

## **COVID Catch up Funding report**

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The aggregate impact of lost time in education will be substantial; we know that we have the professional knowledge and expertise in the school to enable our children to recover and get back on track. Learning time however, that has been lost due to Covid-19 disruption will not be fully recovered, our aim is to close the gap as much as is possible.

The government has announced £1 billion of funding to support children and young people to catch up. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, we know that it is likely that disadvantaged and vulnerable groups will have been affected most.

Alongside the universal catch-up premium, the government are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need it. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to year 11. This will be based on the previous year's census meaning Roe Green Junior School will be in receipt of £38,320.

As the catch-up grant has been designed to help 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.

At Roe Green Junior School we will use this funding for specific activities to support our pupils to catch up for lost teaching and socialisation over the previous months, in line with the guidance on curriculum expectations for the next academic year.

We know that we have the flexibility to spend this funding in the best way for our cohort and circumstances. In order to make the best use of this funding, we have used the information and guidance from the Education Endowment Foundation (EEF) a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all pupils. We have used this document to help spend the funding in the most effective way, along with information gathered through both pupil and parent surveys conducted during and after lockdowns.

### **Spending:**

At Roe Green Junior School, this money will be used in order to:

- Purchase curriculum resources and materials that support pupils to get "back on track".
- Provide support for disadvantaged pupils and others who are identified as needing "catch up" in their learning.
- Fund additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.

### **The broad aims for "catch-up":**

- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.
- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation/greater depth in a subject prior to March they are

working at least to an age-related expectation/greater depth in that same subject by the end of 2021.

“**Catch up**” will mean that:

Senior Leaders, Teachers and Subject Leaders will work collaboratively to identify gaps in learning and adapt teaching accordingly. This ‘Curriculum Audit’ will be the starting point from which teaching will be adapted to ensure lost learning is emphasised in existing planned learning or revisited. **Working through well sequenced, purposeful learning schemes.**

*(For all children)*

- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall, formal mathematics strategies and reading skills relevant to age.
- **Particular focus on early reading.** This is always a focus in the school and will continue to be so in order to develop children's reading ability, comprehension and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

**Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly after each lockdown.**

*(For some children)*

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Catch up at Roe Green Junior School IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking.

## Planned Expenditure for academic year

Quality First Teaching for all pupils:					
Action:	Intended Outcome:	Monitoring:	Staff Lead:	Review:	Cost:
Focus on excellent teaching & Learning	All children to make at least expected progress towards end of year	Book Looks Monitoring of planning Adaption of timetables	SLT	Termly meetings	No additional cost
NFER standardised testing for all year groups on return to school  Repeated in June	Baselines of pupils post lockdown to be ascertained to help identify gaps in learning  To measure progress from baseline tests	Data input from CTs Year Leaders to identify groups of pupils who are falling behind  Data input from CTs	DH/SLT	Termly – in place of usual data input/TA  End of Year	£1,136 for all pupils in October  £1,396 for all pupils in October inc. cover for Maths Lead & Literacy Lead to create Y6 assessment papers
High quality CPD for all staff on interpreting and using assessment information	Increased accuracy of teacher assessment to enable precision interventions to be designed for targeted pupils	Assess-Plan-Do Review approach – key to pupils making good progress	DH/Literacy Lead to support Year Leaders to interpret data from NFER tests	AHT to work with year groups to plan for next step interventions for key pupils	No additional cost

Training in the teaching of reading – Rwlnc for whole LSA team	The % of pupils who were falling behind will close the gap and reach the expected standard	Half termly progress meetings with staff delivering program	Literacy Lead/AHT	Termly review	£400
<b>Total budgeted cost:</b>					<b>£ 2,932</b>
<b>Targeted Support:</b>					
<b>Action:</b>	<b>Intended Outcome:</b>	<b>Monitoring:</b>	<b>Staff Lead:</b>	<b>Review:</b>	<b>Cost:</b>
1:2 Daily Reading sessions for targeted pupils in year 3-6	Pupils with low level reading and comprehension skills will close the gap and reach the expected standard	Reading Age assessment to capture before and after progress	AHT /Literacy Lead	Termly through discussions with staff delivering sessions & CTs	£16,562
1:1 Daily reading sessions for disadvantaged and SEN pupils in Year 3	Pupils with low entry level literacy and communication & language will increase their confidence & increase their engagement with reading	Reading Age assessment to capture before and after progress	AHT /Literacy Lead	Half termly discussions with staff delivering sessions & CTs	£1,900
1:8 Writing workshops – 2X/Week delivered by SLT	Pupils make good progress from their October baselines	<a href="#">DfEs catch-up premium guidance</a>  <a href="#">EEFs COVID-19 support guide for schools</a>	AHT/DH	Termly assessment	£4,900

Additional emotional support for vulnerable pupils	Pupils will settle and be better prepared for the day ahead learning after a calm approach to the school day is applied & modelled		SEND Lead/DH	Weekly conversations with CT/SEND Lead/ Emotional Support provider	£4,824
Staff, Pupil, Parent Surveys undertaken	HT/SLT will be better informed in their decision making	Analysis of results	AHT/ IT Manager	Feedback to HT after analysis  Feedback collated and posted on School Website to inform all stakeholders	£480
Purchase of Maths Numicon equipment	Pupils will become more proficient with number and place value	Maths Book Looks	Maths Lead	Termly discussions with Year Leaders & Intervention Teachers	£500
Remote Learning Provision -workbooks			DH/Literacy Lead/Maths Lead		£330.60
Photocopying/stationery packs			DH/AHT		£220
<b>Total budgeted cost:</b>					<b>£ 29,716.60</b>
<b>Additional Support mechanisms:</b>					
<b>Action:</b>	<b>Intended Outcome:</b>	<b>Monitoring:</b>	<b>Staff Lead:</b>	<b>Review:</b>	<b>Cost:</b>
Welfare/Attendance Officer to monitor & analyse in more detail	Attendance of disadvantaged groups and	Good school attendance =	Welfare/Attendance Officer	Termly	

punctuality & attendance data	vulnerable groups is maintained to our normal level	good academic outcomes	In addition- HT/DH To keep in touch with families who are unwell/isolating to ensure they are able to access remote learning packs		£1,400
Pastoral Support for disadvantaged families and families of under-achieving pupils	Pupils complete home learning tasks  Parents are kept informed through School Ping	Analysis of home learning data by Year Leaders and SLT	HT/SEND Leader/DH	Half Termly/more frequently as required	£2,100
				<b>Total budgeted cost:</b>	<b>£ 3,500</b>
				<b>Total estimated cost:</b>	<b>£ 36,148.60</b>
<b>Additional Information:</b>					
Additional information which has been implemented to support the above sections:					
<ul style="list-style-type: none"> <li>• In house assessment and reporting</li> <li>• Evidence from EEF</li> <li>• Results gathered from Staff, Pupil and Parent consultations</li> <li>• Analysis of attendance records</li> <li>• Case studies undertaken as part of whole school performance management</li> </ul>					