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Description automatically generatedTwiss Green Community Primary School COVID Catch up Funding Plan

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| Summary information |  | |  |  |  |
| School | Twiss Green Community Primary School | |  |  |  |
| Academic Year | 2020-21 | Total Catch-Up Premium | £16,080 | Number of pupils | 201 |

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| 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 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 Reception through to Year 6.  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. | |
| Use of Funds | EEF Recommendations |
| 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.](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support)  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 the following:  Teaching and whole school strategies   * High Quality Teaching for All * Effective diagnostic assessment * Supporting Remote learning * Focussing on Professional Development   Targeted approaches   * High quality 1-to-1 and small group tuition * Teaching Assistants and targeted support * Planning for Pupils with SEND   Wider strategies   * Supporting pupils’ social, emotional and behavioural needs * Communicating with and supporting parents and carers whilst sustaining engagement * Access to technology |

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| Identified impact of lockdown | | Measuring impact of strategies |
| Maths | During lockdown teachers worked very hard to sustain engagement. White Rose Maths was used. Video tutorials enabled children to continue to work through the planned curriculum. Parents were on the whole, very supportive and class teachers interacted daily with all children, providing 1:1 feedback via ‘Seesaw’. Where concerns were raised about a pupil’s engagement, class teachers and the Head Teacher intervened with phone calls etc. Some children were brought back into school because of concerns they were becoming increasingly vulnerable to falling behind.  All cohorts saw a reduction in the numbers of pupils on target to meet age related expectations with some pupils not having the depth of understanding required and others having missed sections of learning. | |  |  |  |  | | --- | --- | --- | --- | | Pupils not at ARE | Sum  2019 | Aut 2020 | Sum 2021 | | YR |  | 32% | 20% | | Y1 |  | 7% | 10% | | Y2 | 12% | 24% | 19% | | Y3 | 10% | 33% | 27% | | Y4 | 7% | 30% | 7% | | Y5 | 13% | 20% | 13% | | Y6 | 3% | 50%\* | 13% |   \*Y6 data based on SAT |
| Writing | During lockdown, different approaches were used to engage pupils. Some teachers trialled BBC Bitesize and others used The Oak Academy. After the lockdown it was felt that neither had been successful in sustaining the quality of writing our pupils usually produce. Parental feedback after a questionnaire, showed that writing had been particularly challenging to support. Teachers again used ‘Seesaw’ to provide support to learners, but it was challenging to improve the quality of writing, specifically the objectives for each year group. Teachers continued to provide spelling and GPS work. . Where concerns were raised about a pupil’s engagement, class teachers and the Head Teacher intervened with phone calls etc. Some children were brought back into school because of concerns they were becoming increasingly vulnerable to falling behind.  All cohorts saw a significant reduction in the numbers of pupils on target to meet age related expectations with many pupils not applying the years objectives within writing and a general lack of independence and resilience in writing tasks. | |  |  |  |  | | --- | --- | --- | --- | | Pupils not at ARE | Sum  2019 | Aut 2020 | Sum 2021 | | YR |  | 60% | 32% | | Y1 |  | 10% | 10% | | Y2 | 24% | 64% | 31% | | Y3 | 20% | 53% | 20% | | Y4 | 10% | 30% | 17% | | Y5 | 17% | 20% | 17% | | Y6 | 13% | 73%\* | 20% |   \*Y6 data based on SAT |
| Reading | Online reading platforms ‘Bug Club’ and ‘Reading Plus’ were used to engage pupils in reading. Class teachers also provided videos of sections of a class book and built interaction via ‘Seesaw’ to sustain the love of reading. Where pupils were struggling to engage, ‘real’ books were dropped off at homes. The subject leader monitored engagement and pushed for greater engagement.  Most cohorts saw a reduction in pupils working at age related expectations. | |  |  |  |  | | --- | --- | --- | --- | | Pupils not at ARE | Sum  2019 | Aut 2020 | Sum 2021 | | YR |  | 52% | 32% | | Y1 |  | 17% | 10% | | Y2 | 20% | 44% | 19% | | Y3 | 20% | 17% | 23% | | Y4 | 13% | 37% | 13% | | Y5 | 17% | 20% | 10% | | Y6 | 10% | 46%\* | 3% |   \*Y6 data based on SAT |
| Non-core | Teachers had planned learning around the usual themed in order to ensure coverage of the whole curriculum. On return, teachers worked together to plug any gaps that might have occurred, planning them into the next year’s curriculum. PE was given a daily focus, with a different physical activity for the children through the week, sometimes interactive, sometimes based on just getting outside. Whole school ‘Easter bake-off’ to ensure coverage of food technology. | Subject leaders used time effectively to ensure whole curriculum had been covered. Evidenced in books and on Seesaw platform. Assessment across foundation subjects shows the impact of this has been strong. |
| Social interaction and emotional wellbeing | Teachers were very focused on ensuring the children had as much support for their emotional wellbeing as possible. Mindfulness was built into each day’s learning, and there was a constant focus on physical activity and the arts as a way of sustaining good mental health wellbeing. By the second lockdown, wellbeing sessions were planned, enabling the children to interact with one another and teachers via Google Meet. Where there were school or parental concerns about a pupil’s overall wellbeing, children were invited into school for a day or two each week in order to create routine and social interaction as well as give families support. | On the whole pupils have sustained good mental health. Our children are happy and have good relationships with one another. A small number of families have had some additional support – pupils invited into school during lockdown, referrals and small group wellbeing sessions. |

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| 1. Teaching and whole school strategies | | | |
| Desired outcome | Chosen approach and anticipated cost | Staff lead | Review date |
| High Quality Teaching for All  All children make at least good progress from their starting points. | Sharing of good practice across key stages, the schools and wider collaborative networks  Subject leaders to support class teachers in their knowledge of concepts and to monitor quality of provision across school | KF | July 2021 |
| Effective diagnostic assessment  Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. | Assessment and Pupil Progress Meetings increased to half-termly. Moderation between teachers in order to identify gaps and share and support ways to address these. In maths ‘ready to progress’ criteria used to support learning. | KF/SS/SP | July 2021 |
| Supporting Remote learning  All children can access high quality remote learning that closely matches the curriculum offer within school. | Upgrade Seesaw Subscription to allow teachers to schedule tasks and use a wider range of tools  CPD on Seesaw, Google Meet,  Tablets provided for some teachers to support remote teaching  Purchase of Seesaw platform £902  £902 | JD/LK/LM/JN | July 2021 |
| Focussing on Professional Development  Staff feel confident and empowered to deliver high quality teaching and learning in the classroom and remotely, whilst taking into account their own wellbeing and circumstances. | CPD with focussed upon:  Expert teaching across core subjects  Online Platforms: Seesaw, Google Meet, Purple Mash, | LMc/KF | July 2021 |

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| ii. Targeted approaches |  |  |  |
| Desired outcome | Chosen action/approach | Staff lead | Review date |
| Teaching Assistants and targeted support  All children make at least good progress from their starting points with the impact of targeted intervention evident. | Funding spent on increasing TA/CT time with specific groups who are not on target. Our over-arching principle being to utilise TA time in order to allow class teachers to work with the children who need it the most. This can be done by splitting the class, pitching teaching at different levels for different groups, pre teaching, same day/next day intervention.  15.5 hours per week May 2021 – March 2022  £10,729 for LKS2.  16 hours per week May 2021 – July 2021 £3,532 for KS1  5 hours per week May 2021 – July 2021 £948 for YR  £15,209 | LMc/KF | July 2021 |
| Planning for Pupils with SEND  Ambition for all pupils is high and support is in place for pupils with SEND within the classroom and remotely | Pupils with SEND received as much individual support as possible from both class teachers and TAs. Strong communication with families. 1:1 targeted support in school. Half-termly monitoring of progress and support. | SP | July 2021 |

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| iii. Wider Strategies |  |  |  |  |
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date |
| Supporting pupils’ social, emotional and behavioural needs  Children are happy, confident, resilient and emotionally equipped to access the curriculum. | Jigsaw PSHE scheme. Weekly Jigsaw assemblies & lessons. Small group work with targeted groups ‘Time to Talk’.  Continued emphasis of physical activity and the arts.  Teachers vigilant as to pupils and one another’s mental health.  Routine workload surveys from SLT. |  | KF/LK | July 2021 |
| Communicating with and supporting parents and carers whilst sustaining engagement  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. | Use of website, Seesaw, Teacher2 Parents, email and phone calls all used to engage and communicate with families. |  | KF | July 2021 |
| Access to technology  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. | DfE Allocation – 11 Laptops  Purchase of Seesaw to promote online communication with pupils and families.  Use of Google Meet for live lessons and wellbeing sessions as well as staff meetings and assemblies  Whole class of laptops prepared by tech support for pupils to work remotely – 2 requested. |  | KF | July 2021 |
|  | Total budgeted cost | | | £16,111 |
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|  |  | Cost paid through COVID Catch-Up | | £16,080 |
|  |  | Cost paid through charitable donations | |  |
|  |  | Cost paid through school budget | | £31 |
|  |  | TOTAL SPEND | | £16,111 |

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| Maths | |  |  |  |  | | --- | --- | --- | --- | |  | Sum  2019 | Aut 2020 | Sum 2021 | | YR |  | 32% | 20% | | Y1 |  | 7% | 10% | | Y2 | 12% | 24% | 19% | | Y3 | 10% | 33% | 27% | | Y4 | 7% | 30% | 7% | | Y5 | 13% | 20% | 13% | | Y6 | 3% | 50%\* | 13% | | Across almost all years, support has reduced the numbers of pupils not yet at age related expectations.  Some of the allocated funding has been planned into the next 2 terms and this has been directed at the year groups with greatest proportion of pupils requiring catch up support. The emphasis will be on using TA time in order to allow the class teachers to work with those pupils with the greatest need.  In the 2 groups going into Y5 & 6, more targeted support has been put in place to support specific pupils. |
| writing | |  |  |  |  | | --- | --- | --- | --- | |  | Sum  2019 | Aut 2020 | Sum 2021 | | YR |  | 60% | 32% | | Y1 |  | 10% | 10% | | Y2 | 24% | 64% | 31% | | Y3 | 20% | 53% | 20% | | Y4 | 10% | 30% | 17% | | Y5 | 17% | 20% | 17% | | Y6 | 13% | 73%\* | 20% | | Across almost all years, support has reduced the numbers of pupils not yet at age related expectations.  Some of the allocated funding has been planned into the next 2 terms and this has been directed at the year groups with greatest proportion of pupils requiring catch up support. The emphasis will be on using TA time in order to allow the class teachers to work with those pupils with the greatest need.  In the 2 groups going into Y5 & 6, more targeted support has been put in place to support specific pupils. |
| Reading | |  |  |  |  | | --- | --- | --- | --- | |  | Sum  2019 | Aut 2020 | Sum 2021 | | YR |  | 52% | 32% | | Y1 |  | 17% | 10% | | Y2 | 20% | 44% | 19% | | Y3 | 20% | 17% | 23% | | Y4 | 13% | 37% | 13% | | Y5 | 17% | 20% | 10% | | Y6 | 10% | 46%\* | 3% | | Across almost all years, support has reduced the numbers of pupils not yet at age related expectations.  Some of the allocated funding has been planned into the next 2 terms and this has been directed at the year groups with greatest proportion of pupils requiring catch up support. The emphasis will be on using TA time in order to allow the class teachers to work with those pupils with the greatest need.  In the 2 groups going into Y5 & 6, more targeted support has been put in place to support specific pupils. |
| Non-core |  | Subject leaders used time effectively to ensure whole curriculum had been covered. Evidenced in books and on Seesaw platform. Assessment across foundation subjects shows the impact of this has been strong. Pupils are now in a position to continue with planned curriculum. Teachers will continue to build into teaching, the strategies which deepen links and enable learning to ‘stick’. |
| Social interaction and wellbeing |  | On the whole pupils have sustained good mental health. Our children are happy and have good relationships with one another. A small number of families have had some additional support – pupils invited into school during lockdown, referrals and small group wellbeing sessions. |