funded schools in England. It is designed to help pupils who finished key stage two at below the expected standard in English and/or Mathematics by helping them to rapidly catch-up during Year Seven.

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**In the academic year, 2020/21, The Hemel Hempstead School received £76,400 as part of the COVID Catch Up Premium. The first installment was received in October 2020, with further installments in the spring and summer 2021 terms.** As a school we targeted students that would typically be identified for “catch up” intervention in the areas of numeracy and literacy on transition between Y6 and Y7. We also continued to target those students in Y7 into 8 who had not completed a full programme of intervention due to school closures.

Given the second national lockdown this programme was adjusted throughout the year to reflect the spending and the need within particular areas; there are significant links between this plan and the PP Plan.

Intervention	Activity	Cost and resources	Analysis of Impact
Summer “restart” work	<b>Workbooks</b> Identify students using transition information Provide SATs Booster workbooks and packs Provide parents with guidance and support in the form of Google Meet and written instructions Provide feedback during the Summer break to engage students	40 Numeracy Workbooks £205.80 40 Numeracy Tests £235.24 60 Literacy Workbooks £308.70 60 Literacy Tests £352.86 30 Handwriting Workbook £121.60 Total: £1224.20 Postage: £100  <b>Fully spent</b>	Students arriving in Y7 had not sat their KS2 SATs and therefore staff were reliant on Y6 teacher based transition information. Baseline assessment information from the completion of the workbooks was given to English and Maths to facilitate setting and early, in class, intervention. Whilst not all students engaged with this support, those that did provided useful and usable data to support the primary data for immediate awareness/intervention by class teacher and literacy/numeracy leads. It also gave students a low stakes, continued focus over the summer period on numeracy and literacy. Some parental feedback commented that “keeping their hand in” was useful over the summer period and gave students the confidence to start Y7 without falling behind.
Identification of target groups	<b>Testing</b> Use of school transition information CATS testing by GL Assessments EXACT testing by GL Assessments Literacy testing to include reading, spelling & comprehension Numeracy testing	£0 £4748.00 GL Assessment  £inc in cost of subscription  <b>Fully spent</b>	CATS testing provides invaluable baseline data for all our students and is used to support the ability profiling of our students.
Numeracy	<b>Star Maths (Renaissance Learning)</b> Subscription needed Testing and gap analysis	£4784.16 <b>1/09/2020-31/08/2021</b> <b>Fully spent</b>	

	<p><b>Accelerated Maths</b> Subscription needed Resources for intervention lessons and home learning</p> <p><b>Progress Champion</b> Intervention work with students CPD for staff with differentiation and scaffolding</p>	<p>£4187.00 1/9/2021-31/8/2022 Fully spent</p> <p>£20,000 Fully spent</p>	
Literacy	<p><b>Reading Fluency Project</b> Project continued Additional resources purchased Staff training TA training</p> <p><b>Caxton Trust</b> Project continued Additional resources purchased Staff training TA training</p> <p><b>Renaissance Learning</b> Subscription needed Testing and gap analysis Resources for intervention lessons and home learning</p> <p><b>English Support</b> Intervention work 1:3 (max)</p> <p><b>Online Resources</b> Hodder subscription to online resources</p> <p>AQA Resources</p>	<p>£2500 unspent</p> <p>£250 unspent</p> <p>£1369 1/4/2021-31/08/2022 Fully spent</p> <p>£10,000 unspent</p> <p>£460 Fully spent</p> <p>£100 Fully spent</p>	<p>Due to the second national lockdown both the Reading Fluency Project and the Caxton Trust Projects were put on hold. Both programmes relied on face to face support between students and staff which was not achievable during school closure.</p> <p>On our return to school in March 2021, funding was allocated to support the purchase of STAR Reader. This was to bring parity between the programmes used in Maths and English but also to give English a usable tool for testing and identifying targeted students. The first round of testing took place with Y7 students and intervention work took place with a group of EAL students and those students identified in Y7 with the most literacy needs.</p>
SEND	<p><b>TA training</b> Funding for ELKLAN training Fluency project training Caxton Trust training Accelerated Maths training</p>	<p>£420 Fully spent</p> <p>£450 £inc in cost of subscription</p>	<p>1 HLTA completed the ELKLAN training in July 2021. This give the SEND Faculty a specific skills set to deploy in supporting our most vulnerable speech and language students moving forward.</p>
	<p><b>HTLA</b> HTLA training Funding for Maths and English curriculum CPD so that small group tuition can take place for vulnerable SEND HfL training - x4 half day training sessions @£327</p>	<p>£748.80 Fully spent</p>	<p>3 TA's completed the training provided by William Thallon, HfL Maths advisor in June 2021. The focus of the training was to empower, upskill and enable TA's to support students with Numeracy needs more effectively in the classroom. Ensuring that the TA's were more confident in their support will enable the KS3 Maths lead to deploy TA's, with the support of the SENDCo, to run small group intervention for targeted students.</p>

NTP Tuition	<p><b>My Tutor</b></p> <p><b>The Brilliant Club</b></p>	<p><del>£2868.75</del> Fully spent</p> <p>£5070 Fully spent</p>	
Other	Science in Focus - remote package of Science experiments	£99.95 Fully spent	Provision of much needed resources to enable all students to continue to access science experiments during school closures. Being able to utilise this package of resources has meant that skills gaps have not opened across KS3.
Staff CPD	<p>Making the Difference for Disadvantaged Pupils</p> <p>Parental Engagement &amp; Closing the Disadvantage Gap (HfL)</p> <p>Improving secondary literacy</p>	<p>£325 Fully spent</p> <p>£71 Fully spent</p> <p>£95 Fully spent</p>	SGR completed & HOY training internally
Technology	<p>Chromebook Trolley &amp; Class set of Chromebooks for Maths</p> <p>Chromebook Trolley &amp; Class set of Chromebooks for English</p>	<p>£7600</p> <p>£7600 Fully allocated</p>	Order to avoid underspend
Pastoral	Kidscape	£2360 Fully spent	
Summer School	Additional staffing to focus on Literacy & Numeracy at this year's summer school.	<p>Staffing £6,600 Positively MAD £27,000 Lunch £895 Lunch other £212.40</p> <p>Total Spend Summer School Part 1 £34,707</p> <p>Staffing £900 Positively MAD £1,130 Online resources £500</p> <p>Total Spend Summer School Part 2 £2,530</p> <p>Total: £37 237 Fully allocated</p>	<p>Given the direction by the DfE, we organised and ran a summer school for a number of key groups across the school as follows:</p> <ul style="list-style-type: none"> <li>● Year 6 into 7 <ul style="list-style-type: none"> <li>○ 217 students invited</li> <li>○ 116 confirmed their attendance</li> <li>○ 113 attended</li> <li>○ 1 full week</li> <li>○ Run by HHS staff in collaboration with Positively MAD</li> <li>○ Literacy and Numeracy focused</li> </ul> </li> <li>● Year 7 into 8 <ul style="list-style-type: none"> <li>○ 73 students invited</li> <li>○ 23 Confirmed their attendance</li> <li>○ 16 attended</li> <li>○ 1 full week</li> <li>○ Run by HHS staff in collaboration with Positively MAD</li> <li>○ Literacy and Numeracy focused</li> <li>○ Students selected based on their EAP and disadvantaged and restart students were prioritised</li> </ul> </li> <li>● Year 8 into 9 <ul style="list-style-type: none"> <li>○ 60 students invited</li> <li>○ 26 Confirmed their attendance</li> <li>○ 16 attended</li> <li>○ 2 full days</li> <li>○ Run by HHS staff in collaboration with Positively MAD</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Carousel of English, Maths &amp; Science workshops with the focus on “closing the gaps”</li> <li>○ Positively MAD focused on “Getting Options Ready” - being resilient, developing a work ethic, study skills</li> <li>● Year 10 into 11 <ul style="list-style-type: none"> <li>○ 68 students invited</li> <li>○ 21 Confirmed their attendance</li> <li>○ 16 attended</li> <li>○ 2 full days</li> <li>○ Run by HHS staff in collaboration with Positively MAD</li> <li>○ Carousel of English, Maths &amp; Science workshops with the focus on “closing the gaps” and “getting Year 11 ready”</li> <li>○ Positively MAD focused on “Getting Y11 Ready” - developing a work ethic, study skills, managing time</li> </ul> </li> </ul>
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**Restart Plan for 2021/2022  
COVID Catch Up Premium**

**Carry over from COVID Catch Up Premium 2020/21: £27 950**  
**Total allocation for Restart plan unknown. Based on catch up allocation from 2019/20 £8 000 (approx).**  
**Total current allocation of spending based on £35 950**  
**Once we have confirmation of COVID Catch Up Premium for 2021/22 we will amend the plan.**

Academic Interventions	How	Live updates	Who	Cost/Spend	Education Endowment Fund effect size	Measure of Effect (MoE)
Identification of target groups	CATS Testing (GL Assessments)		EBE, DHE, SBR, SMD	£2 277		
Numeracy	Chromebook Trolley & Class set of Chromebooks for Maths to facilitate the use of STAR Maths and Breakfast Club intervention. <i>Ordered 08/09/2021</i>  <i>STAR Maths was renewed using funds from the Restart plan in 2020/21</i>		JGR, DPM	£7 600		
Literacy	Chromebook Trolley & Class set of Chromebooks for English to facilitate the use of STAR Reader and Breakfast Club intervention. <i>Ordered 08/09/2021</i>  <i>STAR Reader was renewed using funds from the Restart plan in 2020/21</i>		MPA	£7 600	Reading comprehension strategies +6 months	

	Reading and Spelling Test (GL Assessments)			£2 000		
Study Skills	Study Skills Support 3 intervention days with an external provider; Positively MAD 1 targeted year group or groups of targeted students in need of study skills, time management and organisational intervention.		SGR	£3 090	Metacognition and self-regulation +7 months	
Transition Support	Summer School 2022 1 week transition summer school for Y6 into 7 students and provision for "Getting GCSE ready" and "Getting Options ready" summer schools for Y9 & Y11 on a targeted basis.		SGR EBR	£15 000	Social and emotional learning +4 months  Small group tuition +4 months  Summer schools +2 months	
<b>Pastoral Interventions</b>	<b>How</b>	<b>Live updates</b>	<b>Who</b>	<b>Cost/Spend</b>	<b><u>Education Endowment Fund effect size</u></b>	<b>Measure of Effect (MoE)</b>
Building Resilience	Kidscape  Ambassadors programme		NHA  NHA	£2 360  £4000	Social and emotional learning +4 months	
Total Spend:				£43 927		
<a href="https://docs.google.com/spreadsheets/d/1imH-pKQfxZWPQdnH49b68k5RenMx6BW3fSv4bLQbewc/edit#gid=1508333437">https://docs.google.com/spreadsheets/d/1imH-pKQfxZWPQdnH49b68k5RenMx6BW3fSv4bLQbewc/edit#gid=1508333437</a>						