

## COVID-19 (Coronavirus) Catch-Up Funding Plan

2020-21

*Where children's love and curiosity for lifelong learning blossoms through inspirational teaching in a safe, supportive and nurturing environment.*



Total number of pupils:	135*	Total catch-up premium budget	£10,800*
Catch-up funding received per pupil:	£80	Date of review	July 2021

\*We were initially expecting £12,000 but have budgeted for this lower amount due to a fall in pupil numbers

### Strategy Statement:

*"The mental, physical, and economic impacts of Covid-19 will have affected every family and school in different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges for children. Many children - particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—will have been adversely affected by extended time away from school. Some will have inevitably suffered from the traumatic loss of a loved one or struggled with the loss of familiar routines. In terms of learning, many children may have been unable to access and engage fully with remote learning"*

(Professor Becky Francis, EEF)

We are a small school with a high percentage of children with SEND. Before learning can take place, it is important to ensure children are supported with their mental health and wellbeing. We believe this can be done with quality-first teaching and forms an integral part of our overall strategy. This plan focuses on how we will spend the catch-up funding allocated in 2020-21. The main aim is to improve outcomes for the children who were most affected by COVID-19 but we have considered how we can use this money to meet the needs of a wider range of pupils. We have consulted with various stakeholders (teachers, governors and parents) and shared ideas within our Trust. Our strategy is to spend the money carefully and consider the needs of individual pupils; rather than rushing it or applying a blanket policy for all. After a portion of the money is spent on whole-school resources, the remainder will be shared equally amongst the classes – allowing teachers to use their professional judgement on the needs of their class (i.e. NOT focusing just on Y6s). We believe it is better to use staff the children know and trust for interventions, rather than bringing people in from an outside agency; this is also more cost-effective. We purchased the 'Birmingham Toolkit' in 2019-20 and will use this to identify appropriate interventions to meet particular needs.

Barriers:	Impact:	Aims:
<ul style="list-style-type: none"> <li>Attendance</li> <li>SEND</li> <li>Time</li> <li>Limitations of internal tracking software</li> <li>Availability of suitable staff to deliver interventions</li> </ul>	<p>The biggest impact on our pupils was:</p> <ul style="list-style-type: none"> <li>Spelling -2.00</li> <li>Reasoning -2.00</li> <li>Maturity -2.00</li> <li>Reading -1.83</li> <li>Writing -1.77</li> <li>Numbers &amp; calculation -1.58</li> <li>Stamina for learning -1.55</li> </ul> <p>(where 0 is 'no impact' and -5 is 'much worse')</p>	<ul style="list-style-type: none"> <li>All pupils, including those with SEND, achieve the best possible outcomes in Reading, Writing &amp; Maths.</li> <li>Teachers and leaders use assessment well.</li> <li>Pupils read widely and often, with fluency and comprehension appropriate to their age.</li> <li>They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</li> </ul> <p>(taken from Ofsted Framework)</p>

Action	Intended outcome	Rationale	Cost	Staff lead	Impact Review (July 2021)	
					Comments	RAG
Purchase new version of B <sup>2</sup> tracking software for use with EHCP children working below the National Curriculum	More accurate assessment of current attainment and better analysis of next steps for lowest-attaining pupils	This was identified as an action in our most recent Ofsted report. We are already well-staffed in the IR so do not need additional hours. The software will help to improve staff use of assessment and the cost is equivalent to the funding for the number of children it will support.	£680	AG	Assessment of progress in the IR is now more finely-tuned; enabling next steps to be more closely identified – ensuring assessment is accurate and stakeholders are well-informed. We have renewed the licence for 21-22.	
Purchase IDL software in English & Maths	Use to identify and address gaps in English & Maths.	This has been very highly recommended by the SENDCO at another school in our MAT. Studies show an average improvement of 10 months in reading / 11 months in spelling after 26 hours' use. After some initial set-up, the children can access it independently so access isn't affected by staffing implications.	£698	MG / AG	This was implemented effectively and allowed the pupils to take more responsibility for their own learning / progress. It had a bigger impact on the older children because they were able to access it more regularly.	
Purchase additional 'Learning Support' days through Fusion TSA. Allocate according to need and see as many children as possible during Autumn term.	Accurate & up-to-date reports are produced for 'School Support' pupils – enabling staff to target appropriate interventions and meet their needs most effectively.	We have a lot of children at 'School Support' – many of whom didn't attend at all during Summer 2020. Using the money in this way will enable us to get them the support they need more quickly. Whilst it is expensive on a 'per pupil' basis (approx. £265); it is additional to the time we'd already purchased and allows us to use the strategies with other, similar, pupils.	£2240 (4 x £560)	AG / MG	This was very effective in allowing us to support the needs of pupils who were struggling the most.	

Additional hours for TA in 'Ash' class (Rec / Y1) to support reading development, fluency and understanding of key learning (e.g. phonics).	The attainment gap is narrowed; enabling all pupils (including those with SEND) to achieve the best possible outcomes. The youngest children develop a positive attitude to school / learning which stays with them as they move through school.	Initially, this will be 1 hour per day – helping us to focus on 'little & often' and embed new learning. Hours can be increased once individual priorities are identified (via Pupil Progress Meetings). The money will last longer this way.	£1600 (approx. 100 hours)	RB (AE)	In the end, we adopted a mixed approach with Ash class. Additional TA support was used alongside more specific teacher-led sessions as RB was available to deliver these once GW returned from maternity leave. Phonics outcomes for 2021/22 look promising.	
Cover for teacher in 'Willow' class (Y1 / Y2) to allow her to deliver appropriate interventions herself.	<ul style="list-style-type: none"> <li>- Increased percentage of children at ARE</li> <li>- Good outcomes in Y1 phonics test</li> <li>- Increased confidence in reasoning / comprehension skills.</li> </ul>	CH is our most experienced teacher. She knows the pupils very well (after having many in Y1) and is very clear about the expectations for the end of Y1 / Y2.	£1600 (16 ½ days)	CH	The children were well prepared for KS2.	
Cover for TA in 'Rowan' class (Y3 / Y4) to allow class TA to deliver appropriate interventions to children who need it.	<ul style="list-style-type: none"> <li>- Increased percentage of children at ARE</li> <li>- Improved fluency &amp; comprehension in reading</li> <li>- Improved spelling</li> <li>- Children close the gap compared to where they were in March 2020 (e.g. Y2E → Y3E)</li> </ul>	Rowan has a Full-Time TA who knows the children very well and has been on recent intervention training; she would be able to deliver effective interventions. The supply TA would support the class teacher.	£1600 (16 full days)	MB (CS)	This had a very positive impact. The majority of non-SEND pupils in that year group are now on track for ARE or above.	
Cover for teacher in 'Sycamore' class (Y4 / Y5) to allow her to deliver appropriate interventions herself.	<ul style="list-style-type: none"> <li>- Increased percentage of children at ARE</li> <li>- Children can apply mathematical knowledge, concepts and procedures appropriately for their age</li> <li>- Children close the gap compared to where they were in March 2020 (e.g. Y3E → Y4E)</li> </ul>	There are children in Sycamore with a wide range of gaps. Using the class teacher to plan and deliver interventions in this way enables her to respond to the needs of the children more quickly – meaning she'll have different children each week and will as a result help more children in total.	£1600 (8 full days)	CC	Again, a mixed approach was taken in the end – as we felt it was more suited to the needs of the children. The children were well prepared for Y6 and we have set some positive targets for 21/22.	

<p>Cover for teacher in 'Oak' class (Y5 / Y6) to allow him to deliver appropriate interventions himself.</p>	<ul style="list-style-type: none"> <li>- Increased percentage of children at ARE</li> <li>- Children can apply mathematical knowledge, concepts and procedures appropriately for their age</li> <li>- Children meet their individual targets in KS2 SATs</li> <li>- Children close the gap compared to where they were in March 2020 (e.g. Y5E → Y6E)</li> </ul>	<p>NH is a very experienced teacher. He has taught Y6 for many years and is very clear about the end-of-year expectations. Delivering the interventions himself will allow him to build on previous learning and lay the foundations for subsequent learning (pre- &amp; post teaching).</p>	<p style="text-align: center;">£1600 (8 full days)</p>	<p style="text-align: center;">NH</p>	<p>Despite not doing the SATs in the end, the children were well prepared for the next stage of their education – positive feedback from Bradfield School.</p>	
<p><b>TOTAL COST OF PLAN:</b></p>			<p><b>£11,618</b></p>	<p><i>Additional £818 to come from existing supply budget</i></p>		