

COVID-19 Catch-up Funding Plan for September 2020: (Reviewed plan following Lockdown #3: April 2021)

School Name	Stratford-sub-Castle Church of England V.C. Primary School						
Academic Year	2020-2021						
Pupils on roll	146 @ December 2020						
Total catch-up budget	£11,680	First instalment	£3,020	Second instalment	£3,750	Third instalment	£4,910
Date of Review							
What is catch-up funding?	<p>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. Stratford-sub-Castle Primary School makes every effort to support disadvantaged pupils with their learning and development. This is why during Lockdown #3 the school offered places to all those considered to be 'vulnerable' by the school. This resulted in 55% - 57% of the pupils on roll attending school during from January 2021 – March 8th 2021.</p> <p>For the purposes of this plan, the term disadvantaged goes beyond the Government's definition of those eligible for Free School Meals or Pupil Premium and includes those who struggle to access remote education whilst not attending school (e.g., those pupils facing difficult circumstances in the home environment or those with limited or no access to technology at home).</p> <p>The school allocation is calculated on a per pupil basis; mainstream primary schools get £80 for each pupil from YR-Y6. Schools must 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.</p> <p>Governors scrutinise the school's approaches to catch-up, including plans for and use of catch-up funding. This includes consideration of whether the school is spending the funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. The approaches detailed in this plan supplement school improvement actions and strategies already planned for 2020-21 (SIAP) 2020-21, Pupil Premium Spending Plan 2020-21 and all '<i>Business Continuity</i>' documents including our Remote Learning Offer.</p>						
Use of funds.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf</p>						
Education Endowment Foundation Recommendations	Teaching: High quality teaching for all Effective diagnostic assessment Supporting remote learning Focusing on professional development		Targeted academic support: High-quality one to one and small group tuition Teaching Assistants and targeted support Academic tutoring Planning for pupils with Special Educational Needs and Disabilities (SEND)		Wider strategies: Supporting pupils' social, emotional and behavioural needs Planning carefully for an appropriate Social & Emotional Learning (SEL) curriculum Communicating with and supporting parents Supporting parents with pupils of different ages Successful implementation in challenging times		
	The EEF guide has been used as a reference, to help direct additional funding in the most effective way, whilst allowing for a degree of flexibility. This is to ensure catch-up support is targeted where it is most needed and will have the most impact.						

Teaching and whole school strategies to support teaching and whole school concerns.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments/ Evaluation/ Next
A broad curriculum which concentrates on oracy and acquisition of vocabulary.	Pupils enjoy coming to school. Pupils listen and respond appropriately to each other.	High attendance levels. Pupils find their voice and use good conversational skills.	-	K. Bridson J. Watkins	Successfully implemented September – December 2020. Kick-start again April 2021. Attendance = Sept. – Dec. 2020 98%. Ensure all learning is 'meaningful and purposeful' Term 5
A broad curriculum which allows time for pupils to 'remember/ reacquaint/ re-establish' learning routines & behaviours and which actively takes into account mental health and well-being.	Pupils settle into school life quickly, behave appropriately 'in context'	High attendance levels because pupils feel 'safe' (physically and emotionally) within the school environment. Social, emotional and cognitive learning behaviours show improvement for each pupil from their starting point.	-	K. Bridson J. Watkins	Successfully implemented September – December 2020. Kick-start again April 2021. All pupils returned to school 08.03.21
Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.	Pupils achieve success in a range of subjects and have confidence in what they already know.	Pupils are prepared for transition to 2021/2022 academic year because they have a solid 'foundation' in core subjects.	-	English: J Robinson Maths: H. Crook Phonics: J Watkins	Successfully implemented September – December 2020. Revisit and re-evaluate April 2021.
Daily phonics/ reading, spelling and writing activities (short burst) are built into the day. (EYFS – Y3: Phonics) (EYFS – Y6: Reading, spelling, writing)	All pupils take part in short burst sessions led by the teacher.	Pupils will make rapid progress because they remember what they have already learned and are able to apply their phonic knowledge effectively in their rewarding/ spelling. Writing stamina increases.	-	J. Waters E. Richards K. Smith J Robinson J. Wilson H. Crook	Successfully implemented September – December 2020. Kick-start again March 2021. Ensure timetables are 'tight' but flexible. (April 2021)
Curriculum is delivered in 20- 30-minute sessions. Change task/ focus when engagement levels/ concentration levels drop.	Build in opportunities for pupils to be successful and focussed.	'Buzz' for learning created in all classrooms. Levels of concentration & stamina gradually increase.	-		
Introduce 'Spelling Made Easy' scheme across the school. (March 2021 – July 2021)	Improve spelling outcomes in Y6 so that vast majority of pupils achieve scores of 15+ in SATS tests.	Pupils make rapid progress due to opportunities for overlearning. Stamina in writing is developed. Pupils feel 'less tested' and 'more supported' to learn spelling.	£200	K. Bridson J. Robinson	April 2021 – introduced in all classes except Fox. Majority of children in the class found changes too stressful just before the Easter break. JMW to support JW & pupils with implementation.
Regular staff CPD on curriculum 'essentials' for reading, writing and Maths. How to identify and teach for maximum impact.	Teachers are confident about curriculum content and are able to identify the priorities for teaching and learning.	Pupils are secure in essential key skills and knowledge for reading, writing and Maths.	-	English: J Robinson Maths: H. Crook Phonics: J Watkins	Documents produced by LA used effectively for planning. Revisit priorities Term 5.
Regular CPD opportunities provided to all staff to sustain and enhance SEL work, including opportunities for understanding key outcomes of SEL and strategies to support anxiety and self-regulation. (SEL: Social & Emotional Learning)	All staff have a good and growing understanding of the importance of social and emotional aspects of learning and the impact on child development.	Staff are better equipped to help all pupils with trauma and anxiety following the pandemic.	-	K. Bridson (Timpson Trust) J. Watkins (Thrive)	Successfully implemented September – December 2020. Use Thrive class assessments to support plans for the future. (Term 5)
Teaching and whole-school strategies: Total spend:			£200		

Targeted support to support individual pupils and small groups.					
Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments/ Evaluation/ Next
Small group phonics interventions/ tuition for target pupils following regular assessments: T1, T2, T3, T4, T5 and T6. (Y2 and Y3)	Pupils will improve their phonic awareness and be able to apply their knowledge in reading.	All pupils without significant speech and language disorders/ difficulties achieve phonics 'expected standard' in phonics using past papers. Y2 (T5) and Y3 (T1)	£5,000	J. Watkins G. Griffiths	Y2 – 90% achieved 'expected standard' in Phonics Screening (December 2020). Continue to target Y1 pupils as necessary.
Small group writing/ spelling tuition in school or online as required. (KS2)	Pupils will improve their handwriting and stamina for writing. Pupils improve learning/ spelling strategies.	Targeted pupils make good progress in writing and spelling and are more confident in whole class writing/ spelling activities.	£5,000	J. Watkins E. Richards	Small groups successfully supported online with Precision Teaching during Lockdown #3. Continue to support individuals and small groups using S.M.E.
Extra 'Emotion Coaching' sessions for targeted pupils in EYFS/Y1	Pupils will feel confident and happy in school environment and be able to engage with learning tasks.	Pupils are able to identify and communicate their emotions.	£680	J Watkins S. Coombes	Pupils are using the 5-point scale successfully to communicate emotions. Continue to support individuals and small groups.
Targeted support: Total spend			£10,680		
Wider strategies.					
Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments/ Evaluation/ Next
Small group/ individual 'listening ear' sessions at lunchtime. EYFS, KS1 and KS2	Pupils will feel they have someone to talk to in an informal setting.	Individual pupils feel supported and listened to and are able to maintain good levels of attendance at school.	£400	J. Watkins G. Griffiths	Pupils have shown high levels of engagement when walking and talking round the track. Continue with 'emotion coaching'.
Encourage pupils to play appropriately and imaginatively with each other. Support games/ role play and activities at lunchtime; Lower and Upper school	Quality of play improves.	Help pupils re-build relationships and re-connected to others. Allow pupils time to experience and identify emotions, time to think, explore, experience, relax and have fun. Time to process and manage emotions, and understand and interpret the world.	£400	G. Griffiths	Chalking, colouring and building dens have been popular. Role-play continues to be important, especially medical games. Continue to support 'play' and employ Restorative Justice / Emotion Coaching techniques.
Training to establish a Thrive practitioner in the school	Improve provision for all pupils regarding trauma and mental health. Improve provision for targeted pupils regarding attachment and emotional regulation.	Pupils attend school. Pupils enjoy school and thrive in all areas of their development.	Funded by MOD Ed. Fund	J. Watkins K. Bridson	DHT has attended on-line training weekly January – March. Completes May. Currently completing portfolio and working with class teachers to conduct class assessments and create action plans. 2 pupils are receiving Thrive support with agreement of parents.
Training to establish a Forest School practitioner.	Improve provision for all pupils: outdoor learning and mental health.	Pupils are happy, relaxed and understand the importance of fresh air and nature for their mental health and well-being.	Funded by MOD Ed. Fund	J. Watkins R. Diserens	Initial training commenced (week - long course). Trainee Practitioner now completing gap tasks.
Wider strategies: Total spend			£800		
Final spend			£11,680		

