

CALVELEY PRIMARY ACADEMY

Date:	October 2020	Plan created by:	B. Dolman
Number of pupils	68	Approved by:	
Catch up Funding Premium Amount	£80 per child Total: £5440	Date for internal review:	

What catch-up funding is for?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. The school allocation is calculated on a per pupil basis, £80 for each pupil from Reception to Year 6 in primary schools.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors should scrutinise the school's approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

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.

The EEF advises 3 areas to focus on: Teaching and whole school strategies, Targeted academic support and wider strategies:

Teaching and whole school strategies

- High quality teaching
- Use of diagnostic assessments
- Effective feedback to all pupils
- Focusing on professional development such as technology use

Targeted academic support

- One to one and small group tuition
- Teaching Assistants and targeted support
- Effective Intervention programmes
- Extension of school day

Wider strategies

- Access to technology
- Communicating with and supporting parents

Impact of lockdown on learning:

Core curriculum findings from initial assessments:

Reading:

The Summer Term content from the previous year has been missed for all pupils. This is more of a concern in EYFS/KS1. Baseline assessments indicate there has been some regression but not as much as that seen in writing and maths. Pupils may have had some exposure to reading opportunities throughout lockdown. The Read, write, inc programme will be delivered from when it ceased to ensure no gaps exist. Extra time is being made available for this.

Writing:

Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age. Children's writing stamina has reduced. Children are not using punctuation consistently, if at all in some cases, spelling and grammatical rules have been forgotten. Handwriting is also a concern due to limited practise throughout the lockdown period. Handling of writing equipment is a challenge in EYFS.

Maths:

The Summer Term content from the previous year has been missed for all pupils. Our initial assessments showed a significant decrease in the number of pupils at the expected standard for their age. Children are less able to recall addition facts and times tables. Children are not consistent in the use of previously taught calculation strategies. Reasoning, problem solving and fluency need attention.

Other:

Children have been isolated from friends so relationships and working together needs to be a key focus. EYFS need to focus on PSED due to lost time in nursery and missed transition opportunities. Readiness for school has presented some barriers. KS1 and KS2 children have missed aspects of the curriculum in all other subjects, therefore there will be gaps in skills and knowledge. Due to making the core curriculum a priority some subjects will not be introduced again until the Spring/Summer Term. Children missed key events such as residential visits, school productions, sports days which help to develop the whole child. Not all children accessed available work during lockdown due to issues with technology and network coverage.

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Barrier to learning: What needs to change?	Chosen approach and associated cost What will we do?	Rationale for chosen approach Why we will do this?	Intended outcome What do we hope to achieve?	Impact seen Did we achieve what we expected?
<p>Accessibility to technology during further possible lockdown/isolation circumstances needs enhancing for some pupils. Clear schedules of what work needs to be completed and exposure to online lessons needs thought so there is consideration of families with more than one child.</p> <p>Staff knowledge of the use of google suite for education is enhanced. This tool could also enhance general pedagogy and homework distribution.</p>	<p>A survey has been completed and subsequently the school has purchased 16 chromebooks to support families who require access to technology. Data vouchers have also been ordered.</p> <p>A remote learning strategy plan has been created so all staff know what is required of them.</p> <p>The school has engaged with EdTech and staff are receiving relevant training.</p> <p>Cost: £3296</p>	<p>School needs to feel confident that in the event of a further lockdown or isolation situation, no family will be disadvantaged due to a lack of technology or network coverage.</p> <p>Pupils still need to access high quality learning opportunities. In order for staff to be in a strong position to deliver our remote learning strategy they need to be upskilled in the G-Suite for education functions. This will become part of our daily pedagogy.</p>	<p>The 16 Chromebooks and data vouchers will bridge the technology gap allowing all pupils the entitlement to remote provision.</p> <p>There is a clear strategy for providing a quality remote learning offer and there is consistency across the school.</p> <p>Staff have accessed training in the use of G-Suite for education. Staff are able to use the G-Suite for education as part of their daily pedagogy and therefore all pupils understand how to access their work and assignments through G-Suite.</p>	
<p>Gaps in phonics and reading comprehension need closing. Not all children have continued with their reading during the lockdown period. Reading is an essential skill which allows pupils to access all other areas of the curriculum.</p>	<p>In order to provide phonics groups in bubbles and access resources online in the event of further lockdown experiences, the Read, Write, Inc online classroom resources will be purchased.</p> <p>Cost: £700</p>	<p>The online classroom has "how to videos" and other training sessions that staff can access whenever required. There are numerous resources which can be used on whiteboards to support more than one group in a bubble. These can also be placed into google classroom should children need to access these from home.</p>	<p>Staff are able to maintain an effective delivery of phonics whether children are in bubbles or at home. Resources can be accessed in school or at home.</p> <p>Staff have continued to develop their subject knowledge</p> <p>Fresh start intervention programme has been delivered</p>	

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		<p>Additionally, Fresh start reading intervention for KS2 children can be accessed with training and resources and this will be introduced for targeted pupils to accelerate progress.</p>	<p>for targeted pupils and they have closed gaps and gained confidence and fluency in their reading ability.</p>	
<p>Prioritising the use of vocabulary by enhancing speech and language opportunities throughout all year groups. This will impact on reading and writing skills.</p>	<p>To introduce NELI and Talk Boost interventions to small groups of targeted children. TAs will deliver the intervention and will be trained to do so. All resources will be purchased.</p> <p>Cost: £1995</p>	<p>School has noticed a significant increase over time of speech and language concerns. We feel this will have been heightened by the recent loss of learning for a lot of pupils.</p> <p>NELI has been recognised following trials by EEF as an effective intervention to run to support early years language development.</p> <p>Talk Boost develops oracy in literacy which is an area recognised by EEF as enhancing learning by a possible 5 months.</p> <p>Both interventions provide recognised training for staff so the programmes can be delivered accurately and therefore more effectively.</p>	<p>Speech and language concerns will improve and this in turn will improve reading and writing skills.</p> <p>We expect to see progress from engagement with the intervention programme to its conclusion.</p>	
Total expenditure:				£6088