



*Christleton Primary School*

*COVID-19 Catch-Up Funding and Expenditure*

### Summary

Total number of pupils	212	Catch up budget	£16,000
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Covid-19 has impacted on all our lives. There are many positive stories coming from lockdown and we need to celebrate these with our young children. We also need to be mindful that many pupils have not been in school since March 2020 and the impact that this will have had on both their education, emotional wellbeing and readiness to learn.

Many of our children received home schooling and the school provided lessons through weekly packs and online resources. However, it is important to remember that 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.

Christleton Primary School is fortunate to be situated in a relatively affluent area but it is important not to assume that this means all children are supported and able to engage in home learning.

Bereavement and anxieties about catching the virus, is an on-going worry and supporting families in since we returned to school fully remains a focus.

From March 2020 to June 1<sup>st</sup> 2020, school was open to key worker and vulnerable children only. For this period, we had a relatively large number of children continue to attend in comparison to other schools in the locality. As we approached the summer break we were in a position to offer provision to our year six and reception children.

Since September 2020 all children returned to school fully. Prior to this point subject leaders reviewed curriculum coverage and identified the key learning which may have been missed due to lockdown. By identifying these key skills and learning objectives teachers could plan an adapted curriculum to ensure this key learning is delivered. Alongside the curriculum content the catch-up funding will be used to provide training, provide additional adult support, and provide additional resources and materials.

Alongside our curriculum planning we developed systems and processes to prepare the school for a second lockdown, whether it be national or local. This plan sets out what we will do as a school in the event of a further lockdown.

### Use of funds / EEF Recommendations

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 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

### Identified Impact

The school was very aware of the emotional impact of lockdown on pupils and the anxiety many would face returning to school. We therefore took the strategy that we would establish routines and expectations, ensure a safe and secure environment and focus on our children's mental and physical well-being during autumn term one.

Alongside this approach, teachers sensitively made assessments, revisited key objectives from the previous year's curriculum and began to deliver objectives which may have been missed due to lockdown. The gradual identification of gaps over the course of the first half term enabled the curriculum to be adapted and refined.

It is our belief that delivering a curriculum labelled as 'catch up' make cause further anxiety for the children already under stress, for this reason we explained to the children that we would be adapting the curriculum to help them adjust to school and learning. Our adapted curriculum is constructed to address missed learning, deliver curriculum content and ensure the wellbeing of our pupils.

In order to gain a full picture of attainment formal assessments will be carried out during autumn term two.

Targeted area – Well-being / emotional support

Issue	Action	Success Criteria	Cost	Review
<p>Many children have been in formal education since March. This will have an impact on their education but also their emotional wellbeing. Many children will have anxieties about catching the virus and returning to school.</p>	<p>Review and adapt the behaviour policy and expectations.</p> <p>Review and adapt the home school agreement.</p> <p>Purchase of a range of high quality texts to support the children through this period i.e. bereavement, loss, anxiety etc.</p>	<p>Children return successfully to school in September.</p> <p>A smooth return into school via a curriculum the focusses on integration back into school life.</p> <p>Increased opportunities for mental health and wellbeing check-ins</p> <p>The curriculum is responsive to the needs of individuals' and individual classes.</p>	<p>High quality texts £500</p> <p>Heart start £800</p> <p>ELSA continuation and resources £150</p>	<p>Monthly informal reviews will take place to ensure that this element of the curriculum is being delivered and that any children identified as needing additional support are provided with it.</p>
<p>Some children may find leaving their family traumatic as it will be six months since they last came into school.</p>	<p>Purchase Heart Start and integrate into the curriculum</p>	<p>The use of specific, high quality texts, PHSE and wellbeing sessions supports children's mental health</p>		<p>In addition to the children a staff well-being survey will be provided and acted upon during the first autumn term.</p>
<p>Lack of routine and absence from school coupled with new rules such as social distancing may mean that some children could struggle with the behaviour expectations in school</p>	<p>Ensure ELSA materials are purchased and ELSA continues to be delivered.</p>	<p>The use of specific, high quality texts, PHSE and wellbeing sessions supports children's mental health</p>		
<p>Parents and children may be anxious about returning to school after such a long break and about the continuing virus threat.</p>	<p>Communicate systems, expectations and routines to parents and carers in advance of a school return.</p>	<p>The behaviour policy and home school agreement is reviewed and adapted to support the new expectations.</p>		
<p>Children may have not seen or spent time with their friends during lockdown. Friendship issues will need to be addressed and support given when needed.</p>		<p>Pupil voice is harnessed to understand a child's view of lockdown.</p>		
<p>Lockdown has caused significant changes in peoples' routines. Support will be needed to re-establish these with children and parents.</p>		<p>Visual timetables will be used to help children understand the routine of the day.</p>		
<p>Some children may have suffered bereavement during the lockdown. It is important the school recognises that any deaths in the community may affect pupils, parents and staff.</p>		<p>Expectations, systems and routines will be communicated to parents prior to the school return.</p>		

Targeted area – Reading

Issue	Action	Success Criteria	Cost	Review
<p>The teaching of phonics and the acquisition of early reading skills has been impacted by school absence and lack of transition.</p> <p>The year one cohort 2020 did not complete their phonics assessments.</p>	<p>Further develop the resources available to support the delivery of RWI, including additional home resources.</p> <p>Purchase and embed the RWI spelling program.</p>	<p>The year one cohort (2020) will attain well in the year two phonics assessments.</p> <p>Phonic teaching in EYFS and year one will be quickly initiated, regularly assessed, supported by high quality resources. It will be delivered at a high quality in all year groups.</p> <p>The RWI spelling programme will be delivered in year three.</p> <p>Regular, ongoing assessments will identify those children in need of additional support early and steps will be taken to ensure that this support is put in place.</p>	<p>£2500</p> <p>£900</p>	<p>NH will ensure that resources are purchased and organised appropriately (Oct 2020)</p> <p>NH will monitor the delivery of RWI across ks1 (Oct / Nov / Dec 2020)</p>
<p>Individual, group and class reading opportunities have been missed. Confidence and competence of the readers will be lower.</p>	<p>Ensure Class reading texts are purchased and in place.</p> <p>Whole class reading methodology shared, agreed and implemented.</p>	<p>All classes have regular, timetabled reading sessions in place.</p> <p>All resources are present and available in school to support the delivery of whole class reading.</p>	<p>n/a</p> <p>Accounted for in whole school budget</p>	<p>NH as reading lead to ensure materials are disseminated.</p> <p>NH to monitor during Oct / Nov 2020</p>
<p>COVID-19 RA makes the sending home of reading books more problematic – meaning access at home is difficult.</p>	<p>Purchase Reading Eggs to support all children’s ability to access reading material at home.</p>	<p>Reading Eggs is in place.</p> <p>All children have their log on information.</p> <p>Children regularly access Reading Eggs for their reading material.</p>	<p>£1200</p>	<p>NH as reading lead to ensure materials are disseminated.</p> <p>NH to monitor during Oct / Nov 2020</p>

Targeted area – Writing				
Issue	Action	Success Criteria	Cost	Review
Evidence suggests that the children may fall behind most in writing, especially in relation to writing for a sustained period of time.	<p>Purchase specific 'catch up' units of work, and associated materials, to support the teaching of key concepts missed during lockdown.</p> <p>Utilise support staff to allow teachers to provide 1:1 or small group work sessions in the afternoon.</p> <p>Plan engaging activities to increase the profile of written work across the school.</p>	<p>The quality of written work across the school is high – more pupils achieving age expected or above levels.</p> <p>Where relevant and beneficial, writing opportunities are developed across the curriculum.</p> <p>Pupils are confident in their writing.</p> <p>Children can demonstrate, over time, that they are able to write for increasing time periods – sustain their writing.</p> <p>High quality displays raise the profile of writing across all classrooms.</p>	£2500	<p>JS as writing lead ensures that the catch units are disseminated to all staff.</p> <p>Monitoring during the autumn term – OCT and DEC ensures quality of delivery.</p>

Targeted area – EYFS				
Issue	Action	Success Criteria	Cost	Review
To ensure that the children achieve the best possible outcomes at the end of reception and that those children whose transition into primary has been disrupted start school positively.	<p>Develop the EYFs provision to ensure it is covid secure and provides high quality learning opportunities.</p> <p>Further develop the EYFS outdoor area to ensure opportunities to learn (and use the area) are present.</p>	<p>Increased opportunities for outdoor learning.</p> <p>A purposeful EYFS environment is in place which supports high quality teaching and learning.</p>	£2500	<p>SK</p> <p>OM</p>

Targeted area – Home Learning / Maths				
Issue	Action	Success Criteria	Cost	Review
The development of key number skills and times table knowledge may have been impacted by the lockdown.	<p>Ensure that Timestable Rockstars is utilised in all year groups – children have their log on details and are accessing the software.</p> <p>Teachers to use Whiterose materials to make ongoing assessments – identify those children requiring additional support</p> <p>Focus teaching on key objectives. High focus on number and the development of timetables.</p> <p>Feedback books are utilised to ensure support and intervention is quickly identified and implemented.</p>	<p>Children’s timetable knowledge is secure and age appropriate</p> <p>All children access Timestable Rockstars</p> <p>Progression and a clear focus on key objectives is clear within maths workbooks</p>	<p>n/a</p> <p>Already accounted for within the school budget</p>	<p>SK to review maths workbooks during oct and dec 2020.</p> <p>SK to review engagement in TT rockstars</p>

Targeted area – Additional support / Intervention				
Issue	Action	Success Criteria	Cost	Review
Low levels of additional support in class limits the interventions which can take place.	<p>Employ additional support staff.</p> <p>Introduce in-class interventions and support in all year groups / bubbles.</p> <p>Identify those children with SEND who may have missed specialist teaching.</p>	<p>All classes will be supported by some additional adult time.</p> <p>Planned interventions will be delivered in all year groups.</p>	<p>£15,266</p> <p>£8,853</p>	<p>OM and ES to review the deployment of TAs regularly.</p> <p>TA timetables scrutinised Oct/Dec</p> <p>On completion of the NFER assessments (and assessment week) Nov 2020 TA timetabling will be reviewed and target children / groups refined.</p>

Targeted area – Transition				
Issue	Action	Success Criteria	Cost	Review
Children will not have been able to have transition events as previous years.	Ensure that transition events are planned prior to the summer break – via Zoom.	Parents will be clear of expectations due to clear, concise information sent out.	n/a	SK to review EYFS transition.
Those children entering the school may have not attended nursery or pre-school since March 2020.	Ensure that the EYFS staggered start allows for the teacher to assess and understand the needs of the new EYFS cohort.  Send out appropriately detailed information and guidance for parents.	The EYFS children will transition smoothly from the home (or pre-school) environment into EYFS.	Staff time to provide Zoom meetings with parents	NH to review EYFS alongside SK and also consider Transition within school.

Targeted area – Digital Devices – if funding allows				
Issue	Action	Success Criteria	Cost	Review
Due to the schools plans for partial or full lockdowns all staff – including Ta’s may need access to technology.	Purchase additional hardware – I pads to ensure support staff are able to support children should a bubble close.  Consider which staff (and associated children) would benefit most from having access to technology. i.e. which children would be vulnerable at home and require additional TA support virtually.	All children are provided with support should a bubble have to isolate or the school have to close due to a partial or full lockdown.	£350x7 £2450	OM to review the need for additional technology and allocate accordingly.

### Financial Implications

COVID Catch-up Funding	£16,000
Total School Spend	£37,619
	<b>-£21,619</b>