

# Spalding St Paul's Primary and Nursery School



## Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Funding should be used for specific activities to support pupils to make up for lost teaching over the previous months.

The Education Endowment Foundation Guide to Supporting School Planning: A Tiered Approach to 2020-21 '[School Planning Guide 2020-21](#)' has been used when producing this plan. The tiered planning model that focuses upon high quality teaching, targeted academic support and wider strategies has been adopted to map out how to spend the Coronavirus (COVID-19) Catch-up Funding, to ensure that academic and pastoral issues are addressed in a timely manner.

The COVID-19 Support Guide for Schools states that:

***“Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life”***

***“...for many pupils, compensating for the negative impact of school closures will require a sustained approach”***

***“...it is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities”***

With this in mind this plan should be scrutinised in conjunction with the Pupil Premium plan for spending and the School Development Plan.

School name:	St Paul's Primary School
Academic year:	2020 - 21
Total number of pupils on roll:	

<b>Total catch-up budget:</b>	<b>£13,</b>
<b>Date of review:</b>	<b>December 2020</b>

## **Overarching priorities for catch-up at St Pauls:**

### **1. Ensuring quality first teaching across all classes.**

This school recognises that the very best way to support all our children to address and narrow the gaps created by Covid is by ensuring that all classes are accessing quality first wave teaching across the whole school.

- This is ensuring that the children access a broad and balanced curriculum, with no subjects missed.
- High expectations will be in place for all children relevant to their developmental need.
- Teachers will recognise all pupils' needs and will adapt the curriculum provision to best meet the needs of their classes.

### **2. Reading is the top priority for pupils across the whole school but with particular emphasis on early reading development and phonics.**

We understand that without the ability to read children will be unable to access the wider curriculum and this is a significant barrier to learning. Within this school context where numbers of EAL pupils remain a significant cohort statistic and the numbers of both SEND and disadvantaged pupils on our role have all increased significantly, we aim to ensure the highlighting of reading across the school as a priority enables our pupils to narrow the gaps and make rapid progress in this area.

Our data on entry in EYFS shows us that early reading is a massive issue for our school with only 14% of pupils coming in to school at ARE of 30-50S. We need to ensure a robust and structured approach at the very start of school to ensure they have the skills and knowledge they need as foundation learners.

As a result of our assessment of need in reading we aim to:

- Improve the quality of the teaching of phonics across EYFS and KS2 into KS2;
- Plan and ensure delivery of sequential quality teaching of early reading skills, skilling in our EYFS teachers as well as supporting parents and carers to develop our youngest pupils in their earliest reading experiences;
- Developing comprehension and inference/deduction skills by implementing the Accelerated Reader system across school;
- Ensuring quality first teaching in reading, training up practitioners in RWI so they can best deliver the programme and to carefully monitor the scheme being taught.

## Whole school support

“Great teaching is the most important lever schools have to improve outcomes for their pupils.”

Action	Impact	Cost	Staff lead	Comments
Monitor and support all of our teachers to ensure quality first teaching is rapidly improving outcomes for all children. This includes checking that the full curriculum entitlement for all pupils is in place across the school and no time is wasted in implementation from day 1.	The quality of teaching in classes will ensure that for the vast majority of children the gaps that exist following Covid lockdown will be filled as learning moves forward rapidly. Any issues found with teaching will be raised, discussed and SLT/middle leaders will check that recommendations have been acted on.	Approx. 3 days supply costs for staff release. 700	SLT observations lead by HT and checked by BK	
Robust and reactive home learning programme for pupils who are self-isolating or shielding. Staff to get work out to pupils on day 1 of them not being at school and this will be possible because there is a robust plan in place that all staff understand and can access.	All pupils will access quality resources that link to the curriculum work they would be doing if they were in class, reflecting all areas of the curriculum.	1 day supply for KJ plus half a day to review and evaluate mid-term  300	KJ to construct SLT to distribute and check All subject leads	<u>Milestones:</u> Plan created and disseminated across all staff by October half term Checked and evaluated at the end of each whole term, first evaluation in December.
Use external expert SLE to support EYFS practitioners to improve the teaching of early reading.	Practitioners will be skilled, planning strong, resources utilized effectively and pupils in EYFS will make better than expected progress in reading. We aim that at least 50% will make ARE by the end of the year.	2000	GE (SLE) EW and team Checked by BK and KN	<u>Milestones:</u> Work to start in November 2020 with EYFS team. Review of practice by SLT at the end of each whole term. <u>Comments:</u> Baseline in Septemebr 2020 showed only 14% came in at ARE of 30-50S, this was the lowest score from all the areas of learning. 15/21 pupils are FSM.
SENDCo and inclusion team will be supported via a full SEND review and engaging with key training via the LENS project to plan and deliver for the needs of	Pupils with SEND will make rapid progress because teachers will have a better understanding of how to adapt the curriculum to best fit their needs. This will be because SENDCo will have increased impact when supporting and monitoring provision for individual pupils.	3000	LA – to engage with review via LEARN TS.  KN/KJ to monitor and	<u>Milestones:</u> Full SEND review to happen in the Autumn Term with action plan in place before start of Spring Term; LENS project to start in January. <u>Comments:</u>

			evaluate progress. BK to check.	Lens project will run over 2 academic years and will need top-up funding allocation in year 2.
<b>Total spend:</b>			<b>6000</b>	

## Targeted support

“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”

*Our whole school priority on return from Covid is that we ensure all our children can access the appropriate support they need for them to show rapid improvement in Reading. We have outlined our key priority across the school as reading as this forms the gateway to the whole curriculum. Data shows that this is also the area of most need, with early reading and phonics scores very low this year.*

Action	Impact	Cost	Staff lead	Milestones and Comments
Identify key pupils across the school who have shown the widest gaps developed in their reading on return to school. Then plan and deliver targeted reading intervention for those children	School leaders will have a strong awareness of the location and numbers of the most vulnerable pupils in this area. They should be the children with the biggest slip in their reading ability which may not necessarily mean they have crossed the radar for intervention before.	none	KJ to request data from all classes	<u>Milestones:</u> October half term 2020 for identification.
Comprehension and reading skills intervention plans to be drawn up to support children identified across the school from KS1 up to Y6 as being the most vulnerable. Targets, materials and resources plus key delivery staff will be identified	By November 2020 intervention plans will be put into place for children who need it.	2000	KM to action KN/KJ to oversee	<u>Milestones:</u> Intervention plans and resources plus adults outlined to deliver will be in place by end of November 2020 <u>Comments:</u> The school currently does not have the capacity to release any TAs for intervention so an additional TA (or 2 part time, fixed term TAs) will need to be

				sourced to undertake the reading intervention across KS1 and KS2.
Nuffield language intervention programme to be unrolled into Nursery and EYFS supported by external EYFS SLE to ensure it is implemented effectively.	TAs and EYFS staff in both the Nursery will be trained and supported to deliver the Nuffield plan which will ensure rapid development in pupils S&L skills.	Nuffield programme is free, but will need training and support to implement it fully and effectively  500 release for training and for SLE support	EW to oversee training in EYFS/Nursery KN/KJ to check GE to support BK to monitor	<u>Milestones:</u> Training to happen in January with delivery beginning shortly after.  NB – The school has not yet had notification as to whether our application has been accepted. <i>20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</i> These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension. It is targeted at children with relatively poor spoken language skills. Teaching Assistants are trained in how to develop children's language skills. Three 30-minute sessions per week are delivered to groups of five children during the Spring and Summer terms (20 weeks). Children also attend an additional two 15-minute individual sessions per week. All sessions focus on listening, narrative and vocabulary skills. Work on phonological awareness is introduced in the final ten weeks.
Phonics – intervention groups identified for those Y2 pupils who are missing key sounds and blends. Pupils beyond Y2 who might have gaps in phonics will be identified and support plans for groups put in to place to fill gaps.	Pupils will have the basic phonological skills that they need to decode, this goes alongside the comprehension skills and learning that ensure the 'Simple Reading' model is established as the most effective way to ensure pupils read and access the wider curriculum.	500 release time for phonics lead 2000 set aside to fund intervention	Phonics lead to collate information and allocate intervention  Lead to monitor impact. KN/KJ to check	The school currently does not have the capacity to release any TAs for intervention so an additional TA (or 2 part time, fixed term TAs) will need to be sourced to undertake additional phonics intervention, this can be tied into the additional time for the TA that delivers other reading intervention groups.
<b>Total spend:</b>		<b>5000</b>		

## Wider support

“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behavior and social and emotional support.”

*This school has an effective and skilled inclusion team who are currently tackling and challenging absence from school. As a result, attendance is consistently above the current national average and above 90%.*

*The school is seeing a significant rise in anxiety and in crisis referrals (i.e. incidents of DV) that are involving pupils that were formerly not on the school radar.*

Action	Impact	Cost	Staff lead	Comments
<p>Pupils in KS2 who might be experiencing significant anxieties and challenges due to COVID 19 to be identified by class teachers.</p> <p>Pupils to participate in Aspire to Inspire+ mentoring programme</p>	Pupils will be reengaged and enthused through mentoring programme to positively impact on their aspirations, confidence, self-esteem, and behaviour, through various tasks and challenges	£0	CM	Aspire to Inspire mentoring programme is aimed at engaging & enthusing disengaged or struggling pupils. It has been designed to positively impact aspirations, confidence, self-esteem, and behaviour, through various tasks and challenges. Delivery will be six weekly contact sessions, over one term, for 15 pupils in KS2.
Pupil to engage in a book themed mental health and wellbeing week.	Pupils will be supported to address their wellbeing and mental through a book-based approach. Children will be engaged with stories linked to wellbeing and mental health. Strategies will be taught to the children to support them in addressing any concerns. Ideas will be shared about promote good mental health.	£0	KJ	<p>Nursery/EYFS – Jar of Happiness</p> <p>Ruby’s Worries – Year 1/2</p> <p>Mystery of the Colour Thief – Year ¾</p> <p>Cloud Boy – Year 5/6</p>

Attendance to monitored rigorously in line with school policy.	Pupil absence will be closely monitored on a weekly basis to ensure persistent absence is addressed. Key pupil groups will be monitored to ensure we are inline or above national average. Attendance meetings will be held with all persistent absentees. Class with the best attendance will be rewarded.	£0	DP	Need to ensure attendance does not drop. Must stay inline or above national.
Total spend:		£0		



## Summary report

It will be expected that staff involved with this plan will contribute to a termly review report to assess where the school is in relation to these actions.

Reviews will be set in December, March and June. Each review point will assess whether the milestones have been achieved and to what impact.

What is the overall impact of spending?
How will changes be communicated to parents and stakeholders?
Final comments

Final spend:	8000