

Sandiway Primary School - Catch-up funding action plan



Contextual information

School name	Sandiway Primary School	Headteacher	Mr Chris Priddey	Academic year	2020 to 2021
Number of pupils	213	Funding allocation	£17,280	% PPG pupils	5%

Background

The government announced £1 billion of **funding** to support children and young people to catch up lost time after school closure due to the pandemic. This is especially important for the most vulnerable and disadvantaged backgrounds. For primary schools this funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time; and
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes: a school's programme for 5 to 16-year-olds – for more information, see the National Tutoring Programme FAQs, and an oral language intervention programme for reception-aged children.

The school's **funding allocation** will be calculated on a per pupil basis. A mainstream primary school will get £80 for each pupil in from reception to year 6 inclusive. The school will receive funding in 3 tranches – 1. Autumn 2020 – this is based on the latest available pupil data in the October census; 2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in Autumn 2020 so that the school will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds; and 3. Summer 2021 term - a further £33.33 per pupil or £100 per place.

The DfE guidance states '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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.' *Ref: Catch up premium, published 19 November 2020*

Purpose of the action plan

1. To evidence how the school is using the COVID-19 funding to resume teaching the full curriculum following partial closure in the summer term 2020
2. To evidence how the school is using the funding for specific activities to support pupils to catch up as a result of lost teaching in the summer term 2020
3. To enable governors and trustees to scrutinise the school's plan 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.

Accountability

Written by	Mr Chris Priddey	Approved by governors	
Updated	8 th March 2021	Reviewed by governors	

Rationale for use of funding

Our spending has been allocated based upon the Education Endowment Foundation (EEF) evidence-based approaches for catch-up in the document [coronavirus \(COVID-19\) support guide for schools](#) and using the recommended implementation strategies in the EEF document [school planning guide: 2020 to 2021](#).

Our strategic approach to the use of funding

We have adopted the 3-tier approach recommend by the EEF

Tier 1 Teaching and whole school strategies

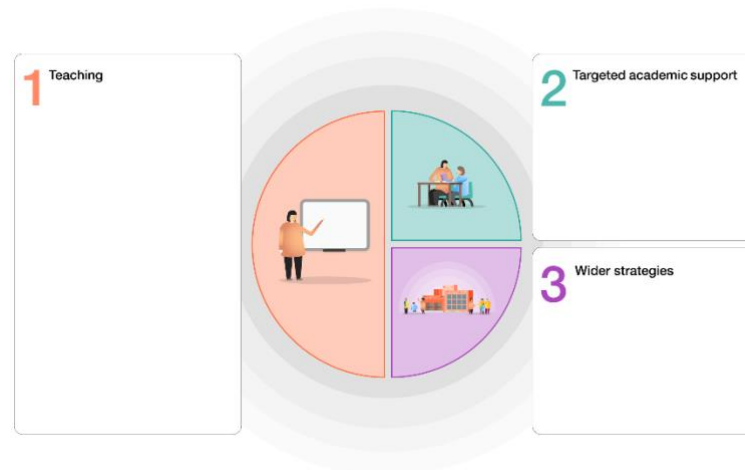
- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Tier 2 Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Tier 3 Wider strategies

- Supporting parent and carers
- Access to technology



Our catch up priorities

English – writing: Children haven't necessarily missed 'units' of learning, however they have lost essential practising of writing skills. Specific subject knowledge has suffered, leading to lack of fluency in writing and consistency in teaching through times of disruption. Those who have maintained writing throughout lockdowns 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. Equally, it can be seen that fine motor skills have suffered in younger children through lack of consistent practise and reminder of pen grips, posture, etc.

- **Autumn Term** – supporting great teaching through identifying where there are gaps in learning from a disrupted year – using the existing planning materials to start the year where we would normally do so, being mindful of the gaps in learning that will exist; children to be taught by teachers and teaching assistants. Moderation of writing work at the end of the term to support accurate judgements in where learning is at and the next steps that are needed. Pupil progress meeting with Headteacher to create a teacher assessment data point.
- **Spring Term** – ensuring that the school has a provision for critical workers/vulnerable children as well as a sustainable means to ensure that remote learning is taught to a high quality level with high engagement from all learners. Continued following of intended planning for the Spring Term using the prepared planning and resources. Assessments possible through work being 'handed in' remotely and good quality feedback given. When the school opens to full face-to-face learning, we will start to reconnect the children to their writing, reinforcing the expectations, make judgements about where they are in their learning and offer then great teaching through well-resourced classrooms with teachers and teaching assistants delivering the content/support.
- **Summer Term** – following a period of time to reconnect, plans to continue to be taught in the Summer Term, with clear expectations agreed by all teachers about where we expect children in each year group to be by the end of the year. Communication is important for next teacher to understand where there will still be gaps the following year.

Evidence base

- Children's books
- Monitoring of learning
- Pupil voice
- Meetings with teachers
- Teacher assessments

<p>English – reading: Children accessed reading during lockdowns; 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. Phonics teaching has had levels of disruption through the year – whilst some can be taught remotely, the impact is not as great as face-to-face teaching and application. Children will have had less opportunities to be challenged in their understanding of the text they have read and their response to the text.</p> <ul style="list-style-type: none"> • Autumn Term – supporting great teaching through identifying where there are gaps in learning from a disrupted year – using the existing reading materials to start the year where we would normally do so, being mindful of the gaps in learning that will exist; children to be taught by teachers and teaching assistants. High quality phonics teaching throughout Reception/Key Stage 1 with assessments to ensure that learning is monitored. Phonic check undertaken in Year 2. Use of teacher assessments in KS1 and teacher assessments supported by a reading assessment (creating a standardised score) to facilitate pupil progress meetings with Headteacher to create a teacher assessment data point. • Spring Term – ensuring that the school has a provision for critical workers/vulnerable children as well as a sustainable means to ensure that remote learning is taught to a high quality level with high engagement from all learners. Continued following of intended planning for the Spring Term using the prepared planning and resources. Assessments possible through work being 'handed in' remotely and good quality feedback given. When the school opens to full face-to-face learning, we will start to reconnect the children to their reading, reinforcing the expectations, make judgements about where they are in their learning and offer then great teaching through well-resourced classrooms with teachers and teaching assistants delivering the content/support. Strong emphasis on reading following the return of face-to-face teaching for all – each child to be heard read by class teacher to refocus individual reading/engagement. Greater emphasis of reading for homework, encouraging parents to fully engage, with home reading each day. Repeat of reading assessment test in KS2 and ongoing teacher assessments in Reception/KS1. • Summer Term – following a period of time to reconnect, plans to continue to be taught in the Summer Term, with clear expectations agreed by all teachers about where we expect children in each year group to be by the end of the year. Communication is important for next teacher to understand where there will still be gaps the following year. 	<ul style="list-style-type: none"> • Children's books • Monitoring of learning • Pupil voice • Meetings with teachers • Teacher assessments • KS2 reading assessment/ • standardised score
<p>Mathematics: 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. New content taught throughout each term, where possible, but a consideration of the impact of the learning when being taught remotely. Teachers selecting the materials to be taught, which may be out of order. Awareness of gaps in learning from previous year that will need to be addressed. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and through classwork. Strong emphasis on the teaching of number and fluency of maths</p> <ul style="list-style-type: none"> • Autumn Term – supporting great teaching through identifying where there are gaps in learning from a disrupted year – using the existing maths planning and recovery planning documents prepared with the school to start the year where we would normally do so, being mindful of the gaps in learning that will exist; children to be taught by teachers and teaching assistants. Moderation of maths work at the end of the term to support accurate judgements in where learning is at and the next steps that are needed. Pupil progress meeting with Headteacher to create a teacher assessment data point. • Spring Term – ensuring that the school has a provision for critical workers/vulnerable children as well as a sustainable means to ensure that remote learning is taught to a high quality level with high engagement from all learners. Continued following of intended planning for the Spring Term using the prepared planning and resources. Assessments possible through work being 'handed in' remotely and good quality feedback given. When the school opens to full face-to-face learning, we will start to reconnect the children to their maths, reinforcing the expectations, make judgements about where they are in their learning and offer then great teaching through well-resourced classrooms with teachers and teaching assistants delivering the content/support. 	<ul style="list-style-type: none"> • Children's books • Monitoring of learning • Pupil voice • Meetings with teachers • Teacher assessments

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<p>Wider curriculum: Due to a year's disruption, there are now 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.</p> <ul style="list-style-type: none"> Autumn Term – supporting great teaching through identifying where there are gaps in learning from a disrupted year – using the existing topic planning and recovery planning documents prepared with the school to start the year where we would normally do so, being mindful of the gaps in learning that will exist; children to be taught by teachers and teaching assistants. Continued emphasis on the developing curriculum arrangements to excite, engage, empower the children. Questions used to prompt enquiry-based learning and assessment. Spring Term – ensuring that the school has a provision for critical workers/vulnerable children as well as a sustainable means to ensure that remote learning is taught to a high quality level with high engagement from all learners. Continued following of intended planning for the Spring Term using the prepared planning and resources. Assessments possible through work being 'handed in' remotely and good quality feedback given. When the school opens to full face-to-face learning, we will start to reconnect the children with a focus on mental well-being, sports, PE, music, arts, dance, play times, spending time together; this will work in hand with teachers using the exciting curriculum to reconnect learning and engage excitement. Summer Term – following a period of time to reconnect, plans to continue to be taught in the Summer Term, with clear expectations agreed by all teachers about where we expect children in each year group to be by the end of the year. Communication is important for next teacher to understand where there will still be gaps the following year. 	<ul style="list-style-type: none"> Children's books Monitoring of learning Pupil voice Meetings with teachers Teacher assessments

Tier 1 Teaching and whole school strategies				
Intent	Implementation of strategy	Cost	Monitoring	Impact
Quality first teaching	<ul style="list-style-type: none"> Investment in support staff to embed writing, reading and mathematics frameworks to support quality first teaching and effective support/intervention strategies to accelerate pupil progress. Support staff engaged with the support of additional sports/well-being and group tasks as a means to reconnect children's friendships and relationships Review of deployment of support staff to support extra-curricular learning groups, pre-teaching and follow up intervention. Curriculum review to enhance challenge, ambition and accessibility of curriculum in line with school vision and values and in response to challenges identified due to school disruption during 2019/20. 	£9,000	Senior leaders to work alongside teachers to measure the impact of academic achievements through termly meetings culminating in a data point at the end of the school year. This will lead to planning for the 2021/22 academic school year.	
Pupil assessment and feedback	<ul style="list-style-type: none"> Proactive identification of pupils with specific barriers to learning using expertise of the SENDCo working in partnership with external partners (as applicable) to plan 	£172 x 3 terms = £516	Monitoring of support by SENDCo and HT	

	support strategies to be promoted via home and school learning. <ul style="list-style-type: none"> Assessment of children in Key Stage 2 using standardised reading papers – to be repeated during the year 	(reading assessment)	Analysis of results from reading assessment notably the Question Level Analysis (QLA) to inform next steps teaching for groups and individuals.	
Transition support	<ul style="list-style-type: none"> Investment in support staff to engage children back into their learning opportunities, learning to learn and meeting needs of well-being/mental health as a means to accelerate pupil progress. 	£3,000	Senior leaders to work alongside teachers to measure the impact of support given to reconnect children, provide support, engage the children in team activities and support individuals.	

Tier 2 Targeted approaches				
Intent	Implementation of strategy	Cost	Monitoring	Impact
One to one and small group tuition	<ul style="list-style-type: none"> Focused mentoring for identified pupils based on research informed strategies, Emotional Literacy Support Assistant (ELSA) programme and collaboration with external agencies. 	£2,764	Senior leaders to work alongside teachers and support assistants to measure the impact of support given.	
Intervention programmes	<ul style="list-style-type: none"> Revised approach to pupil progress monitoring implemented in Autumn 2019 resumed and enhanced over 2020/21 based on reference to research, stakeholder consultation and internal evaluation. 	£2,000	Senior leaders to work alongside teachers to measure the impact of academic achievements through termly meetings culminating in a data point at the end of the school year.	
Extended school time	<ul style="list-style-type: none"> Embedding use of Teams to support learning at home with extensive programme of support for staff, parents and carers to maximise impact. Ongoing staff training to open up further advanced features, such as dual screening, annotating using iPads, surveys, quizzes, etc. 	£0	Senior leaders to continue to monitor the use of Teams as a means to continue to communicate to children, provide homework activities.	

Tier 3 Wider strategies				
Intent	Implementation of strategy	Cost	Monitoring	Impact
Supporting parent and carers	<ul style="list-style-type: none"> Continue to engage with high quality, regular communications including top-tips, advice, guidance, updates, feedback, surveys and impact statements. 	£0	All staff to ensure that monitoring of conversations/information to ensure consistency.	
Access to technology	<ul style="list-style-type: none"> Continue to monitor the impact of the use of agreed software to support remote learning. Where families need additional devices, these will be loaded by school free-of-charge, with a written agreement in place. 	£0	HT to continue to monitor the use of the technology, being available to support parents as required.	
Wider curriculum	<ul style="list-style-type: none"> As noted above, the wider curriculum is essential in engaging the reconnection of children with each other and their learning. Additionally, mental well-being is delivered within this wider offer. Plans to return to the strategies developed within the curriculum by the Summer Term 2021. 	£0	DHT, supported by SLs to monitor the reconnection of the curriculum into the Summer Term.	
Behaviour	<ul style="list-style-type: none"> Additional monitoring of behaviour of children in terms of their interaction with each other, attitudes to learning, the way they are playing with each other. Additional support where necessary by support staff (as above) or with teachers. Following the school policy and ensuring an open dialogue with parents. 	£0	All staff monitoring – feeding back to SLT and use of Safeguarding Monitor to log any issues.	
Attendance	<ul style="list-style-type: none"> Robust daily, weekly and half termly attendance tracking procedures resumed from September building on strong home school partnership to ensure that attendance issues are managed purposefully and productively to secure achievement and access by all. 	£0	Monitored by HT and attendance officer – immediate and appropriate actions taken as necessary. Attendance reported to LAB on termly basis.	

Summary		
	Cost	Impact summary statements
Tier 1 Teaching and whole school strategies	£12,516	
Tier 2 Targeted approaches	£4,764	
Tier 3 Wider strategies	£0	
	Total expenditure £17,280	