

COVID-19 Catch Up Funding Report 2020 - 2021

As a result of the school closures in 2020/2021, due to the Coronavirus Pandemic, the government granted schools an amount of money to minimise the impact the school closures had on the academic, social, moral, spiritual and physical development of children. The funding was based on the numbers on roll in the January Census 2020 and to be spent within the 2020 - 2021 academic school year.



As a staff we agreed to settle children back for the first few days following both lockdowns. We also agreed that good quality teaching would form the main thrust of our recovery curriculum.

We felt that teachers were best placed to ascertain gaps in knowledge as they went through their day to day formative assessments. Our collective strategy was to initially ensure the wellbeing of the children was where we wanted it to be before focusing on addressing gaps in reading, writing, speaking and listening and mathematics initially and then the foundation subjects. At this point staff would be able to ascertain where pupils have regressed in terms of their learning and feed this back to the SLT. The SLT will then analyse and plan how best to provide support and interventions across reading, writing, speech and language and mathematics in order to identify children to catch up in their areas of greatest need.

School Summary

Total Number of Pupils on roll in January 2020 = 171
(YrR - 6).

Total Amount of Catch-Up funding for 2020 - 2021 =
£3400 in Autumn (Sept 20) £ 4400 in Spring (Feb 21) = £7,800

Objectives for Spending Catch Up Funding 2020 - 21:

- a) Ensure that all children are socially and emotionally ready to learn and perform better in the classroom.
- b) Ensure all children make good progress towards the expected standard in core subjects.
- c) Ensure SEND children make good progress towards their individual targets on IEP's MSP's or EHCP's.
- d) Ensure that high quality intervention is put in place for children to overcome any gaps in their learning over the year that could prevent them from reaching their individual targets, based on prior attainment, prior to school closures.
- e) Ensure that the negative impact of COVID-19 is minimal for all pupils in terms of academically, socially, spiritually, morally and physically.
- f) Ensure that children can access remote learning to the full potential during further closures due to bubbles or individuals isolating.

Impact of Actions

<u>Year Group</u>	<u>Activity</u>	<u>Impact</u>						<u>Approximate Costs</u>		
KS1 /KS2	<p>Provide cover 20 hours a week (autumn 20 and spring 21) in Reception to Year 6 to support teaching staff to plan and deliver high quality, individualised interventions for children who are falling behind teacher expectations - significant gaps in their learning. This may not necessarily be SEND children. Children of all abilities, including High Ability children could be targeted.</p> <p>Support staff used where appropriate and modelled how to deliver quality intervention so that the impact of the funding is sustained .</p>							TA at 20 hours £13.45 per hour 30 weeks = £8070		
				<u>Spring Y1-6 Read</u>		<u>Spring Y1-6 Maths</u>			<u>Spring Y1-6 Write</u>	
		Below		66	46%	72	50%		95	66%
		At		48	33%	51	35%		36	25%
		Above		30	21%	21	15%		13	9%
		At or above		78	54%	72	50%		49	34%
				<u>Sum Y1-6 Read</u>		<u>Sum Y1-6 Maths</u>			<u>Sum Y1-6 Write</u>	
		Below		38	26%	45	31%		49	34%
		At		60	42%	49	34%		68	47%
		Above		46	32%	50	35%		27	19%
At or above		106	74%	99	69%	95	66%			
Change from spring		28	19%	27	19%	46	32%			
		<p>Excellent progress with significant accelerated progress in writing - an increase in attainment of thirty-two percentage points - so that 66% of the school population was writing at or above the expected standard for their age group.</p> <p>Wellbeing audit of children demonstrated a very positive picture of their enjoyment of school; children feel safe and happy at our school and enjoy coming to work and play with their peers.</p>								

Rising Stars (PiRA and Shine) Resource procured to undertake question-level analysis and targeted interventions	The reading interventions were carried out across the school. PiRA tests were undertaken in Years 2 to 6 and from this, this was used to help to identify areas for development for certain children who then worked on developing their knowledge and understanding of reading - for example the development of their inference or retrieval skills. The table above illustrates the effectiveness of these sessions as the number of children working at, or above, their age-related expectation increased by 20%	Bookpoint LTD Nov20 £105 Jan21 £432
White Rose maths subscription used to produce resources to help in the delivery of maths interventions for both arithmetic and reasoning. Numberbots subscription	Teaching staff planned, taught, assessed and reflected on interventions for maths. Working in smaller groups, the children undertook a programme of study to address misconceptions or gaps in learning which had arisen and worked with the children on problem solving, reasoning and fluency. From just 50% of children working at their age-related expectation in spring, this then increased to 69% in the summer term.	£139 £71
Language Links - Speech, language and communication needs assessment and intervention programme	Online package used to identify and support children with mild to moderate SLCN. Assessments also used to identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with Speech and Language Therapy team.	£1020
Total Amount Spent		£9837 (£2037overspend)

April 21

Language Links subscription £1020

Over spend £1017 both to be taken from catch up funding in new financial year 21/22 = £2037.