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**CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY**

**Covid-19 Catch-up Premium Plan**

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| **Summary information** | | | | | |
| **School** | Crigglestone St James CE Primary Academy | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £25,040 | **Number of pupils** | 313 |

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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 years reception through to 11.  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 school 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   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programmes * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

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| **Identified impact of lockdown** | |
| **Reading** | Children accessed reading during lockdown 1 (March 2020 – June 2020) more than any other subject. This is something that was more accessible for families and required less teacher input. We also found that children more readily engaged with Reading through remote learning. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. Children’s ability to infer has also been affected, many children have ‘forgotten’ this skill. The bottom 20% of readers have been disproportionately affected. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. Specific knowledge of writing has suffered, and the basic fundamentals of writing, including spelling and grammar, have been forgotten by many children, leading to a lack of fluency in writing. Since returning in March 2021, we have also found that the handwriting of some children has regressed, as they have used technology (keypads/keyboards) to write during remote learning (January 2021 – March 2021), as opposed to physically writing with pens/pencils. Many children need additional support in lessons. Those who have maintained writing throughout lockdown are less affected, however those who did not write as much have found it difficult to maintain the same levels of stamina and quality of writing that they had before lockdown. Their lack of fluency in their ability to write has had a negative impact on their motivation to write when at school. |
| **Maths** | Children’s abilities in maths appear to be least affected. However, specific content has been missed, leading to gaps in learning, which is impacted further on the children’s knowledge of these specific areas. Children enjoy maths and their stamina and motivation in lessons has not been affected in the same way as in writing. However, children are ‘behind’. Children are slower in recalling simple addition and subtraction facts and many have forgotten the calculation strategies to use. |
| **Language acquisition** | Although children have been at home, the majority of parents have also had to work so the quality of language and communication, over a sustained period, has been affected. This has been further impacted with the third lockdown (January 2021 – March 2021). Parents have had to work from home, whilst children complete remote learning, regular high quality conversations with children in the home have been limited in many households. Subject specific language that children did know has been lost. The impact of this is greatest in children’s writing, as vocabulary is limited, or has reduced in some cases. Younger children have also been affected as their vocabulary is not as great as it should be. This is seen in their communication with each other, with teachers and adults in school as well as in their writing. |
| **Non-core** | There are now significant gaps in knowledge – whole units of work have not been taught meaning that children simply do not have the prior knowledge to apply to new learning and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on curriculum experiences e.g. trips, visitors and residentials. |
| **Well-being** | Children lack general stamina to complete a full day of learning. The resilience of children has also suffered and some children seem unwilling to try new things or attempt challenges if they believe that they won’t solve the problems quickly, and on the first attempt.  Basic social skills seem to have been forgotten as children were unable to socialise with their peers over the three lockdowns. Interaction was virtual or through social media. The ability to share, take turns and the norms of conversations and social etiquette have had a negative impact. Many children are now more anxious when in school, and find the noise and general business of the classroom difficult at times. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Wider curriculum subjects will be planned with increasing detail. Careful consideration will be given to prior learning that children will not have, this will be planned to link with new learning so that knowledge gaps can be reduced. vocab  Despite the limitations placed on schools regarding the use of resources, and the sharing of them, the academy will buy meaningful resources to support the teaching and learning of wider curriculum subjects will be bought. This will further aid learning as the high quality resources will help to embed learning into children’s long term memory. | ***Additional time for teachers to research and plan non-core subjects, given in staff meetings.***  ***Time needed for the Wider Curriculum Leader to support with and monitor planning, to ensure that missed prior learning is identified and incorporated into new areas of learning.***  ***Resources needed to support teaching and learning of the wider curriculum: £3000 (From school budget)*** | Some areas of the wider curriculum have not been delivered by the class teacher, face to face, due to the lockdown from January – March 2021. Children lack some knowledge in some areas because of this, and due to their infrequent engagement with wider curriculum lessons provided through remote learning. High quality resources are now available to further support and enhance teaching and will help to support language acquisition, providing opportunities to use language in a more relevant context and to support long term memory through the use of resources in the classroom.  Impact is still to be seen. | BM, SC  SC | Feb 21  Feb 21 |
| Teaching assessment and feedback  Teachers use formative assessments to identify gaps from missed learning in the previous year. Teachers also have a very clear understanding of the impact of the gaps in current learning. Teachers use summative assessments to support their judgements and to highlight trends and patterns in gaps within their classes. Planning can be adjusted and teaching can more accurately target identified gaps.  Pupil progress meetings will focus on identified gaps and strategies/interventions that can be used to address them. | ***Staff meeting time given for assessment purposes, to identify key gaps in prior and current learning.***  ***Time for high quality pupil progress meetings to take place with teachers and SLT.*** | Gaps have been identified and targeted. Intervention groups began in Autumn 2. However, due to bubbles closures throughout school and many children and staff self-isolating, impact has been limited. This has been further hindered by the third lockdown. Further formative assessments, along with specific and targeted interventions following this, will resume in March 2021. | BM  AHTs | July 21  Feb 21 |
| Transition support  Children currently at St James, or those joining the academy from another school / new to Reception children have an opportunity to see and hear their new class teachers and learn something about them before returning to school in September. Teachers make welcome videos (in Key Stage teams) for all children, including new starters. Teachers also make information sheets about themselves. Videos and information sheets are available to all children on the school website.  An additional parents evening is held in September to discuss how children have settled back into school. | ***Dedicated time to create videos and information sheets – staff meetings are used at the end of the summer term.***  ***Time will be banked and used towards an INSET day later in the year.*** | Videos have not been created, but all staff have completed an information sheet about themselves and key stages created short videos to enable children to see and hear them. These were made available on the school website.  Children found these useful and it helped give them an insight into who their class teachers would be and what they were like.  The additional parents evening was used as a settling in session. Parents and teachers were able to discuss any concerns at this early stage, which helped school to provide support to those children who needed it. | BM  AHTs | September 2020 |
| **Total budgeted cost from school budget** | | | | **£3,000** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children receive targeted support from their class teacher. This will maintain consistency of academy approaches and will ensure familiarity with the adult, who will be able to best adapt teaching to the children’s specific needs and learning styles. EEF research shows that 1-1 and small groups work is most effective when completed by a fully qualified teacher.  A consistent supply teacher will be used to cover classes in Reception and KS1, enabling the class teachers and other trained school staff to support children.  Targeted work will focus on identified gaps in core curriculum subjects, but specifically in phonics, Reading, and Writing. Children will become more fluent in reading. Stamina in writing will improve, as will language acquisition and the use of language, both when communicating verbally and in writing. | ***2 supply teachers will be hired on long-term contract from the end of Autumn 1 until the summer term: supply: £23,760*** | Identified children have received early interventions and targeted support in Reading, Writing and Maths. The biggest impact has been seen in Reading and Maths, with over 75% of the Class 2 children on track to achieve age related at the end of the year. More targeted support needs to be given to Y2 children in Class 1, as it is evident that the interventions have been successful.  Covid-19 restrictions have made it difficult to complete Year group interventions, as children are in different bubbles. Further support will be given to Y2 children in Class 1.  The phonics assessment of Y1 children show that phonics has dropped significantly from the school’s usual standards (which corresponds to school’s findings that children’s language development has been hindered by the 3 lockdowns and remote learning) however, all but 4 children are on track to achieve their phonics (if it were to go ahead in Y2) | BH / BM  BE  BM, AHTs | Feb 21  Feb 21  Feb 21 |
| Intervention programme  Wellcomm will be used to support children in Reception and Key Stage 1 who have been identified as having gaps in / being behind in speech and language.  Children’s speech and language will become more fluent and vocabulary will increase. Children’s ability to read fluently will increase and there will be a positive impact on children’s writing.  Other identified strategies may be used to support phonics, writing and maths. | ***Wellcomm is used by trained school staff to support the speech and language of identified children in Reception and Key Stage 1.***  ***Staff meeting time will be used to provide training to all teaching staff in school.An intervention is identified and purchased. Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). £500*** | All teachers and identified ESAs have had Wellcomm training.  WellComm and NELI are being used to support language development in Reception, where Communication and Language is low. The supply teacher can ‘free up’ trained school staff to deliver these session throughout the week. This will be rolled out to identified children in KS1, where communication and language skills are limited and have been adversely impacted due to lockdown.  Furhter resources to support the delivery of Wellcomm and NELI will be researched and purchased. | SC  SLT | July 21  Feb 21 |
| Extended school time  The school day will not be extended. However, the school day will be altered in the first half term. A recovery curriculum will be used to focus on children’s wellbeing and mental health and to support them to return to school and to fully access the National Curriculum.  High quality resources will be used to support the delivery of the recovery curriculum.  Further resources that will enhance any group or 1-1 work focusing on wellbeing will be purchased and used with identified children. | ***Staff meeting time will be given to the planning of a recovery curriculum.***  ***Resources to support the delivery of the recovery curriculum: £130***  ***Resources to support wellbeing with identified children: £236 further resources, including books and training have been purchased*** | The recovery curriculum enabled the vast majority of children to return to school confidently and access the curriculum. Children have felt happy and secure in school, and have been able to share their feelings and concerns with identified staff. All children were able to access the full curriculum by October half term.  Resources were purchased and distributed throughout school, ensuring that all children had access to the high quality materials. As a result, children were more engaged in lessons and work completed in the Wider Curriculum was of a good quality.  School has paid for 5 members of staff to undertake training to support children’s emotional wellbeing and mental health. Books have also been purchased, to be used as interventions for small groups work, with a focus on mental health and wellbeing. | BM, SLT, Teachers  BM  BM | November 2020 (Autumn 2)  Summer 2020  Dec 2020, ongoing |
| **Total budgeted cost from Covid -19 catch up fund** | | | | **£24,626** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to support the online learning. | ***Current school subscriptions will be maintained (e.g. TT Rockstars) and children’s usernames will be kept up to date: £1,670 £464 from Covid-19 catch-up fund***  ***£1206 from school budget***  ***1 day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs: £150 – No longer a cost as this has moved to online learning.*** | School subscriptions that support online learning have been maintained (TT Rockstars, Picture News…)  These were made available to children, as part of promoted extras for remote learning during lockdown 3 (January – March 2021)  Remote learning was moved to Microsoft Teams. The cost for this £1500, was paid by school, but should be offset by the Government grant for this (school is still waiting to receive this money back) | BE  Office staff | Feb 21  Feb 21 |
| Access to technology  To support remote learning, the DfE has allocated 2 devices to the academy. These can be prioritised to those children without devices. They will be given when a class/bubble/the child begins self-isolation and will be returned to school once the child returns. This will allow the devices to be rotated between identified priority children.  Devices in school are now outdated and do not support the use of current apps that will enhance children’s learning and enable them catch-up more quickly. The academy will purchase 50 new ipads that will effectively support small group work and interventions. Apps to support reading fluency and phonics will be better utilised with identified children.  Many of the teachers laptops are outdated and need replacing. The academy will look to replace old laptops for newer versions, which will prove to be more reliable and so will allow for more effective home-learning / remote working. Teachers capacity to share resources and communicate learning to children will be increased and enhanced.  The academy will move files over to Sharepoint. This will allow for more effective working from home, with school staff able to access all documents remotely. | ***The DfE will give schools 2 devices to support with home learning. (No cost to the academy)***  ***Purchase 50 ipads and 1 trolley. This will enable the existing stock of ipads to be allocated to other classes to be used to support teaching and learning. Reception teachers will also receive some of the ipads to allow them to record observations and to track children’s progress. Older teacher laptops can be redistributed to the 2 long term supply teachers. If required, older devices can be leant to parents to support home-learning if needed: £15,400 (From school budget)***  ***Moving the server onto Share point to enable more effective remote working: £2000 (From school budget)*** | By mid-January, school had received a total of 10 devices to support remote learning. A further 2 were received in March, as lockdown ended.  These were given to those families who were struggling to access remote learning due to a lack of devices.  New ipads arrived in school in February. They have had to be formatted and have been used by staff to support remote learning. They will by children within school to support teaching and learning, but also in interventions and for targeted small group work (where this is possible due to Covid-19 restrictions)  New laptops have been purchased for staff, allowing them to continue preparing and delivering remote learning when not in the school building. This has allowed children’s learning to continue without disruption, for those children in the classroom and those at home.  Sharepoint has been set up and has proved to effectively supported remote learning and remote working for staff. | BM  BE  BE | Dec 2020  Dec 2020  Feb 21 |
| Summer Support  NA |  |  |  |  |
| **Total budgeted cost**  **Total cost from Covid-19 catch-up find**  **Total cost from school budget** | | | | **£19,070**  **£464**  **£18,606** |
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|  | | **Cost paid through Covid Catch-Up** | | **£25,090** |
|  | | **Cost paid through school budget** | | **£21,606** |
| **REVIEWED – MARCH 2021 (BM)** | | **TOTAL COSTS** | | **£46,696** |