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Build Up (Catch Up) Strategy statement 2021/22

The COVID pandemic has caused unprecedented disruption to education since the first school closures in March 2020. Those pupils from the most disadvantaged backgrounds will have been hit particularly hard although it should be acknowledged that ALL pupils have been impacted by the COVID 19 pandemic.

Build Up is the name adopted by Hurstmere School in place of 'Catch Up,' based on the principle of building up pupils as result of the pandemic rather than the negative connotation of pupils having to work harder to 'Catch Up.'

All staff at Hurstmere School recognise the importance of our Build Up provision in ensuring that the impact of the pandemic is mitigated, all pupils return to normal education as soon as possible and are not educationally disadvantaged.

The government 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.

The government's COVID 19 Catch up funding was introduced to support schools in mitigating the unique effects of the pandemic on pupils' progress and attainment. The grant is only available for the 2020-21 academic year.

Schools must use the funding to support pupils to catch up lost learning time. The Education Endowment Foundation produced a guide to support schools in how to spend their catch-up funding which can be found here,

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

The EEF (Education Endowment Foundation) identified 3 areas for schools to focus on

1. Teaching and whole-school strategies
2. Targeted support
3. Wider strategies

Overall strategy area	Specific strategies
Teaching and whole school strategies	Supporting great teaching



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	Pupil assessment and feedback Transition support
Targeted support	1 –1 small group tuition Intervention programmes Extended school time
Wider strategies	Supporting parents and carers Access to technology Summer support

Our programme covers all 3 areas in the EEF (Education Endowment Fund) guidance and our approach for 2021-22 will heavily focus on the Teaching and whole school strategies and the targeted support for pupils. However, there are no plans currently to extend the school day.

The EEF also produced the following support guide for schools with evidence-based guidance on how to support pupils as schools return to normal

[EEF support guide for schools](#)

We will use these 2 documents as guidance on how to support our pupils.

Schools have flexibility to use the funding and plan their strategy in ways that are tailored to the needs of the pupils in their institution.

Hurstmere School key challenges from COVID 19 Pandemic

Hurstmere school has used a variety of methods to determine the impact of the pandemic on our pupils. This includes analysis of pupil assessment data, pupil and parent voice, teacher observations of pupils in lessons, increased referrals to the mental health and safeguarding teams, outcomes from departmental FFRs (Forensic focused reviews). Analysis of this data has identified the following 7 areas as key priorities for the Build Up framework. This list is not exhaustive and does not preclude other challenges our pupils face because of the pandemic.

1. Pupils' attitudes to learning have been adversely impacted because of school closures/lockdowns. More pupils display negative attitudes to school than usual
2. Pupils have gaps in their learning because of lost learning
3. Increased levels of anxiety/poor mental health amongst pupils
4. Access to wider educational experiences severely limited by school closures/lockdown

Respect ● Teamwork ● Resilience ● Ambition ● Integrity ● Leadership ● Self-Belief



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5. It is well documented that disadvantaged pupils have been most affected by the pandemic. This is true for those pupils at Hurstmere School evidenced by their progress and attainment data.
6. Cancellation of exams has left pupils lacking in exam preparation
7. Communication and partnerships with parents have suffered due to remote working and limitations on visitors to school.

Build Up (Catch Up) funding allocation for Hurstmere School
£83000

Recovery Premium funding allocation for Hurstmere School
£19140

Total fund = £102,140

Teaching and Whole School Strategies			
Action	Description	Intended impact	Cost
Quality 1 st teaching 1,2,6	Continued implementation of Rosenshine Principles to ensure pupils have access to high quality teaching in their lessons to promote rapid progress and attainment. Rewriting of SOW across the school to ensure uniformity of approach and to foster learning conversations about the best way pupils learn. This supports build up work by ensuring teachers are planning sequences of lessons with consideration for the impact	Access to high quality teaching will have the biggest impact on pupil progress and attainment. Well sequenced SOW will allow for topics to be covered and recovered effectively to mitigate the effects of lost teaching time.	£0



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	of the pandemic on pupil learning journeys.		
Assessment and Feedback 1,2,6	<p>As per EEF guidance, effective assessment is key to establishing the impact of the pandemic on pupil's education. All CLs and class teachers will plan and deliver effective assessments and review the data rigorously, including regular low stakes assessments. The whole school standardisation of Schemes of Works has assessment as a key non-negotiable and the Assessment framework outlines how we carry out assessment at Hurstmere.</p> <p>All staff also take part in the ½ termly RAP (Raising Attainment and Progress) process in which they forensically analyse their assessment data so CLs, RSLs and SLT can identify and spot patterns of underachievement to plan interventions</p>	<p>Hurstmere teachers will swiftly identify which pupils have been adversely affected by the pandemic as part of their ongoing teaching.</p> <p>Pupils who need additional support are quickly identified and interventions are planned accordingly.</p>	£0
Character Education 1,3	Due to prolonged absences from school, pupils have not had access to high quality education in the school's core values and those that prepare them for life after secondary school. The school's revised character education program	Pupils develop attributes in the school's core values such as resilience and leadership that they have missed as well as others that will help pupils to	£0



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	will address these gaps focusing on key characteristics that will help them to 'build up' better. The character education programme includes modules on resilience, organisation, communication, and wellbeing.	overcome the impact of the pandemic on their learning, self-development, and attitudes to school.	
Exam strategies 3,6	<p>Cancellation of exams for 2 years, has impacted on pupils' experience of exams, particularly the current year 11. A focus on exam experience and revision strategies is essential to help prepare pupils for examinations in 2022 and beyond. Workshops and interventions targeted to support pupils with study skills, revision techniques and coping with exam stress in all year groups.</p> <p>Pupils will also be given the opportunity to practice being tested in formal examination settings.</p>	Pupils feel confident and prepared to sit exams in 2022 and beyond	£7000
Transition support – Summer school 1,3,4	As per the EEF guidance, pupils at transition from KS2 – KS3 may need additional support to successfully transition. Summer school 2021 will offer pupils an enhanced experience, with a range of subjects offered. This may be the first-time pupils and parents have been able to set foot on the school site.	Pupils will have more experience of Hurstmere before they start in Sept 2021, developing friendships, meeting staff, and familiarising themselves with Secondary, aiding transition.	Paid for through Summer School funding allocation



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Attendance and punctuality 1,3	COVID pandemic has impacted on attendance and punctuality of some pupils. RSLs to monitor closely attendance and punctuality and work with EWO/parents and pupils to raise levels of attendance and punctuality to pre pandemic levels.	Pupil attendance and punctuality will be better than the figures in March 2020, before the first lockdown.	£0
Literacy support – reading ages 1,5	All pupils to have their reading ages tested through accelerated reader to profile the literacy level of the school and target interventions where appropriate, including formulation of a whole school approach to teaching reading.	Low reading ages no longer a barrier to pupil progress and attainment.	Inc. In Accelerated reader cost
Enrichment – extracurricular timetable 1,4	Full extracurricular timetable published at the start of the academic year, to enthuse and engage all pupils in the whole life of the school as pupils' attitudes to school have changed because of the pandemic. Disadvantaged participation recorded by those leading enrichment activities. Build up fund can support activities in enrichment clubs.	Pupils are engaged and excited about attending school, attendance rates for extracurricular clubs are high and pupils enjoy school.	£1000
Enrichment – school trips 1,4	Lockdown and school closures have impacted on opportunities for pupils to learn outside of the classroom. To further engage pupils with their learning, a range of school trips planned for academic year 2021/22, some of which are subsidised by build-up fund.	Pupils are engaged and excited about attending school, translating to improved attitudes inside the classroom.	£3000



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Targeted Support			
Action	Activity	Intended impact/outcome	
Effective use of data to ID of pupils in need of support 1,2,5	Hurstmere has a rigorous process for identifying pupils underachieving and in need of intervention, through the whole school RAP process, departmental and individual analysis of tracking and assessment data.	Pupils behind in their learning are quickly identified and appropriate interventions are put in place to support their learning and improve their progress and attainment.	£0
Targeted intervention of pupils 1,2,5	<p>Pupils identified as needing intervention will receive support to close gaps and build up better now that we have returned to school with a degree of normality. Interventions will be based on need and pupils identified through assessment data. Interventions will address a learning or skills gap, will be in small groups and time limited to avoid, 'intervention fatigue' Interventions will be carefully planned to avoid impacting on curriculum time.</p> <p>Intervention will take one of the following forms</p> <p>Capacity built into 2021/22 timetable so Hurstmere Staff</p>	<p>Pupils identified as needing intervention, to make faster than usual progress because of this intervention. Intervention to follow the diagnosis, therapy and testing approach and impact of intervention measured by teacher, RSLs, CL and SLT.</p>	£68000



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	<p>in core subjects and beyond can provide intervention in timetabled lessons</p> <p>Intervention/revision sessions to take place before and after school and in Easter holidays.</p> <p>Tutoring from external providers such as Pet- XI, Mytutor or others sourced through the NTP (National Tutoring Programme) Online intervention packages such as Seneca learning, Bedrock learning and Accelerated Reader used as appropriate. (See below)</p>		
<p>Targeted intervention of pupils – Accelerated reader</p> <p>1,2,5</p>	<p>Pupils in KS3 use AR to improve reading ages and literacy skills.</p>	<p>Reading ages of pupils improve in line with their age so they can fully access all aspects of the curriculum</p>	<p>£3000</p>
<p>Targeted intervention of pupils – Bedrock Learning</p> <p>1,2,5</p>	<p>Bedrock learning utilised in tutor time and at home by pupils in year 7 and 8</p>	<p>To improve the reading ages and literacy skills of pupils so they can fully access all aspects of the curriculum.</p>	<p>£3000</p>
<p>Targeted intervention of PP (Pupil Premium) pupils in Eng, Maths & Science using Hurstmere Staff</p>	<p>Disadvantaged pupils are those most effected by the pandemic. Early intervention in English, Maths and Science in small groups delivered by Hurstmere staff will address these gaps in learning. Diagnosis, Therapy and Testing is the process we go</p>	<p>PP pupils in year 7 & 8 make age related progress and attainment or better in English, Maths and Science.</p>	<p>£0</p>



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1,2,5	through to show improvement.		
Mentoring of PP pupils by RSLs and behaviour mentor 1,3,5	RSLs and behaviour mentor to mentor PP pupils in years 7, 9 and 11 to identify barriers to learning, so interventions and support can be quickly implemented.	PP pupils experience no barriers to their learning and as such can fully engage in the life of the school, including their learning and make rapid and sustained progress.	£0
Honours program 1,3,4	Most academically able in year 7 selected for the school's new honours programme, which is designed to stretch and challenge these pupils to help develop advanced skills of independent learning and access to new experiences/learning opportunities outside of the main curriculum. This is a year long program involving 23 pupils identified through their CATS (Cognitive ability tests) scores as being the highest achieving pupils in the year group.	These pupils have high aspirations for themselves and their learning.	£0
Hands on project 1,3,4	Yr. 7 RSL leads program of alternative provision for 10-12 pupils delivering practical skills in range of subjects which they would not have access to in the main school curriculum	These pupils enjoy coming to school, develop team building and social skills which transfer into other areas of school life.	£200
Widening participation strategies 1,4	Ensuring that KS4 pupils have up to date information on pathways to universities, this framework includes provision	Pupil ambitions to attend university has not been dented by the pandemic.	£0



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	to engage in widening participation courses.		
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Wider Strategies			
Action			
Mental Health support 3	<p>Rates of anxiety and depression have increased because of the COVID pandemic. Provide and expand access to mental health support in school.</p> <p>Train more mental health ambassadors and increase access to school counsellor so more pupils can be supported.</p>	Pupil anxiety and mental health concerns are quickly identified so pupils learning is not affected.	£1000
Access to technology 2,5	<p>Build up fund will support transition to working remotely and ensuring all pupils have access to the technology they need to work flexibly and ensure progress and attainment is not hindered through the following methods.</p> <ul style="list-style-type: none"> - Transition to Office 365 with accounts for all pupils. - Creation of SharePoint hub to allow pupils easy access to online resources. 	Access to technology not a barrier to achievement for pupils and pupils able to work effectively from home in the case of individual illness or school closures.	£10000



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	- Provision of laptops and IT equipment to pupils who need it.		
Communication with parents 7	<p>COVID pandemic has impacted on the connection between school and home. This connection needs to be maintained and strengthened to ensure pupils can achieve.</p> <p>Introduction of SIMS Intouch and parent app</p> <p>Full suite of open events in 2021/22</p> <p>Coffee mornings and tours of the school for new parents</p>	Parents report via surveys that they are happy with the level of communication with school and play a full and active role in the life of the school.	£6000