



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

COVID-19 Catch-Up Funding Allocation

£11,400

Guidance:

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. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As 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. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds:

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations:

Tier 1: Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Tier 2: Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Tier 3: Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support



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IMPACT of LOCKDOWNS 2020

Reading

Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now wider. Those who were borderline WA and the high attainers have been disproportionately affected.

Writing

Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practicing of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

Maths

Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes, however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Quality first teaching will be our first strategy here, as well as more resources to support recall.

Foundation

There are now gaps in knowledge – whole units of work have not been taught (even if they were set, coverage was patchy across classes with some engaging more than others) meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Covid-19 Recovery 2020

INITIATIVE/INNOVATION AND DESIRED OUTCOME	AMOUNT / TIME FRAME
Tier 1: Teaching and whole school strategies	
Supporting great teaching Talk for Writing and Greater Depth Writing CPD: JG to access and cascade to all staff leading to all staff having the tools to target Greater Depth writing.	£80 January INSET
Supporting great teaching Jane Considine CPD - Writing and the Wider Curriculum: JG and LT to access and cascade to all staff leading to a deeper understanding of how to	£160 TBC



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ensure high quality writing across the curriculum in a progressive way.	
<p>Pupil assessment and feedback</p> <p>Development of an even more robust writing assessment process so that staff are secure in assessing children at Greater Depth at the beginning and mid-point of the year (as the frameworks are a complete-fit model).</p>	<p>£JG/EM time – cover for Y3 0.5 day £30</p>
<p>Pupil assessment and feedback</p> <p>Lexplore software for reading: JG and HJB to assess all children using the eye tracker software to give a clear picture of reading ages, reading speeds and dyslexic tendencies. This will lead to the KS2 chn being able to access age-appropriate texts in the library and for specific interventions to be put in place for those who need them.</p>	<p>£6 per pupil (Y2-6) x 112 = £672 per year (free if recommended to another school; consider FoPs for repeat funding – as they had agreed in principle to help with Accelerated Reader at £1500 per year for 4 years).</p> <p>Autumn 2</p>
<p>Pupil assessment and feedback</p> <p>Exploration of a standardised reading assessment package e.g.: Puma and Pira so that teachers have a very clear understanding of what gaps in learning remain 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>Puma and Pira £2000 allocated</p> <p>Spring 1</p>
<p>Supporting great teaching</p> <p>Due to the limitations on maths resources due to COVID (not sharing etc), more concrete resources will help to support those children who are not yet ready for pictorial or abstract representation.</p>	<p>£1000 allocated</p> <p>Autumn 2</p>
<p>Supporting great teaching</p> <p>So that core skills from previous years are planned into foundation subjects, additional planning time will be needed. Prior to this, CPD refreshment around use of the NC 2014 for 'back to basics' planning.</p>	<p>0.5 day cover per term @ £30 per teacher x 6 x 4 = £720</p> <p>(Autumn 2, Spring 1&2, Summer 1).</p>
<p>Supporting great teaching</p> <p>Explore creative ways of inspiring cross-curricular (foundation) writing through wow experiences, considering the lack of trips, visitors, and resources.</p>	<p>£???</p> <p>Autumn 2</p>



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Pupil assessment and feedback Release time for teachers to work 1:1 / with small groups providing verbal feedback / conferencing with each child.	0.5 day per term @ £25 per teacher x 6 x 4 = £720 (Autumn 2, Spring 1&2, Summer 1).
Transition support	£0
Increased capacity at Rainbow Club	On-going
TOTALS	£5282

Tier 2: Targeted Interventions

Small group / 1:1 maths interventions using White Rose / NCETM materials to ensure that all foundations are laid so that progression is possible.	Cover for teaching staff / LSA overtime / additional PPE and screening £1000 allocated White Rose Hub subscription £100 Spring 1
Small group / 1:1 reading interventions using Lexplore to target individual needs to ensure that they make accelerated progress in reading, particularly fluency.	Cover for teaching staff / LSA overtime / additional PPE and screening £1000 allocated Lexplore subscription £covered above Spring 1
Small group 1:1 interventions, bespoke to individual need to close any gaps caused by loss of learning.	HLTA with 11 hours training
Extended school time	N/a
TOTALS	£2100

Tier 3: Wider strategies

Supporting parents / carers Additional online resources / interaction to allow parents to work from home and the children to maintain independence.	Zoom license White Rose £covered above Bug Club Spelling Shed £1700 allocated Autumn 2
Access to technology	Teacher laptops £500 x 7



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Use teacher Chromebooks as devices for children at home and purchase laptops for the core teaching team that have better functionality with online technologies.	£4000 allocated (to include software etc) Spring 1
Access to technology Upgrade school Wi-Fi by installing more routers through school to eliminate 'black spots'.	£TBC ASAP
Access to technology Prepare 2-day home learning packs for any families who cannot access home learning.	£TA overtime and printing costs ASAP
TOTALS	Circa £6000 - TBC
GRAND TOTALS	Catch-Up: £11,400 Tutor led funding: £1236 Budget: £746 Total: £13,382