COVID Catch Up Funding Strategy Statement 2020-21 (v14)

Caring, Sharing, Learning Together

OVERVIEW:			
Total number of pupils:	367	**Amount of catch-up premium received per pupil:**	£80
Total catch-up premium budget:	£29,360		

STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. We are aware that this will be a steady process and will ensure we support the emotional and mental wellbeing for our children alongside the need to limit the impact of missed education.

Our COVID action plan has been put in place to support children to be successful in their return to school after missing a significant amount of their formal education from March- July 2020. The following priorities were included-

- **Wellbeing Curriculum**
- **Establish Behaviours**
- **Baseline Assessment**
- **Plan for gaps- Quality First Teaching**
- **Use of Catch-up funding (Phase 1 planning)**
- **Engagement with parents**
- **Quality Remote learning**

The analysis of baseline teacher assessment data and pupil progress meetings have allowed us to identify priorities for the use of our catch-up funding with the aim of children **catching up,** in order to reach their full potential. This plan is evolving and will form part of our assessment plan-do-review cycle as well as matching closely with school development priorities across the year.

BARRIERS:
• Reception children lacking school ‘readiness’ due to missing nursery experiences.
• Gaps in learning due to curriculum coverage not being possible, due to wider school closure.
• Low attainment data as a result of missing education. (Children have ‘stood still’ in terms of progress and attainment.)
• Attainment and progress of disadvantaged pupils being behind that of their peers.
• Inconsistent engagement in learning at home during closures.
• Concern about poor wellbeing and mental health impacting on learning .
• Possible low school attendance due to parental concerns, self-isolation and bubble/school closures.

Planned expenditure for current academic year					
Action	**Intended outcome**	**What's the evidence and rationale for this choice?**	**How will you make sure it's implemented well?**	**When will you review this?**	**Cost**
Improve learning behaviours for reception children.	Children to show higher levels of focus during continuous provision throughout the day. Children to receive extra TA support in specific areas of learning.	Children's readiness for learning will improve. Increase in class teacher time to complete guided group activities/objective led planning.	Reception class teachers will observe the learning behaviours and continuous provision for children within their class to ensure effective use of the additional TA support.	Termly review with SLT Pupil progress meetings	**Autumn term** RB- 10 hours weekly for 8 weeks= £918.40 RCW- 5 hrs weekly for 8 weeks= £459.20 **Spring term** RB- 10 hours weekly for 12 weeks= £1377.60 RCW- 5 hrs weekly for 12 weeks= £688.80 Summer 1- 20 hours per week over 6 weeks- £1377.60 Summer 2- 20 hours per week over 6 weeks- £1377.60 **Total cost- £ 6199.20**

Improve early language skills in reception.	Communication and language needs identified and appropriate support in place. Early Years leader to be more familiar with ways of how to embed oracy in the classroom.	Ongoing awareness of the lower levels of early language skills for our reception cohorts. Opportunities to engage in specific CPD to improve provision.	Engagement by identified teaching staff in NELI. 2x SLT members to attend 'oracy' training.	SLT meetings RAP review dates	Staff cover for NELI training 4x M6 supply- £189.54 x4= £758.16 Oracy training 2x£25 + VAT**= £60**
Improve the quality of reading books within reception- guided and home readers.	Children to have the confidence and skills to apply phonic knowledge at home when reading worthwhile texts.	Early reading skills impact into writing skills.	Reception reading books used daily.		£674- home readers £495-guided reading
To accelerate progress in reading through improving whole class guided reading (GR).	Year groups will have appropriate resources for whole class GR. A clear/suitable model for GR is in place to act as guidance for staff. Staff develop a clear understanding of 'book talk' and how this can link into the teaching of writing.	Reading has historically been a strength for our pupils so we feel we can bring learning back 'on track' through adaptations to teaching of GR. Improving provision and staff confidence in 'book talk' will improving teaching and learning within writing.	In school CPD CPD from school improvement consultant	Reading Coordinator – SDP monitoring cycle	Reading coordinator time- 2 days cover @ £285.87 = **£571.74** First set of whole class readers- £1178.66 New guided reading books and storage- £934.50/ £58.88 £237 bookcases/£22.22 book £2868.74 budget remaining Guided reading teacher books- £110 School Improvement Consultant- £450

Improve engagement in home learning activities	Parents will be provided with resources to support their child's progress. Activities focused on basic skills. Increase engagement in home reading Children will have access to the appropriate stationary to complete tasks	Opportunity to maximise on support from parents through engaging activities. Parents have been asking for books and packs of works. Due to likelihood of an extended closure, it is hopes the stationary will continue positive engagement in tasks.	TED-day for teachers to produce catch-up packs Website/App purchased to support improvement in basic skills	Weekly monitoring by teachers of uptake. Daily engagement in work tracked	New home readers- 2,3,4- £2260 TT Rock Stars APP- £200 22x £10 book vouchers to do the Facebook reading monthly prize draw £220 Stationary order- £892.93
Ensure fair equal access across the school to 1:1 feedback and metacognition	Each class will have a sufficient amount of TA time to support identified pupils.	Quality 1:1 support has a positive impact on the progress of identified disadvantaged children.	Alterations in staffing hours.	Data analysis	Additional TA hours- 4SR 40 mins- £7.97 3K 1x am TA for 10 weeks- £382.70 3K 1x am TA for 6 weeks- 229.62

Increase phonics knowledge for year 2 children who did not pass the phonics assessment.	Children who scored below the pass mark on the phonics screening will receive additional phonics teaching to increase their phonics knowledge.	Phonics intervention is a proven strategy for increasing the phonics knowledge when children are in year 1, therefore we will be replicating it in year 2 during the Spring term.	Additional TA time Teacher and TA training and planning time	Ongoing assessment of children's phonics knowledge Children re-sitting phonics assessment	Training for staff 2x ½ day M6 supply- £83.16 1x 2hrs grade 1- £22.96 Additional TA time- CO 1hr for 10 weeks £127.60
Improve engagement in remote learning due to school closure	More children will have access to technology provided by the government Communication with parents and children will improve through email access. Including the introduction of live class meetings	A number of FSM children are unable to access devices within the home so are unable to access online learning. To enable Zoom meetings to take place, email communication required to ensure invites can be sent out securely. Letters are currently being shared through facebook, website and text prompts- emails will increase access to letters and information.	ICT technicians will set up the laptops to enable parents to use them at school. SLT will identify children requiring devices and class teachers will discuss use of devices with parents. SLT leading on zoom meetings. SLT and office staff will lead on email contact and monitoring the system.	Daily tracking of work sent into school. Review engagement in zoom catch ups then ongoing monitoring.	£150 Peritec support £300 Peritec support £400 Peritec support £299 email system
Develop maths mastery pedagogy further across the school	Resources will be shared with staff to improve planning and teaching within maths.	Previous improvements to maths planning and teaching has had a positive impact on the progress and attainment of our children. Additional resources will further improve the quality of teaching within maths.	The maths coordinator will share resources and ensure staff receive appropriate training.	Maths coordinator will monitor teaching and learning. Pupil progress data	£497 Maths Club- Primary membership

Accelerate progress in maths following the 2nd school closure	Staff will have a clear understanding of the level children are working at and gaps in learning.	Due to the school closure, we aware that children will have had varied exposure/experiences to remote learning. Staff will need to ensure they know where to pitch future teaching and address any gaps in learning.	Children will complete a maths assessment to allow teachers to give a teacher assessment level and complete question level analysis to identify gaps in learning.	SLT will meet with staff to identify priority areas of future planning.	Cover for class teachers and maths co-ordinator- £2418.74
Accelerate progress in writing following the 2nd school closure			Children will complete 2 assessment pieces to allow teachers to give a teacher assessment level and complete question level analysis to identify gaps in learning.		Cover for class teachers and SLT member- £1560.46
Accelerate progress in reading following the 2nd school closure			Additional CPD for year 3& 4 teachers to continue to develop/enhance whole class guided reading. Assessment week to enable teachers to give a teacher assessment level and identify gaps in learning.	Reading co-ordinator to evaluate current provision and plan next steps	Cover for class teachers and reading co-ordinator- £830.42
Accelerate progress within our year 4 cohort	A fourth small class provision will be in place during the summer term due to the range of abilities within the year 4 cohort that need specific teaching.	We have used a small class provision in the past and understand the positive impact it can have on progress for our children.	A skills class TA will take on the role of class teacher. Planning will be supported by all teachers within the year group. Regular discussion between all team members.	Class teachers will review the work completed by children and support the lead TA with future planning where needed	Year 4 maths and Writing workshops 5 x days for 6 weeks, may extend. £267

Provision for September 2022 will be tailored as the teachers have accurate knowledge of the children's emotional, social and academic needs.	Staff will be well prepared to tailor their provision for September 2022 due to having a good understanding of the children moving to their class. This is particularly important within year 1 due to the needs of our current reception cohort.	Through data analysis and current class teacher's evaluation of how ready the children are to move to the next year group, we realise the importance of staff getting to know the children moving up. Our EYFS led has identified a greater needed within our reception cohort to have EYFS provision in Yr 1 Autumn 2022.	Transition sessions and information swaps planned across the school. Comprehensive plan for year 1 staff to work with EYFS led to ensure provision is right in Autumn 2022.	SLT RAP 3	Cover to release staff to complete transition activities and additional yr R-1 meetings £789.07
To maximise engagement in summer home learning to practise key skills over the 6 week break.	Families will be excited and willing to engage in summer holiday home learning.	Prize incentives will hopefully engage families and support parents to engage children in tasks.	Full programme of summer holiday home learning activities Promotion within classes and local community on Facebook.	SLT will monitor children who receive a prize.	Approx. £1500 TA time to copy packs 1 day- £11.48
Clear long term plans will be available for all non-core subjects and each year group. Autumn term plans will reflect long term plans and follow the progression of skills documents.	Non-core subjects will meet the needs of our pupils for 2021/2022 and in the future.	Review of curriculum required and opportunity for staff to adapt planning for Autumn 2022	Review of long term plans and progression of skills. Staff meeting to introduce changes. Workshop time for new year group staff to meet and review planning.	SLT to review new long term plans. 2021/2022 monitoring cycle Middle leaders	Cover for class teacher release time- £1420.82

			Spend approximately-	£25626.91 Plus £2868.74 for GR books remaining £28495.65
Total budget- £29,360			Remaining budget-	£864.35