



COVID Catch Up Spending Plan – Academic year – 2020 - 2021 and 2021 – 2022

Summary			
School Name:	St Anne's C of E Primary School		
Catch up Funding for Academic year 2020/2021:	£16,527	Number of pupils:	209
Government guidance:			
<p><i>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.</i></p> <p><i>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.</i></p>			
<p>The EEF advises the following: Teaching and whole school strategies</p> <ul style="list-style-type: none"> - Supporting great teaching - Pupil assessment and feedback - Transition support Targeted approaches - One to one and small group tuition - Intervention programmes - Extended school time - Wider strategies - Supporting parent and carers - Access to technology - Summer Support. 			

Identified Impact in September 2020 of lockdown March 2020 – July 2020	Agreed focus for 'Catch up'	Cost / Spend
<p>Attitude / behaviour towards learning: Children lost some independence skills over the lockdown period. Teaching staff noticed that more children needed support to 'get started' on an activity than they had before. There was more reliance on providing adult support. This was particularly the case with the younger children.</p>	<p>Additional support staff hours across the school to support where needed. This facilitated some small group as well as whole class teaching.</p>	<p>£1000 (From school budget)</p>
<p>Maths: The school uses the White Rose materials and these had been utilised over the lock down period. This helped to provide children with relative mathematical skills and knowledge during this time. When children returned in September the next units were taught in progression. Staff made allowances for knowledge gaps and used extra maths sessions time tabled in for Autumn term, to address these. Support staff provided additional support for small groups and within the whole class teaching. Class teachers found that children's stamina, particularly in approaching problem solving activities, had declined. Children were more likely to 'give up' and ask for help. Teachers found that they needed to re build these skills and provide more support to remind children of problem solving strategies.</p>	<p>There was no specific additional funding spent on Maths within the Autumn Term of 2020. All additional support was provided by class teachers and support staff allocated to each class. Staff took advantage of the revised timetable which allowed for extended lesson time to be spent on Maths during the week to focus on developing problem solving and reasoning skills. Advice was sought from the County Maths Leader who provided a teaching staff CPD session based on oracy within maths and how to plan for activities that encourage more problem solving a reasoning.</p>	<p>No additional spend from budget.</p>
<p>Literacy (Including phonics) Writing: Teachers assessed children's writing when they returned in September 2020. There were two main areas that had been effected by the lock down. One area was the loss of writing stamina that many children across the school had demonstrated. Children had not been used to sitting for a period of time and to focus on a piece of work. This needed to be built back up again over time. The second area was the presentation standards of written work had deteriorated. Class teachers were able to focus on these two main areas when the children returned in September 2020. Reading:</p>	<p>New books were purchased to use as inspiration for some writing activities over the Autumn term within KS2. We also felt it would be useful to provide children with exciting stimuli for writing to help them build their stamina and interest levels again. The school organised various hands on activities including Apple Pressing, time spent in Forest school and class 4 took part in weekly fishing trips to the local river to link in with their writing topic for that term. New reading scheme in place for children to access within Reception and across KS1 (Prior to being placed on the schools Accelerated Reader scheme). Staff assess phonic</p>	<p>Books £100 Equipment for outdoor activities: £100 £400</p>

<p>The school has invested in new 'early reader' books and phonic focused books for Reception and KS1. These help to support the development of reading in line with phonics being taught. The school purchased a small number of these books, but the rest were funded by the school's Parent and Staff Association.</p> <p>Phonics: Assessments carried out in September and October, highlighted gaps in children's phonic knowledge. This was clear within Class 1, however children also needed to 'catch up' within Class 2. A follow up phonic screening was carried out in December 2020. The catch up support put in place for phonics meant that 79% of children achieved the level expected at phonics at the end of KS1. Follow up support is in place focusing on the remaining 21% of children reaching this level by the end of the Key stage / academic year (July 2021)</p>	<p>level and place children on the scheme. Additional reading takes place in school, for targeted children using support staff.</p> <p>Before school sessions arranged for children in KS1 to focus on phonics. These sessions are for targeted children and run by support staff directed by class teachers.</p>	<p>£1188.55 (Donation from PSFA)</p> <p>£700</p>
<p>Non-core subjects: During the Autumn term the school decided to focus on Maths, literacy, RE, Science and PSED. There were also regular PE sessions. This allowed for a focus on core subject areas and to ease children back into school by supporting their wellbeing.</p> <p>Within RE, class teachers continued to use the Exploring Christianity units and RE scheme of work for their relative year groups. There was an understanding that some key knowledge may have been missed over the lockdown and teachers will address this as the year progresses.</p> <p>The school decided to enhance the delivery of Science by investigating the resources available through the Developing Experts website. This was trialled initially within Class 3 over the Autumn term. Staff received CPD training on the website and how to use the resources, from the Science subject leader with a view for it to be introduced across the school for Spring 2021. This resource provides flexibility to support science teaching both in school and remotely.</p>	<p>All teachers were aware of the impact of the lock down and each class supported this in line with their own classes needs. There was some variation across the school in regards to what the priorities were eg, phonics in Reception and KS1 and general stamina and independence within KS2.</p> <p>Although the main focus was on literacy and maths it was important that other areas of the curriculum were delivered and knowledge gaps assessed. These will be ongoing into Spring and Summer term as we slowly introduce the full curriculum delivery.</p> <p>External resources such as developing experts, have been investigated and where we feel this enhances curriculum delivery they will be introduced.</p> <p>Knowledge maps are being produced for non-core areas of the curriculum. These are available on the school's website to support delivery in school and remote learning at home.</p>	<p>No additional spend required.</p> <p>£100 time to set up Dev Experts.</p>

<p>Class teachers planned additional time to spend on PSED across the Autumn term. The focus was to settle children back into school and to provide space for them to talk about their experiences. This was also supported by additional 1:1 pastoral sessions that were arranged for some individual children who required further additional support</p>	<p>Availability of additional pastoral care within the school has been vital in not only supporting children back into school but also supporting families during this challenging time. This has been delivered through 1:1 session with children and regular phone contact with families and external organisations that can provide additional support.</p>	<p>£2000 additional pastoral support.</p>
<p>The use of ICT to support learning:</p> <p>In June 2020 the school started to use Google Classrooms as the main platform to deliver home learning for pupils during the lock down. The school saw this as a valuable tool and wanted to investigate how the use of this could continue to support learning when the school re opened in September 2020. 16 Chrome books were initially purchased to support the use of Google Classrooms in school, with a further 13 provided by the Department of Education in January 2021 and 5 more provided by the local authority in February 2021.</p> <p>The school also invested in 12 new IPADs to support ICT and learning in school. These are to be used for literacy screening and also to provide support in the delivery of small group interventions and 1:1 intervention across Reception and KS1.</p>	<p>The use of ICT across the school has increased dramatically during the COVID pandemic. It has provided the school with the opportunity to explore different ways in which it delivers the curriculum to children.</p> <p>Google Classrooms has enabled 1:1 and small group work to be delivered remotely. This has supported children to be working on specific areas of the curriculum that they need to focus on. Sessions include, Catch up maths sessions and specific and individual phonic delivery.</p> <p>The school will continue to develop the use of ICT to deliver teaching and learning with a view of 'pre teach' sessions. These are being trialled in Year 6.</p>	<p>£4800 – Chrome Books</p> <p>£5000 – iPad's.</p>
	<p>Total Spend:</p>	<p>£15,388.55</p>
	<p>Minus PSFE donation</p>	<p>-£1188.55</p>
	<p>Total school spend:</p>	<p>£14,200</p>
	<p>Catch up funding minus total school spend:</p>	<p>£16,527 -£14,200</p>
	<p>Catch up funding carry forward for 2021 / 2022</p>	<p>£2327</p>
<p>Plans for carry forward – Academic year 2021 / 2022</p> <p>At the time of writing this Catch Up plan, the school is not aware of any additional Catch Up funding that will be available for the academic year 2021 / 2022. The EEF is carrying out a study into the impact of COVID on children's education. Early indications are that the impact on education has been most severely felt within groups of disadvantaged pupils. The school has taken a view that the Pupil Premium spending for the next academic year and possibly beyond, will need to take account of this. The school is keen to be introducing initiatives that help to close the gap for disadvantaged families.</p>		

<p>There is a National Tutoring scheme that was announced by the Government during the summer of 2020. All school were able to take advantage of this from November 2020. As a school we explored the use of this and found some considerable issues. Firstly, the tutors were not known to the children. It was felt that for really vital learning to be delivered for these children it would be preferable for the tutor to be familiar to the children and the school. Further lock downs in 2021 meant that there was a high possibility that the tutoring would be disrupted. The school decided to wait until it gathered more research from other local primary schools into how they were using the National Tutoring Scheme and how effective it was. We also wanted to see how the COVID pandemic unfolded as there was a high possibility of further lockdowns and school closures.</p> <p>Initial plans for the academic year 2021 / 2022 is to employ a qualified teacher in a part time temporary position who will work with class teachers to develop and deliver 'Catch up' plans during the school day, in school with some supplementary support online through Google Classrooms. This work would include focus on key knowledge and skills within Maths and English as well as deliver 'pre teach' sessions for children to enable them to access learning in class.</p> <p>The school plans to fund this role through the Catch up funding carry forward, Pupil Premium funding and any further funding the government provides schools in the financial year 2021 / 2022. We cannot clarify this further until the final funding for the school has been agreed in April 2021.</p>	
<p>COVID Catch Up Plan 2021 / 2022</p>	
<p>Update – 2021 – 2022</p> <p>The school employed a part time qualified teacher into the role of 'COVID Catch Up' tutor for 2.5 days a week for the academic year of 2021-2022.</p> <p>This member of staff was primarily based for the Autumn and Spring term within a class that was assessed at having the highest needs for Catch Up. The staff member was then moved into a further class identified as having higher needs, for the Summer term.</p> <p>The work of this staff member included:</p> <ul style="list-style-type: none"> - Running additional small group Guided Reading sessions for children to support comprehension development. - Pre teach and post teach activities for targeted children linked with the curriculum delivery in class. This is in line with the schools pre-teach initiative across the school, where children's confidence is boosted if they receive this style of intervention before key lessons. - Specific small groups focusing on Spelling, Punctuation and Grammar. <p>A full review of the impact of this support will be carried out at the end of July 2022</p>	<p>£25,000 per academic year.</p>