EXCEPTIONAL IN ALL WE DO

Courage   Love   Respect

Strategy for Proposed Spend of Allocated COVID-19 Catch up Funding 2020 – 2021

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up on potential missed learning due to the Coronavirus pandemic and supporting schools to enable them to do so. Whilst Headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. The DfE has also set out the following:

Curriculum Expectations
To ensure that all pupils, particularly disadvantaged, SEND and vulnerable pupils, are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional
All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious
All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education
Schools should develop remote education to allow a broad and balanced curriculum to be delivered.

DfE asks that schools meet the following key expectations:
1. Teach an ambitious and broad curriculum in all subjects from the start of the Autumn Term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by the Summer Term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.

4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

Summary information					
School	St James' Blackburn Church of England Primary School				
Academic Year	2020-21	**Total Catch-Up Premium**	£29,840	**Number of pupils**	433

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 impact of lost time in education will be substantial. The school's 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 6. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant is only available for the 2020 to 2021 academic year. 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.

EEF Recommendations
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. The EEF guidance suggests a 3-tiered approach:
1 Teaching
• High-quality teaching for all
• Effective diagnostic assessment
• Supporting remote learning
• Focusing on professional development
2 Targeted academic support
• High-quality one to one and small group tuition
• Teaching Assistants and targeted support 2
• Academic tutoring
• Planning for pupils with Special Educational Needs and Disabilities (SEND)
3 Wider strategies
• Supporting pupils' social, emotional and behavioural needs
• Planning carefully for adopting a Social and Emotional Learning curriculum
• Communicating with and supporting parents
•   Access to technology
• Supporting parents with pupils of different ages
• Successful implementation in challenging times

Identified impact of lockdown (March – July 2020) and identified barriers to learning	
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. Recall of basic skills has suffered – children are less able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar and punctuation 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.
Reading	The majority of children accessed reading during lockdown. 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 increasingly wide. The bottom 20% of readers have been disproportionately widened.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught 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.
Well-being	Potential impact on well-being and barriers to learning include: • Possible anxiety and safeguarding issues following the lockdown period • Adjusting timetables and plans for a school day to accommodate COVID-19 risk assessments – ensuring these do not impact on teaching and learning. • Allowing pupils time to adjust to the new school routines and structures. • How pupils' attendance might impact on the return to school and maintaining a high attendance rate for all pupils.

Objectives

Schools are held accountable for the spending of these monies. Performance tables will capture the achievement of pupil's progress by the end of the academic year. St James' Blackburn Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for all pupils to overcome potential barriers that has arisen from the pandemic. The COVID-19 Catch Up Funding will be reviewed in July 2021. The impact of proposed actions will be monitored regularly to ensure effective implementation. This document details the proposed spend of the COVID-19 Catch Up Funding 2020-2021.

The key objectives:
1. **Quality teaching – To improve outcomes by addressing gaps in learning due to school absence caused by COVID-19 for all pupils and ensuring that an ambitious and wide curriculum is still delivered, including remote learning.**
2. **Targeted Academic Support – To provide individualised intervention and support for disadvantaged, SEND pupils and pupils who are assessed as having gaps in their knowledge and skills due to absence related to COVID-19.**
3. **Wider Strategies - To provide support for pupils, and the school community, in their SEMH needs, through engagement and regular attendance at school.**

Planned expenditure
1. Quality teaching –To improve outcomes by addressing gaps in learning due to school absence caused by COVID-19 for all pupils and ensuring that an ambitious and wide curriculum is still delivered, including remote learning.

Desired outcome	Chosen approach/ actions	Anticipated Cost	Impact (once reviewed)	Staff lead	Review date
Supporting great teaching: Staff understanding teaching and learning strategies within the 'new normal' way of teaching and utilise these effectively to improve pupil outcomes for all groups of pupils and lessen gaps opened up by lockdown.	Pace planning – focus on basic arithmetic skills, grammar and reading in the Autumn Term. Support teaching staff in writing Year Group Action plans to focus on year group priorities in catch up. CPD on Rosenshine principles to ensure new content delivered is understood by pupils, especially when delivered remotely, and to ensure pupils are revisiting learning frequently. Effective teaching e.g. clear explanations, scaffolding, practice and feedback are important. Purchase resources to support teachers in delivering lessons with social distancing measures in place i.e. whiteboards and pens to avoid walking around the classroom and via remote learning e.g. graphics tablets. Support for teachers new to teaching or recently qualified with their own professional development and with remote learning.	£0 £0 £1000 £0		SAHT SLT PLT SAHT	December 2020 Half Termly December 2020 Termly
Leaders to track and monitor catch up strategies closely to continually refine practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing gaps. A focus on curriculum sequencing and RAG rating each subject area will help teachers target specific subject that pupils are not yet secure in. SLT redirected time.	£1000		SLT	March 2021
Subject Leaders will evaluate their subject areas with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional subject leadership time (MW/ HLTA release time)	£1000		SAHT	November 2020
Ensure online learning is supported through effective and relevant packages.	Access to Oak Academy for support in online resources. Purchase online subscriptions to support learning at home e.g. Numberbots, MyOn to allow access for AR from home. Vocabulary Ninja subscription – covers vocabulary tasks, spelling scheme and sentence level grammar work that can be sent home to support writing home learning.	£100 £1000 £0		SLT	July 2021

Targeted Support Intervention sessions for pupils who are at risk of falling behind to address gaps in learning and support pupils to catch-up, resulting in their end of year outcomes to be closer to those nationally.	Timetable adjusted for Year Groups to facilitate year group priorities. Additional phonics sessions will give pupils a solid foundation for developing key reading, writing and speaking skills. Purchase revision guides for key year groups so independent work can be done from home if needed. (CGP)	£0 £1500		SLT SLT	December 2020 March 2021 July 2021
Teaching assessment and feedback Effective diagnostic assessment in Autumn Term ensures teachers have a clear understanding of gaps in learning that remain. Teachers use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Time given to allow teachers to assess pupils wellbeing and learning needs at the beginning of the academic year (and following future lockdown situations if these occur). Purchasing of Summer Term NFER papers and copying of previous SATs papers for Years 2 and 6 to use as a baseline assessment for gaps in learning opened up over lockdown and identify pupils who would benefit from additional catch up support. CPD for staff on formative assessment approaches. Using assessment daily in core subjects to identify gaps and monitor progress in plugging gaps through RAG system of key learning. Pupil Progress Meetings held with class teachers and the progress of children discussed. Identified pupils causing concern targeted within classroom teaching and for smaller intervention. Development of CPD for Teaching and support staff to provide quality teaching to address gaps in learning. CPD on Rosenshine principles to accommodate for blended learning.	£0 £1200 £0 £0 £0		SLT SAHT SAHT SLT/ PLT SAHT	October 2020 October 2020 October 2020 December 2020 March 2021 July 2021
Pupils continue to receive high quality feedback and marking either verbally through live lessons or when submitting written assignments remotely which impacts positively on pupil progress.	CPD for staff on giving feedback over Microsoft Teams. Strategies developed to allow staff to feedback verbally through live lessons or written through submitted work. Use of Rosen shine Principles and revisiting learning through quizzes allows teachers to assess pupils understanding and retained knowledge.	£0		PLT	July 2021

Transition support

Children who are joining school from different settings or who are beginning their schooling at St James' have an opportunity to become familiar and confident with the setting before they arrive. | A virtual tour of the school is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining the school. Release HLTA cover. | £500 | | Vulnerable Groups Team | July 2021 |
| Early literacy skills, including speech, language and phonics prioritised as a key area of focus for EYFS, KS1 and new arrival pupils, many of whom have English as an additional language to ensure new arrivals can access the curriculum. | EAL lead given additional release time to support and assess new starters baseline in vocabulary and reading. Early intervention given through EALIP (English Additional Language Intervention Programme). Monitor intervention for newly arrived EAL children and reassess vocabulary/reading through the year to record impact on vocabulary and language. | £10000 | | RL | July 2021 |
| | EYFS Leader (AD) and SLE Phonics Lead, given additional release time to support early literacy skills with new arrivals and those children identified as causing concern in pupil progress meetings. | £10000 | | AD | January 2021 July 2021 |
| Allocation of Support Staff

Teaching Assistants are deployed effectively | Allocation of support staff in classes depending on the needs of the pupils will provide greater adult support where required. Frequent staff reviews to ensure most effective deployment of staff, providing efficiency and best provision. | £0 | | AHT | Termly |
| **Remote Learning**

Effective blended learning mitigates the extent to which gaps widen if pupils need to self-isolate or for if future school closures occur.

Increased pupil independence for remote learning from home to support parental | Resources put in place to ensure learning continues through live online lessons in the event of self-isolation, staff absence or bubble closure. Teaching staff and TAs given CPD on using Microsoft Teams. | £0 | | SLT | July 2021 |
| | Teaching staff and Teaching Assistants have use of technology to support learning as a focus for Appraisal. | £0 | | DHT | January 2021 July 2021 |
| | Support will be provided for families to ensure internet access and electronic devices to access learning at home. Extra devices purchased. | | | | |

ability in remote learning support.	Parental guidance videos created to support accessing learning.	DfE allocations and charitable donations		Vulnerable Groups Team Computing Lead	
			Total budgeted cost	**£27,300**	

2. Targeted academic support - To provide individualised intervention and support for disadvantaged, SEND pupils and pupils who are assessed as having gaps in their knowledge and skills due to absence related to COVID-19.					
Desired outcome	**Chosen action/approach**	**Anticipated Cost**	**Impact (once reviewed)**	**Staff lead**	**Review date**
High Quality 1-to-1 and small group tuition Pupils who benefit from small group work will make rapid progress in Core Subjects as seen in future assessments.	High-quality one to one and small group tuition planned. Staff trained to deliver these remotely where needed. CPD to train more staff in supporting pupils with external intervention programmes e.g. ELIP. One to one reading sessions with identified pupils to increase rates of reading fluency and pace. Pupils will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. Pupils will be confident readers and dips in reading attainment will be negated.	£0		EAL Lead SLT	December 2020
	Pupils identified as causing concern, or pupils with additional needs, will have timetabled small group interventions. Remote learning accommodates pupils needs. TAs trained in supporting SEND pupils and those with English as an additional language over Teams. Resource packs made available for these pupils in the event of lockdown (printing costs and resources purchased).	£0 £100		Vulnerable Group Team	July 2021
Extra-curricular Clubs Identified children are able to access a weekly catch-up clubs. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and	Extra-curricular clubs are planned to target specific children and in specific learning areas e.g. phonics.	£0		Extra-curricular lead	December 2020 March 2021 July 2021

				Total budgeted cost	£100
understand the identification process.					

3. Wider Strategies - To provide support for pupils, and the school community, in their SEMH needs, through engagement and regular attendance at school.					
Desired outcome	**Chosen action/approach**	**Anticipated Cost**	**Impact (once reviewed)**	**Staff lead**	**Review date**
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Vulnerable Groups Team to provide additional support for targeted children and families in school and at home, to increase attendance and engagement with learning. Regular contact with identified parents. Timetable devised for communication with these families.	£0		Vulnerable Groups PLT	July 2021
Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Parents of identified children targeted to attend online or face to face workshops, and given support and resources to support home learning and the curriculum in school.	£0		Vulnerable Groups	March 2021
Maintain communication between school and parents.	A new system for Parents Evenings in 2020/2021 to ensure regular dialect between home and school regarding academic performance and well-being is established and reviewed.	£0		SLT	February 2021
<u>Access to technology</u> During the catch-up, children can access additional devices	Release time for member of staff leading on Microsoft Teams set up. Guidance for staff, pupils and parents drafted and shared.	£500		LD	December 2020

so that they can rotate through discrete teaching, reading fluency and independent online activities.

All pupils in all years have a device and access to the internet at home.

Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. | Attendance team to audit device access.
This will allow students to access all online learning resources at home and participate in live lessons in the event of self-isolation or local lockdowns.

Purchase more equipment where needed i.e. Webcams to deliver whole school worship across Microsoft Teams.

Ensure all laptops are set up for remote learning and can be sent home with pupils.
(Blue Orange Company) Extra ICT support – extra technician support to support with home learning technical difficulties. | £0

£400

£1000 | | SLT

Admin Team

Blue Orange IT Company | Reviewed regularly throughout the year

December 2020

December 2020 |
| **Wellbeing**

Pupils wellbeing continues to be a high priority and pupils are supported in school. Pupils and staff report good levels of wellbeing and mental health on return to work and throughout the year. | Twice Weekly PSHE sessions/ daily reviews. Planning carefully for a Social and Emotional Learning curriculum.

Provide emotional support and pastoral care to those children in need.
More staff trained as mental health first aiders.
Counselling available for staff.

Continue tracking attendance of remote learning to ensure attendance doesn't impact on wellbeing. Regular contact with pupils in the event of future lockdown and access to support if needed. | £0

£500
£500

£0 | | SLT

VM SR

Attendance Team | Half Termly

July 2021

Half Termly |
| | | **Total budgeted cost** | | | **£2900** |
| | | **Total COVID-19 Catch-Up Spending** | | | **£30 300** |