



**Coronavirus (COVID-19)
Catch-Up Funding Plan
2020-2021
Autumn 2020**

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Agreed by FGB (December 2020)

Guidance

Covid-19 has impacted on all our lives. There are many positive stories coming from lockdown and we need to celebrate these with our children and families. We also need to be mindful that many pupils have not been in school since March and the impact that this has had on both their education, emotional wellbeing and readiness to learn.

The majority of our children engaged with our remote schooling provision during lockdown. Claygate Primary also provided lessons through paper packs where needed. Our school utilised many online platforms including Google Classroom, Timestables Rockstars, Doodle Maths, Lexia, Accelerated Reader (AR), BBC Bitesize, Oak Academy to name but a few.

It is important to acknowledge that many children, due to home circumstances, will not have received the same quality of education, consistently and as thoroughly as if they had been in school being taught during this time. Illness and anxieties about catching the virus is an on-going worry. Supporting families with this in September was naturally a key focus alongside ensuring all risk assessments and procedures were in place to mitigate the risk of Covid.

From March to June 1st, CPS was open to key worker and vulnerable children only and for this period, 54 keyworkers accommodated in total.

When, Reception, Year 1 and Year 6 pupils were invited back from 1st June, we additionally had the following attendance:

- YR: 36 pupils attended (75% of cohort)
- Y1: 41 pupils attended (80% of cohort)
- Y6: 58 pupils attended (75% of cohort)

In total: 189 pupils in school from 01.06.20 onwards, represents 46% of whole school population

The statistics for Reception, Year 1 and Year 6 show confidence on CPS, these children are now our Year 1 and 2 cohorts and we are aware that the provision they experience contrasts significantly across each cohort with those who did not attend who have over a terms worth of learning to catch up on during these vital school years.

We are also mindful of the change for those children who attended in small bubbles would be returning to large classes and those returning from remote learning may have experienced few opportunities to socialise throughout lockdown.

Current years 3 - 6 only had remote learning provision during lockdown so there will be challenges in supporting these children to 'catch up' with missed learning. We offered a series of socially distanced transition days during the last week of the academic year to all pupils (including the new Reception class) so that they could meet their new teacher and reconnect with their peers. It was a positive and heart-warming experience and it was fantastic to see all of the children. All children attended except those shielding.

Some of the local nurseries that many of our children attend before starting in Reception were closed throughout the lockdown period so we recognise that this may have impacted on their early learning experience.

Use of Funds	EEF Recommendations
<p>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 <u>curriculum expectations for the next academic year</u>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <u>coronavirus (COVID-19) support guide for schools</u> 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.</p>	<p>Education Endowment Foundation's '<u>School Planning Guide 2020-21</u>'</p> <p>The EEF advises the following:</p> <ol style="list-style-type: none"> 1. Teaching and whole school strategies <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support 2. Targeted approaches <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time 3. Wider strategies <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support <p>See below for Claygate Primary's planned utilisation of the Catch-up Fund within these categories.</p>

How will Catch-up Fund be communicated to parents and stakeholders?

- Website will share this document with all stakeholders.
- Newsletters will provide updates on a regular basis as will year group termly updates.
- Parents Forum will be involved in various discussion points and report back updates to wider group.
- Governor monitoring through link governor plus Head teacher Reports will ensure all governors are updated regularly.

Identified impact of lockdown

Maths	<p>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 however they are quite simply, 'behind'.</p> <p>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 pre-teaching activities.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown 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.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Some children were keen to access accelerated reader, whilst others were impacted by lack of motivation and resources. 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. School made a library of phonetically decodable texts available to younger children throughout lockdown (with Covid safe and quarantining systems in place) however early assessments, particularly in Year 1, show that many children have not yet mastered the phonic code and lack segmenting and blending skills which is impacting on all aspects of learning.</p>
Non-core	<p>Whilst all curriculum areas continued to be taught via Google Classroom, we acknowledge that the depth of learning was not possible and both gaps in skills and knowledge have been identified. This means 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. This has impacted on acquisition of key subject-specific vocabulary across all curriculum areas. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
Well-Being	<p>Children were unable to access the support of the wider school community and the support programmes and therapies offered.</p> <p>Lockdown also impacted on our enrichment program which focuses on pupil physical and mental well-being.</p>

1. Teaching and whole-school strategies

Action	Intended outcome Estimated impact	Cost from Catch-up Premium	Staff lead	Impact
Curriculum Lead to support Subject Leads to ensure the foundation subjects are planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.	4 x supply cover £880	HM	
Broker planning support from LA English advisor for targeted year groups to ensure quality first writing teaching for all	Targeted year groups have high quality planning in place to support development of writing. Teachers understand new planning process More pupils make accelerated progress and pupils previously not on track to meet expected standard now meet this standard	2 x half days with Y2 & Y3 £240 supply	English Team DHT	
Training (above) cascaded to rest of team, which shares good practice and embeds initial training through coaching others	Targeted year groups have high quality planning in place to support development of writing. Teachers understand new planning process More pupils make accelerated progress and pupils previously not on track to meet expected standard now meet this standard.	2 x half days release £240 supply	SLT	
Due to Covid, new restrictions in place in terms of sharing physical resources. Purchase additional manipulatives for EYFS/KS1 initially.	Manipulatives are essential in teaching and learning of Maths concepts: children have access to cubes, number lines etc	£600	Maths Team	

Due to lockdown, there are more children at lower reading bands. Purchase additional stock, phonetically decodable and lower bands	There is a wider range of stock to engage readers and sufficient to meet capacity	£1000	English Lead	
CPS English team to observe editing lesson from outstanding school and engage in feedback and discussion session with parallel subject leads. English team to cascade new editing program to all staff	Whole school consistent approach to editing developed. Books show that purposeful editing and feedback move learning forward. Pupils make better progress in writing as a result	2 days release £440 supply	English Team	
Purchase whiteboard clickers for all classrooms to support the fact staff can no longer walk the classroom freely	These will enable staff to model from the front of the classroom, safely maintaining the pace of learning	£190	HT	
Doodle Maths in place for all pupils in the school	Pupils use Doodle Maths at home to reinforce concepts learnt at school and fill any gaps in learning due to Lockdown	Subscription £1,824	INCO	
Times Tables Rockstars in place for all pupils from Years 2 - 6	All pupils to utilise program. Targeted pupils are given opportunities to engage with program at least 3x weekly for 15 minutes. Pupils make accelerated progress in confidence and speed of recall as a result	Subscription £96	Maths Team	
Purchase a kit bag of sport's and play equipment for bubble use at break times and lunchtimes	Pupils engage in meaningful play, fitness levels improve	£700 (£50 per class)	PE Team	
Total Spend to date:		£6,210		

2. Targeted support

Action	Intended outcome Estimated impact	Cost	Staff lead	Impact
Small group Maths tuition for Y6 pupils before school	Gaps in Maths knowledge will be quickly addressed and closed. Concepts will be 'pre-taught' or revisited to ensure accelerated progress in the classroom. More pupils will reach expected standard in Maths at end of KS2	£280	DHT KS2 Support Staff Team	
Small group tuition for targeted Year 5 & 6 pupils in Maths, reading and writing delivered by class teachers	Small gaps in core subjects are addressed and quickly closed. Outcomes for these targeted pupils rise and more pupils make accelerated progress. End of KS2 progress & attainment data shows a rise in % pupils meeting expected standards	2x pm pw cover (provided by teacher) £6,000	DHT LC & SN CD & MG	
Power Maths and Pre-teaching support identified children in reinforcing their understanding of basic maths skills and application of number	Gaps in Maths knowledge will be quickly addressed and closed. Concepts will be revisited or 'pre-taught' to ensure accelerated progress in the classroom. More pupils will reach expected standard in Maths at the end of their respective key stages	Power Maths workbooks for all year groups plus additional resources £1000	INCO Maths Lead	
Small group phonics tuition for targeted Y1 & Y2 pupils before school	Gaps in phonological knowledge are quickly identified and addressed. More pupils will reach automaticity and will read at the expected standard by the end of Year 2 (evidenced through phonics screening check results and KS1 assessment data). Higher levels of proficiency in reading will impact positively on all subject areas	3 x ½ hr sessions p/w 3 terms £645	DHT KS1 Support Staff Team	

Phonics intervention TA employed to deliver small group phonics tuition for targeted pupils in Y1 & Y2	Gaps in phonological knowledge are quickly identified and addressed. More pupils will reach automaticity and will read at the expected standard by the end of Year 2 (evidenced through phonics screening check results and KS1 assessment data). Higher levels of proficiency in reading will impact positively on all subject areas	SW 1pm per week 3 terms £858	SW DHT	
Lexia reading program for targeted pupils in KS1 & KS2 on cusp of reaching expected standard in reading	Fluency and comprehension quickly improve. Class teachers receive breakdown of skill set for each pupil and know what next steps are. Program in use both at home and at school	Lexia license for 50 pupils £1,283	DHT & INCO	
Purchase further chrome books to allow greater access to AR & Lexia	Pupils enrolled on the Lexia program are given opportunities to engage with program at least 3x weekly for 15 minutes. Pupils quiz more regularly as chrome books are more readily available. Pupils make accelerated progress in reading as a result	£4,130	SLT	
Lego Therapy in place for targeted pupils to support learning behavior and social and emotional communication/interaction	Social and emotional skills of targeted pupils improve. Learning behavior in classroom is improved and outcomes are better as a result	Lego Therapy Training for 10 TAs £136 Lego 10 sets £300	INCO	
Additional Kuk Sool Wan intervention for 12 targeted Year 1s to encourage regulation, respect, social and emotional skills alongside martial arts	Outcomes for these targeted pupils improve, in particular speaking, listening, emotional regulation and the ability to collaborate	£40 per session x 10 sessions (Spring Term) £400		
Total Spend:		£15,032		

3. Wider strategies

Action	Intended outcome Estimated impact	Cost	Staff lead	Impact
Purchase further stock of AR to plug gaps which have been identified	Reading lead to identify ZPD levels where stock is low or where particular genres are not well represented. Pupils have further opportunities to read widely at all ZPD levels and make better progress in reading as a result	£600	Reading Lead: LC DHT	

Purchase books 'The National Curriculum Outdoors'; five books: Key Stage 1, Year 3, Year 4, Year 5 and Year 6	The National Curriculum Outdoors will help teachers to grow their confidence in teaching outside and to see the potential for curriculum learning in any outdoor environment. This will also ensure progressive skills across the school in outdoor enrichment provision	5 x £29.99 = £149.95	HT Outdoor Learning Team	
Purchase Book 'The Zones of Regulation' LM Kuypers. All staff to be trained by INCO	CPS develops a curriculum designed to foster self regulation and emotional control: high quality first teaching Common Language, self awareness and control across the school community	Book £53.20 Support staff training session £544		
Online learning resources purchased to improve remote learning for those isolated and in case of lockdown: AR, Lexia, Spelling Shed	Children will have greater opportunities to access learning at home. Remote 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 navigate the online learning.	Spelling shed: £125 Maths Shed £125	English Team	
Total Spend:			£1.597.15	

4. Wider CPS strategies from existing budget

Action	Intended outcome Estimated impact	Staff lead	Impact
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Become a Compassionate Trauma Informed School working with Educational Psychologist	There is a shared understanding and language across school when talking about wellbeing. School values and policies reflect an understanding of stress, trauma and the principles of effective support. Calming and regulating approaches are integrated and promoted across the day.	SLT	
Enrichment program for all children 1pm per week	All children complete a block of activities over the course of the year. These actively promote and support pupil physical and mental well-being; including music and drama, gardening, art, Woodland Outdoor Learning, Fitness and Fun etc	HT	
New EYFS ELSA provides support for targeted children 1 hour per week	Identified children have greater emotional literacy	DHT	
Additional forest school intervention for targeted Year 1s support oracy and social and emotional skills	Outcomes for these targeted pupils improve, in particular speaking, listening and problem solving skills, and the ability to collaborate	Forest School Team	
Implement Forest School (mini-woodies) for Year R to support well-being and development of communication and language	Forest school sessions in place for all YR pupils once weekly, with additional intervention sessions planned for those that are not on track to meet ELG in key areas. Communication & language outcomes improve for targeted pupils,	YR Forest School Team: CB	
Identify target readers in all classes for more frequent 1:1 reading	Children will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	CTs	
Small Group Reading comprehension tuition for Y6 pupils 2x weekly	Reading comprehension skills quickly improve. Children have increased confidence when approaching a reading	DHT	

	paper. % children achieving EXS or better in reading at end of KS2 improves		
Sharing of best practice through SAfE webinars and across ELT which include a focus on curriculum, T&L, behaviour and pupil premium and leadership. Online networking and training will lead to the most effective classroom practice being shared and learning optimised.	A clear, progressive and cohesive curriculum is in place for all subject areas, with gaps identified and addressed during the course of the year.	HT	
Appoint Sport TA to support teachers in delivering high quality PE & additional circuit sessions to boost fitness post-lockdown	High quality PE lessons in place for all year groups once weekly. Additional 30 minute circuit training sessions and structured play sessions for all year groups 1x weekly – pupil's overall fitness levels are boosted post-lockdown	PE Team: AW & AG	
ELSA program continues to support individual emotional needs. Drop in Centre to be built upon from last year	Children know there is a support network available Children have bespoke support Teachers are supported	ELSA	
Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge pupils are not yet secure. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	A clear, progressive and cohesive curriculum is in place for all subject areas, with gaps identified and addressed during the course of the year.	SLT	

Summary Report

Total number of pupils on roll:	371 pupils	
Catch-up Funding	Total: £29,840 Please note: Provisional allocation: £32,960 (based on Oct 19 pupil numbers)	First installment (Autumn 20): £8,240 Second installment: Third installment:
Anticipated Planned Spend to date	<ol style="list-style-type: none"> 1. Teaching and whole-school strategies 2. Targeted support 3. Wider strategies <p style="text-align: center;">Total spend</p>	<p>£6,210</p> <p>£15,032</p> <p>£1,597.15</p> <p>£22,839.15</p>

What is the overall impact of spending?

Final spend: £29,423